



Managing for Impact

In Partnership with



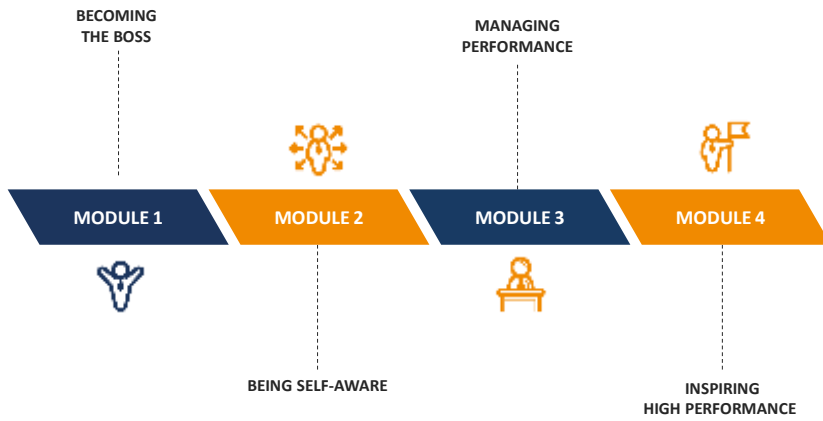
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Who We Are



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Program Outlook



Module 1: Making the Transition into Management



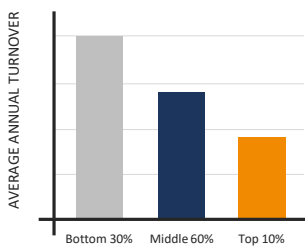
Lesson: Making the Mindset Shift

Objective:

- ✓ Enhance your understanding of management versus leadership
- ✓ Gain clarity on the qualities of extraordinary leaders

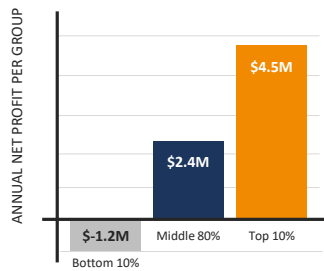
The Impact of Extraordinary Leadership

IMPACT ON TURNOVER



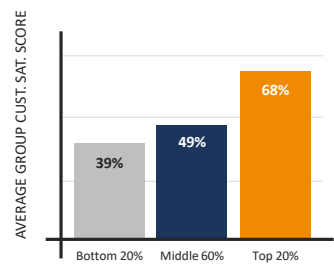
LEADERSHIP EFFECTIVENESS

NET INCOME IMPACT (In \$Millions)



LEADERSHIP EFFECTIVENESS

CUSTOMER SATISFACTION



LEADERSHIP EFFECTIVENESS

The Challenges of Becoming a Leader

TRANSITIONING INTO MANAGEMENT



Manager vs. Leader Dilemma



SMART

VISION
STRATEGY
PRODUCTS
SALES/MARKETING
TECHNOLOGY



HEALTHY

PEOPLE
RELATIONSHIPS
FEEDBACK
CLARITY
TRUST



EXERCISE: DREAM BOSS





Lesson: Effective Listening

Objectives:

- ✓ Enhance your listening skills
- ✓ Increase your understanding of common listening barriers

POINT TO CONSIDER

If a core objective of being an extraordinary leader is to build meaningful human connections, then **listening** is an essential skill.

But why is active listening so difficult?

The following behaviors get in the way of effective communication and collaboration.

Rehearsing – You are preparing your response to what the speaker is saying rather than listening.

Advising – You 'help' by giving advice rather than listening. If done in a superior manner the other person can feel put down.

Identifying – You use what others say as a platform to launch your own story. You look for an opportunity to jump in rather than listening.

Judging – You look down at someone and find fault with him/her from a superior point of view. You don't hear the other's point of view.

Denying – As soon as someone brings up an issue that you don't want to hear you block the information by negating it. It blocks reality.

Sparring – You value the process of arguing, defending your point of view and pushing it on others.

Derailing – You avoid a topic by abruptly changing the subject.

Nit-picking – You pick on a small aspect of what someone is saying, finding fault to obscure the overall message.

Dreaming – You pretend to listen but have drifted into your own thoughts.

Minimizing – Your comments make some else's point of view less valid or significant with comments like, "I think you are overreacting."



Can you think of other distractions?

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**EXERCISE:
THE POWER OF BEING PRESENT**



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EXERCISE: THE LISTENING SELF-ASSESSMENT

Break



Lesson: Managing Conflict

Objective:

- ✓ Increase your understanding of how to use emotional intelligence and empathy to manage conflict

POINT TO CONSIDER

Your effectiveness as a leader is based not on your ability to manage conflict but rather your ability to manage conflict when it matters most!

WE IMAGINE THIS...



FRACTURE-BASED

RATHER THAN THIS...



BENEFIT-BASED

FRACTURE VS. BENEFIT PERSPECTIVE

The underlying assumption in the fracture-based approach is:
Something is broken and I need to fix it.

The underlying assumption in the benefit-based approach is:
There's an opportunity to leverage our differences and arrive at a better place for all parties.

POINT TO CONSIDER

The wonderful aspect of fracture-based vs. benefit-based conflict management is that it's all in your control...

You can demonstrate that you're **right** or you can demonstrate that you are **effective!**

BY EFFECTIVE, WE MEAN...

Removing the perception of a threat that causes others to resist the feedback, while still having your message heard and acted upon.

You know you're engaged in a **Fracture-Based** conversation if you:

1. Shift your attention to blaming or shaming.
2. Get emotional and don't stop the conversation.
3. Generalize.
4. Lose clarity.

You know you're engaged in a **Benefits-Based** conversation if you:

1. Are clear about the intended objective.
2. Understand your "triggers" and have a plan to mitigate them.
3. Consider the other point of view.
4. Demonstrate empathy.
5. Include the other party in a solution.
6. Stay committed.

When you need to enter into a direct conversation, its success is determined within the first 10 seconds.

Which invitation into a discussion do you feel would be more effective?

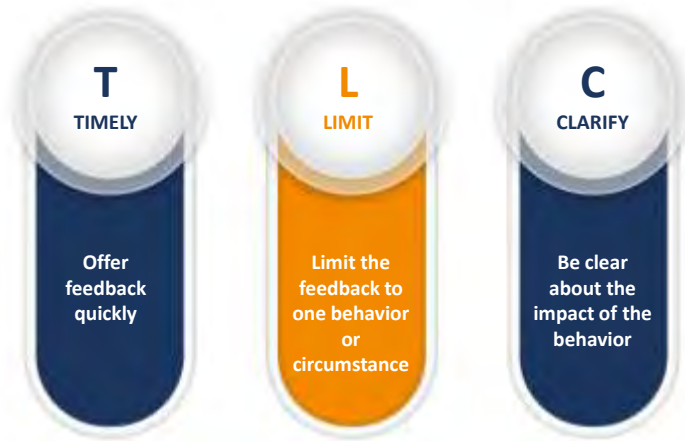
- We need to talk, or
- I need your help

Remember, to be effective you want to remove any perception of a threat so that the recipient of the feedback is ready and open to hear you.

Additional Benefits-Based Conversation Starters:

- ✓ I'd like to discuss... and I want to start by better understanding your perspective.
- ✓ It appears we are not on the same page... I'd like to hear your thoughts on this.
- ✓ I have some ideas on how we can collaborate more effectively.
- ✓ How do you think you did?
- ✓ Let's talk about what just happened.

THE TLC METHOD OF GIVING FEEDBACK



EXERCISE: FEEDBACK SCENARIO

An urgent project arises from a partner so you assemble your team together to share details and clarify roles and responsibilities. One of your team members, Shawn, is disruptive. He's clearly not happy with this urgent project and has decided to use negative body language to make his position known. You need the team to get on the same page quickly in order to meet the partner's deadline.

What is your feedback for Shawn? Remember your objective is to be effective, not right.

THE TLC METHOD OF GIVING FEEDBACK

Choosing to be Right (Fracture-Based):

David, you're always on your cellphone during our team meeting. It's so annoying. Please stop.

Choosing to be Effective (Benefits-Based):

David, in today's (T) team meeting I noticed you were on your cellphone (L). When you're on your phone during our meeting, it sets a bad example for your colleagues (C).



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THE TLC METHOD OF GIVING FEEDBACK

Choosing to be Right:

David, you never get to work on time. Everyone else seems to be able to get here on time. What's going on?

Choosing to be Effective:

David, I noticed you arrived late (L) this morning (T). When you arrive late, you hold others up from getting their work done (C). How can I help you get to work on time?



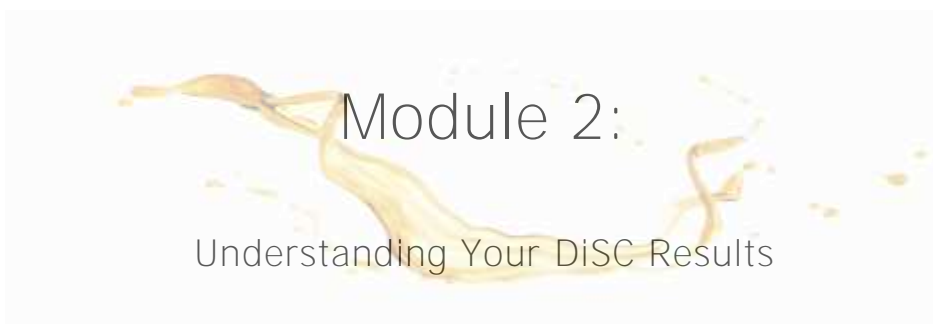
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EXERCISE: FEEDBACK PRACTICE

- Partner up with a peer
- Read the Feedback handout
- Select 2-3 scenarios at the end of the handout
- Using the TLC feedback model, craft your feedback for the given scenario



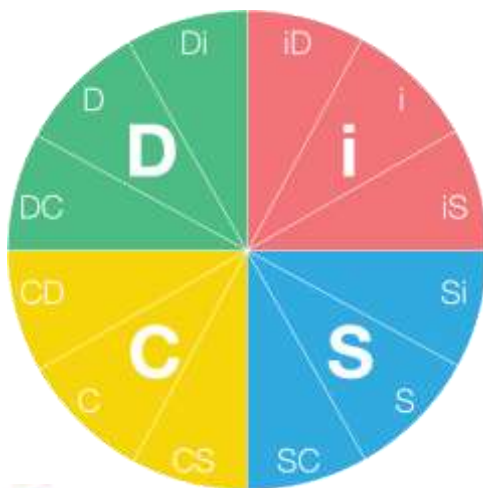


Lesson: Reading Your DiSC Report

Objective:

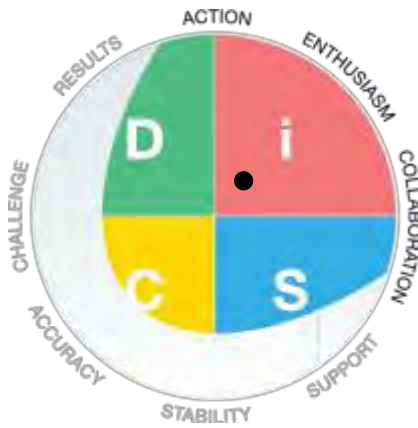
- ✓ Increase your understanding of your natural personality style

Your DiSC® Style

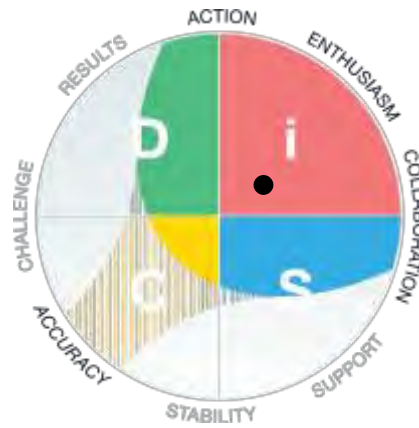


Your report will illustrate which of the 4 core DiSC personality styles you are most aligned with.

Your Priorities



i Style



i Style + Accuracy



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Your Priorities

Turn to Page 5

Read and personalize

- ✓ = like you
- X = not like you
- ? = not sure

DISC® PERSONAL QUALITIES

Your Leading Expert's Key Takeaway

DISC® is a model of human behavior based on 2800+ years of research and 100+ years of scientific study. It is a model of human behavior that is based on the science of psychology. It is a model of human behavior that is based on the science of psychology. It is a model of human behavior that is based on the science of psychology.

What Personal Traits Your Workplace Requires?

- **Being confident:** I am confident and I am confident in others. I am confident in my own abilities and I am confident in the abilities of others. I am confident in my own abilities and I am confident in the abilities of others. ✓
- **Being helpful:** I am helpful and I am helpful to others. I am helpful in my own way and I am helpful in the way of others. I am helpful in my own way and I am helpful in the way of others. ✓
- **Being organized:** I am organized and I am organized in my work. I am organized in my work and I am organized in my life. I am organized in my work and I am organized in my life. ✓
- **Being stable:** I am stable and I am stable in my work. I am stable in my work and I am stable in my life. I am stable in my work and I am stable in my life. X
- **Being creative:** I am creative and I am creative in my work. I am creative in my work and I am creative in my life. I am creative in my work and I am creative in my life. ✓



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Turn to Page 6

Read and personalize

✓ = like you

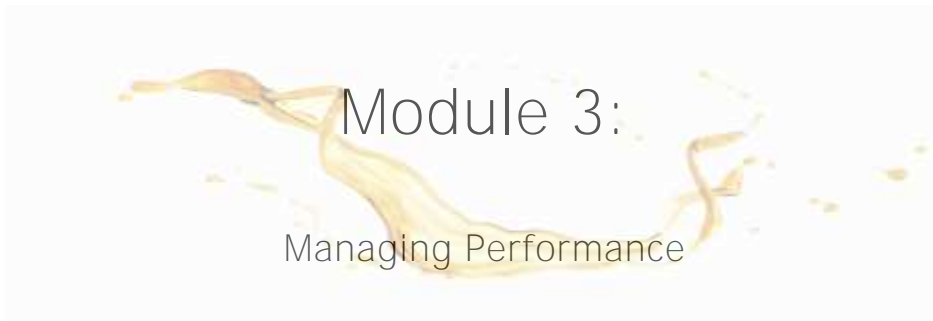
X = not like you

? = not sure

Underline one statement from **each category** that best describes you



Lunch Break



Module 3:
Managing Performance

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Lesson: Performance Management Basics

Objectives:

- ✓ Increase your understanding of the power of effective performance management
- ✓ Differentiate between poor vs. great performance discussions
- ✓ Increase your understanding of performance evaluation biases

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The Power of Effective Performance Management

“I receive frequent meaningful feedback to help me grow and develop.”

✓ **3.1 X** more likely to offer discretionary effort

✓ **3.3 X** more likely to stay

“I feel genuinely valued by my manager.”

✓ **3.5 X** more likely to offer discretionary effort

✓ **4 X** more likely to stay



EXERCISE: CASE STUDY: KARLA'S KERFUFFLE

Best Practices

- ✓ Give feedback immediately and privately
- ✓ Constructive feedback should be specific
- ✓ Commit time each week to discuss performance and goals with employees
- ✓ Be open to receiving feedback from the employee
- ✓ Give the employee the benefit of the doubt



Evaluation Bias



- ✓ **Contrast**
- ✓ **Recency**
- ✓ **Halo**
- ✓ **Horn**
- ✓ **Leniency**



EXERCISE: EVALUATION BIAS HANDOUT



Lesson: Evaluating Someone's Performance

Objectives:

- ✓ Increase your understanding of the various points on the employee performance spectrum
- ✓ Explore an evaluation and development tool

Evaluating Performance



Understanding How to Develop Your Employee



POINT TO CONSIDER

There will always be less clear-cut challenges to managing an employee's performance.

Examples: Matrix environment, workplace culture, shifting priorities, shifting leadership, etc.



EXERCISE: PERFORMANCE SCENARIOS HANDOUT

Break



Module 4:
Inspiring High Performance Through
Coaching



Lesson: Recognition

Objective:

- ✓ Increase your understanding of the impact recognition has on employee engagement
- ✓ Enhance your ability to offer meaningful recognition

The Power of Meaningful Recognition

“I receive meaningful recognition for a job well done.”

- ✓ **2.9 X** more likely to offer discretionary effort
- ✓ **4 X** more likely to stay

When Offering Recognition, Be Sure It's:

- ✓ Immediate
- ✓ Specific
- ✓ Individualized
- ✓ Authentic



EXERCISE: CASE STUDY: DARLENE'S DILEMMA

Best Practices

- ✓ Have Thank-You Cards Readily Available
- ✓ End Team Meetings With “Wins of the Week”
- ✓ Make One Phone Call a Week to Offer Appreciation
- ✓ Celebrate Successes, Even Small Ones
- ✓ Ask Your Employees How They Want to Be Appreciated



EXERCISE: CREATIVE BRAINSTORMING

Identify as many ways as possible that you can show appreciation for your employees

THE CATCH: You can't say "Thank You!"



Lesson: Performance Coaching

Objective:

- ✓ Increase your understanding of the definition of performance coaching
- ✓ Clarify the difference between coaching and performance management
- ✓ Explore a coaching tool you can use to frame development conversations

POINT TO CONSIDER

Performance coaching is a highly collaborative, partnership between a manager and an employee in which both parties work to reach an agreed-upon result.

The objective of the partnership is to strengthen the employee's performance and to stretch his/her potential.

PERFORMANCE MANAGEMENT VS. COACHING

Performance management focuses on optimizing effectiveness in current role and can often include remediation, while performance coaching focuses on expanding one’s capability for future responsibilities.

The Roles in Coaching

Role	Played By...	Responsible For...
Coach	Usually, the employee’s manager but can also be a formal coach or someone else in the firm who will take responsibility for providing coaching.	<ul style="list-style-type: none"> • Clarifies and aligns with the coachee’s objective • Encouraging coachee self discovery • Eliciting coachee-given solutions • Holding the coachee accountable.
Coachee	The employee who will receive the coaching.	<ul style="list-style-type: none"> • Staying committed • Doing the necessary work • Being open to feedback
Stakeholder	Usually this is a senior leader or a sponsor within HR who oversees a formal coaching engagement.	<ul style="list-style-type: none"> • Checking on progress of coaching engagement • Following up with coachee if there’s a lack of commitment

COACH Model

C

Consider areas for future growth

O

Offer your ideas to the coachee

A

Ask coachee for his/her ideas

C

Check for any obstacles/limitations

H

Have ongoing conversations and check-ins regarding objectives

COACHING PHILOSOPHY

The role of the coach is to use discovery questioning to help the coachee get clear on what needs to be done to achieve the outcome and to increase the employee's confidence.

Important: The coach does not give advice because unlike training or mentoring, the coachee is the subject matter expert – not the coach!



EXERCISE: YOUR FIRST COACHING DISCUSSION

- Pick a partner
- One person plays role of the coach (15 minutes)
 - Asks the coachee questions to clarify an opportunity for growth
 - Helps coachee identify a development objective
 - Tries to get coachee to articulate his/her perception of challenges or limitations to meeting that objective
- Switch roles (15 minutes)



Lesson: Career Coaching

Objectives:

- ✓ Increase your understanding of career coaching
- ✓ Explore a common career progression scenario

MOST COMMON MISCONCEPTION:

THAT YOUR CAREER ADVANCEMENT IS SOMEONE ELSE'S RESPONSIBILITY



CAREER COACHING APPROACH

- ✓ Identify the employee's passion and talents
- ✓ Brainstorm on aligned jobs
- ✓ Clarify the required skills and competencies
- ✓ Identify networking opportunities
- ✓ Create a compelling social media presence
- ✓ Design an effective resume

A MORE CHALLENGING SCENARIO:

MANAGING THE CAREER OF SOMEONE WHO HAS LITTLE DESIRE TO ADVANCE

- ✓ Think creatively about how to leverage the employee's skills
- ✓ Invest in development opportunities that may fall outside of main job responsibilities
- ✓ Certifications
- ✓ Technical training



EXERCISE: CASE STUDY: DWAYNE'S WORLD



TAKE THE CHALLENGE:

- Pair up with an accountability partner
- Each identify one commitment you'll make to improve your effectiveness as a leader





Your opinion matters!
Please take a moment now to evaluate this session.
Thank You!

