PHYSICIAN LEADERSHIP

THE CENTER FOR
INFLUENTIAL LEADERSHIP

CREATING TACTICAL CAPACITY FOR
LEADERSHIP DEVELOPMENT

THE FRISINA GROUP, LLC ‖ COLUMBIA, SOUTH CAROLINA, U.S.A.

© 2011

The Center for Influential Leadership

All rights reserved. No part of this book may be used or reproduced in any form, electronic or mechanical to include photocopying, recording or by any other means of information sharing or storage retrieval systems, without written permission from the author.

Social behavior styles and assessment tools referenced in this workbook are produced and distributed by Profiles International. Use of these tools and assessments are granted through an arrangement with Summit Assessments, INC.

Address all inquiries to:
Michael E. Frisina, PhD
The Center for Influential Leadership
101 Still Wild Lane
Elgin, South Carolina 29045

This book has been updated and adapted by CORPORATE HARMONY for the purposes of the Positive Presence Behaviour Competencies Series 2 with the permission of the above noted author.
Address any enquires in this regard to:
Catherine M.E. Osborne, MBA, GDM, C.Mgr., PMP
CORPORATE HARMONY
catherine.osborne@corporateharmony.ca

Introduction to Influential Leadership

Everyone thinks of changing the world, but no one thinks about changing himself. - Leo Tolstoy

Influential Leadership is about making a difference. It is about making things happen. Perhaps you have heard the saying, "Some people make things happen. Other people watch what happens. Still other people ask, 'What happened?'" Leadership is about making things happen and great leadership is about making things happen that really matter – making a difference in lives of people, their organizations, and the people those organizations exist to serve.

There is a stark contrast between those organizations that blossom and flourish, blessed with a leadership team that has the understanding and discipline to apply the key behavior competencies of influential leadership and those organizations that lack this kind of leadership. These latter organizations typically flounder in performance, accepting marginal success living by a cultural credo of "just good enough."

These organizations are held back by people in the position of authority who lack the fundamental knowledge and the willingness to apply indispensable behaviors necessary to create individual breakthroughs that propel organizations to the highest levels of performance excellence. *Leaders must continually change and adapt their* ***leadership capacity*** *willingly or by external pressures to sustain and grow their organizations.*

Influential Leadership is a journey to performance excellence. Legendary football coach, Vince Lombardi, had many things to say relevant to the pursuit of performance excellence. He was convinced that achieving perfection was impossible. He was as equally convinced, however, that by pursuing perfection a person could discover and achieve excellence in any chosen endeavor.

"If you'll not settle for anything less than your best, you will be amazed at what you can accomplish in your life." **- Vince Lombardi**

Achieving Performance Excellence

Achieving performance excellence is going to require you to do more than just read the principles outlined in each chapter of this workbook. You must willingly develop the *habit* of applying and practicing these principles in the *daily* events of your work and your life. Leadership character, values, and behavior are more important now than ever before given the complexity of our problems, the pace of change, and the instantaneous access to information.

The primary objective of this book is to provide you with the tools that will enable you to part ways with old, ineffective, and often times destructive thoughts, emotions, ineffective habits, and self-limiting behaviors. Your willingness to break with your current habits will allow you to acquire new habits where you can experience higher levels of achievement and performance outcomes. You will learn tangible, reasonable, and practical tools you can apply to your thoughts, emotions, attitudes, and behavior to improve your effectiveness in personal and professional relationships that are the key to driving performance excellence.

"The hardest thing is not to get people to accept new ideas but to get them to forget old ones." **- John Maynard Keys**

Managing Your Response to Work and Life Events

Within your personal life and your organization there are *events*- the "stuff" of life that happens to us. There are events of an individual nature (like a personal medical crisis) and there are events of a corporate nature (like the loss of a major contract). We all are confronted with events everyday. It is the reality of life. In *The Success Principles: How to Get from Where You Are to*

Where You Want to Be, Jack Canfield introduces an equation, ***"E + R = O,"*** to illustrate this basic idea that *events* **(E)** are just things that happen, and it is the nature of our *response* ***(R)*** to them that determines the quality of the resulting *outcome* **(O)**.

Events + Response = Quality of the Outcome

The behavior skills of influential leadership will help you frame the most productive response to life and work events. While we do not have the ability to choose events, we always have the ability to choose how we respond to those events. By optimizing your response you allow yourself the greatest opportunity for optimizing the outcomes associated with those events.

When an event presents itself, we have the power to choose our response. We can respond to an event in many different ways, even trying not to respond is still a response. We can respond positively or negatively, be productive or disruptive, and functional or dysfunctional. How we respond to an event is the measure of our maturity and character. Taking the event and adding our response creates the outcome.

Remember your success is not determined by the events you experience. Success is determined by how you choose to respond to each event. Taking 100% responsibility for your life sets the foundation for all the other key behaviors to success in getting you from where you are to where you desire to be. Consequently, being able to manage your response is most critical when the event is most difficult and challenging. The best results are produced by those who take the most effective action. *In sum, whoever manages their response the most effectively, achieves the highest level of performance outcomes.*

"A man who is master of himself can end a sorrow as easily as he can invent a pleasure. I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them." – Oscar Wilde

Life in the Real World

An organization cannot become what its people are not in their character, their behavior, and their performance. There are many tangibles to success and peak performance. Most organizations can purchase these tangibles, for example, the newest technology, software programs, lean and six sigma programs, and evidenced-based best practices. In reality it is the intangible things, personal behavior skills and organizational culture that differentiate the really great organizations from the really good ones. Two of the key intangibles below are adaptations from *"The R – Factor"* by Tim Kight.

1. Personal breakthroughs drive organizational breakthroughs: The journey from good to great is personal and organizational. An organization cannot become what its people are not. The performance of an organization is the result of the collective performance of its people.

2. Job skills rise no higher than life skills: Success in today's world requires the development of skills that go significantly beyond mere technical competence. No amount of technical competence can overcome weak behavior skills. Success goes to the people who combine technical competence with personal excellence.

Influential leadership focuses on the primal disciplines of living life in an abundance mentality. A primal discipline is necessary, sufficient, and mutually exclusive from the pragmatic drive for short-term results. This means that the three domains of influential leadership and their corresponding behavior principles are all you need to live, to work, and to achieve performance at the highest levels.

Organizations that blossom and flourish are blessed with leaders who have an understanding of the fundamental principles of influential leadership (self-awareness, collaboration, and connection). These leaders also have the discipline to intentionally and purposefully apply the behavior skills

associated with these principles on a daily basis and in every human relationship.

INFLUENTIAL LEADERSHIP

1. Self – Awareness
   a. Discover and establish your inner core
   b. Create your personal mission statement
   c. Accept responsibility and ownership of self
   d. Discover your primary behavior domain
2. Collaboration
   a. Develop your critical thinking to change your performance
   b. Manage emotion for performance leverage
   c. Create and sustain highly effective relationships
3. Connection
   a. Dedicate yourself to continuous learning
   b. Manage competing priorities for maximum pay-off
   c. Develop and enhance your communication skills

Each behavior principle impacts directly on how you can manage your response to life and work events. Can you see yourself realistically eliminating any of these behavior skills from your daily habits and activities without limiting your opportunity for peak performance and reducing the quality of your outcomes? Embracing the behavior skills of *Influential Leadership* is where real breakthroughs begin as *you* first seek to "become the change you desire in the world." Ultimately you will discover the real you in the deepest areas of your life. *Enjoy the discovery – embrace the journey.*

Case Studies

There have been well documented examples of the importance of behavior skill competency from many spheres of life, including work life in both the private and public sectors.

1. An international petroleum company that wanted to understand what differentiated superior from average performers across a number of job roles, and in particular people who had to operate in an international environment. What they found were ten core skills that differentiated these people in their level of performance. These results were achieved in an industry where behavior and relationship skills have not been historically valued. People are hired and almost always promoted based on their technical abilities. The author of this study said that people's behavior skill gave "traction" to their technical abilities and high intelligence. Traction is a good way to describe how behavior intelligence works in relation to other abilities.

2. Very recently the U.S. Army has implemented what they call the Comprehensive Soldier Fitness Program. This is a multi-faceted approach to help soldiers maintain their health across all aspects of their lives, including their social and emotional well-being. Resilience training is a key component to this program. (We will discuss more on the power of resilience in chapter two.) This program is unique because rather than treating soldiers who have already suffered the effects of combat, it's a proactive approach that provides soldiers the skills needed to be more resilient in the face of adversity. So it prepares soldiers for what they can expect, and how best to manage and cope with these adversities. This is an enormous program that will affect over one million individuals, and should help reduce the rate of PTSD that affects many returning soldiers.

Some Things to Remember:

What you will learn may not be new knowledge. There is essentially nothing new about any of these fundamental behaviors that peak performers, influential leaders and highly effective people have not practiced for centuries. What you should learn is how to intentionally and purposefully apply these behaviors to the choices you make every day.

Second, recognize and be aware that these behavior skills are unified and integrated. Each behavior skill has an effect on the other behavior skills. The ten principles combine and interact to produce peak performance and influential leadership. Consistent application of one skill does not compensate for weakness in another.

Third, you will discover that these behavior skills are intimate and deeply personal but rarely private. People know you by how they experience you in your behavior. While you think you may be hiding what you fundamentally believe to be true about core values, we all know what you believe based on how you behave. How we experience you is real and tangible and never private. *Consequently, practicing the ten principles is most important when it is most difficult.*

Finally, what you achieve in life is never solely a matter of what you desire or knowing what you want. What you achieve is ultimately about who you are, what you do, and how hard you are willing to work for what you desire. Be careful about wanting more than you are willing to work for or you set yourself up to be disappointed. Change is not achieved in a day but day-by-day.

"A person is only limited by the thoughts he chooses." – James Allen

Change is also hindered by self-limiting beliefs. Self-limiting beliefs are sinister. They are also automatic. We do not have to work at creating negative and self-limiting beliefs. They appear naturally with little effort on our part. In that sense they are automatic. Left unchecked, self-limiting beliefs sabotage and undermine our efforts to achieve peak performance and influential leadership. What is the biggest self-limiting belief you have about your family, career, success, goals, and ambitions? How does this belief provide you any real benefit for getting what you desire? The example below illustrates what we can experience and achieve when we free ourselves from self-limiting thoughts and beliefs.

Cynthia Kersey tells the following story in her book, *Unstoppable*. College student George Dantzig had the habit of studying very hard and into the early

morning. As a result, he overslept one morning and was twenty minutes late arriving for his math class. Seeing two problems on the board when he arrived to class, George copied down the problems assuming they were homework assignments. It took him several days to complete both problems but he finally finished and handed in the "assignment."

Turns out that when George was late for class, he had missed the professor announce that the two problems were actually unsolvable "brain teasers" that even Albert Einstein had never been able to solve. George was awakened early the following morning by an extremely excited professor with news that he had solved not one but two problems that had stumped mathematicians for over a thousand years. It seems George was able to solve these problems because he did not know he couldn't.

"Keep reminding yourself that you have tremendous reservoirs of potential within you, and therefore you are quite capable of doing anything you put your mind to. All you have to do is figure out how you can do it not whether you can't. Once you have made up your mind to do it, it's amazing how your mind begins to figure it out." – Bob Proctor

Welcome to the Journey

Just before he died, George Bernard Shaw was asked by a reporter "Mr. Shaw, you have visited with some of the most famous people in the world. You've met with royalty and known accomplished authors, artists, teachers, and dignitaries from every part of the world. If you could live your life over and be anybody you have known, who would you choose to be? Shaw replied, *"I would choose to be the man George Bernard Shaw could have been, but never was."*

The quality of a person's life is measured in direct proportion to their commitment to excellence, regardless of their chosen field of endeavor. - Vince Lombardi

So now is the time to ask a few very important questions. How committed are you to learning about who you are, what you believe, and why you choose to behave the way you do? How will you commit to changing yourself before seeking to change others? Gaining understanding alone will not be sufficient for you to alter your fundamental thoughts, beliefs, habits,

and behavior impacting your level of achievement. You must act on that understanding – in a word – *you* must change. The good news is anyone can change behavior. So in the end, *Influential Leadership* is about helping you close the gap between what your life is and what it can become not only for the difference it can make in your life, but also for the difference maker you can become for others.

Three Guiding Principles

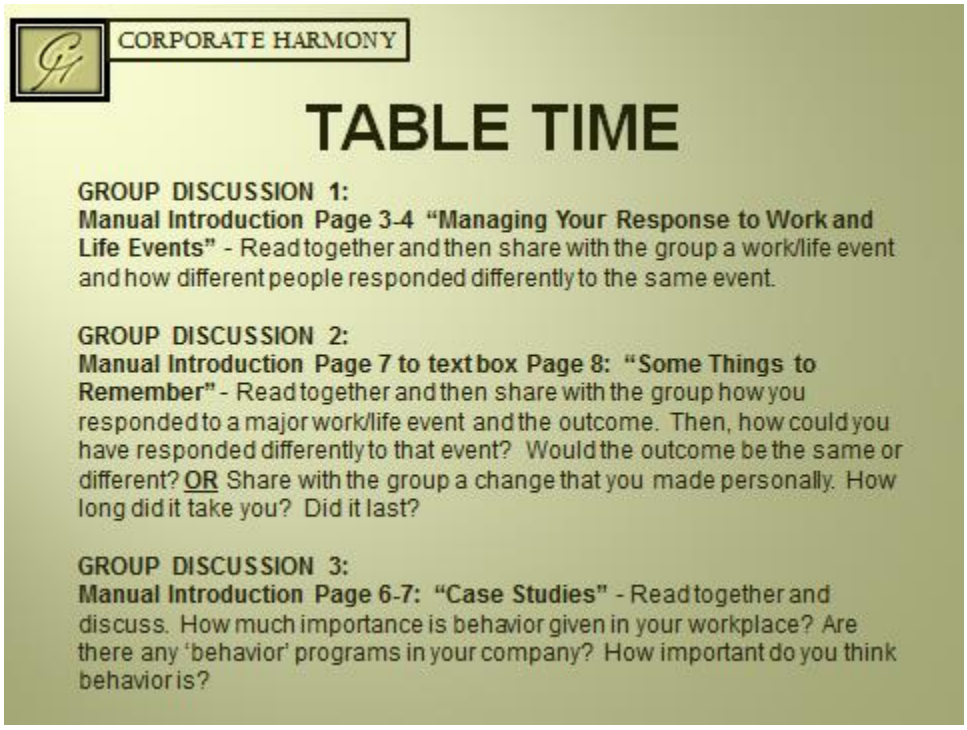
If you know what's most important to you then you probably will not have to think twice when you face a moral or ethical decision – you will make the right choice. King Solomon once said in his proverbs, "Whoever isolates himself seeks his own desires." It should not be lonely at the top contrary to another old saying. It is no fun to win alone and it certainly is no fun to celebrate alone. Creating a culture of collaboration to drive performance requires three guiding principles.

1. **Self-awareness and internal commitment**. No change of any magnitude takes place within a person or an organization lacking self-awareness and an internal commitment to change. Use the compelling energy created in the power of conviction to create new conforming behaviors.

2. **Free will and free choice.** People are demonstrating that they really do have free will and choice when it comes to being energized and engaged with their work. With polls demonstrating that over 60% of the American work force go to work every day doing the minimum effort necessary to keep their jobs we can be thankful that outcomes in health care are not worse than their current state. Creating a culture of collaboration allows for these people to choose to become part of the solution rather than be part of the problem.

3. **Commitment to truth.** Truth telling is essential for creating and sustaining trust. Inherent to a culture of collaboration is a passion for protecting trust by preserving a commitment to truth. There is a saying at the United States Military Academy that is part of the character

development program-choose the harder right over the easier wrong. It may not always be easy to tell the truth but the results, in the long term, will be far more impacting for good than to take the easy path, damage relationships, and ultimately in health care, impact negatively on the safety, quality and service of patient care.



1. Everyone participates. For those who find it easy to speak up, please encourage others to speak up.

2. When reading in your group, everyone takes a turn at reading.

3. Every person must answer the discussion questions, however brief.

4. Any and all discussion stays at the table and is confidential.

5. If the work is individual in nature, make sure that you put pen to paper and answer all the questions to your best ability. There are never any wrong or bad answers. Seeing your words on paper allows your brain to open up to even greater possibilities. Putting your thoughts and feelings to words on paper opens your mind to your inner wisdom and greatness.

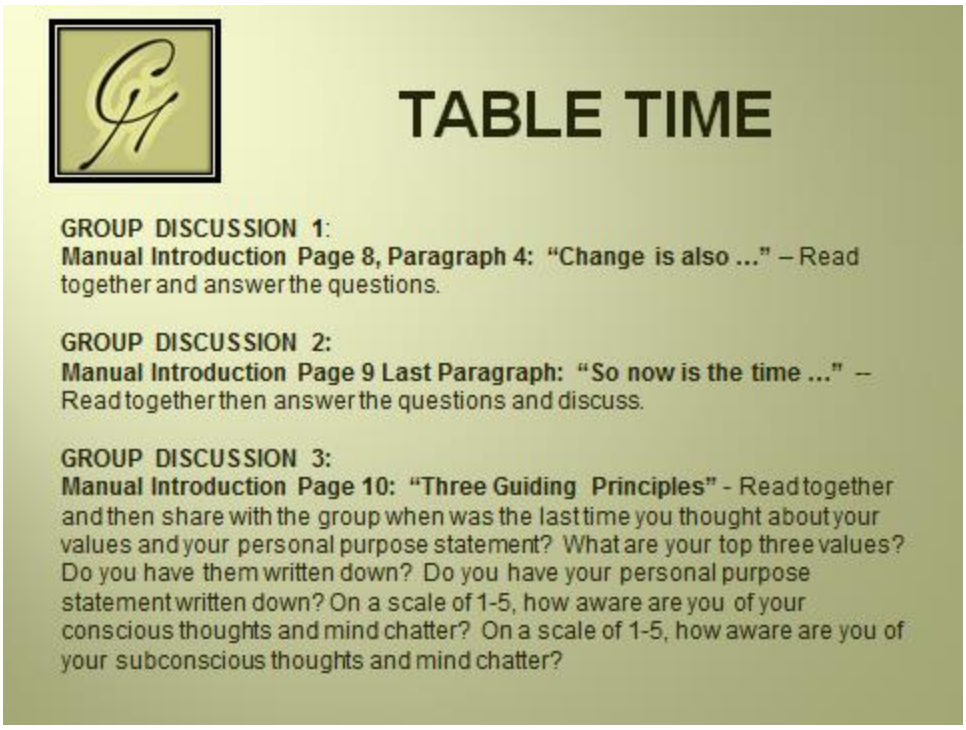


TABLE TIME
GROUP DISCUSSION 1:
Manual Introduction Page 8, Paragraph 4: "Change is also ..." – Read together and answer the questions.
GROUP DISCUSSION 2:
Manual Introduction Page 9 Last Paragraph: "So now is the time ..." -- Read together then answer the questions and discuss.
GROUP DISCUSSION 3:
Manual Introduction Page 10: "Three Guiding Principles" - Read together and then share with the group when was the last time you thought about your values and your personal purpose statement? What are your top three values? Do you have them written down? Do you have your personal purpose statement written down? On a scale of 1-5, how aware are you of your conscious thoughts and mind chatter? On a scale of 1-5, how aware are you of your subconscious thoughts and mind chatter?

NOTES

NOTES

NOTES

1 Self – Awareness

Discover and Establish Your Inner Core

"You cannot improve what you cannot manage, and you cannot manage what you are blind to in your personal habits and behavior." Tim Kight

The Performance Difference

Whenever performance does not match potential there is a gap between how we are actually performing and what we could be achieving with the appropriate level of influential leadership and personal motivation. Performance can be illustrated by this simple formula:

performance=*f*x(technical skill)(behavioral skill)

That is, performance is the product of what we are *capable of doing* (technical skill) multiplied by what we are *willing to do* (behavioral skill). Influential leaders are dedicated to performance excellence by maximizing their technical skill and behavior skill. What really sets influential leaders apart from other people as influential leaders is their willingness to do the things necessary in **behavior**.

If the idea of having to change ourselves makes us uncomfortable, we can remain as we are. We can choose rest over labor, entertainment over education, delusion over truth, and doubt over confidence. The choices are ours to make. But while we curse the effect, we continue to nourish the cause. - Jim Rohn

Even when difficult challenges confront them, influential leaders, as in, remain committed to performance excellence and find a way to optimize their performance by being intentional and purposeful in how they manage their behavior. That is why success or failure is never about events or our circumstances. Achievement and success is always more of a factor of who we are and how we choose to respond to daily events and circumstances.

Your Inner Core

The first step to individual performance excellence is to develop and sustain a strong and effective inner core. There is no escaping the fact, no avoiding the reality that the change we desire to see in others and our pursuit of performance excellence begins within each individual. If you do not take this first step, you cannot become an influential leader and you will lose your way to the heart of performance excellence.

The inner core of a person is comprised of a chain reaction of cause and effect relationships between what that person thinks and what that person chooses to believe and how the brain chemically responds to these thoughts and beliefs. This simple yet profound principle has been stated by many wise people over the ages but perhaps none spoke it better than ancient King Solomon, *"As a man thinks in his heart, so is he."* Thought drives everything.

Man is made or unmade by himself. In the armory of his thoughts he forges the weapons by which he destroys himself. He also fashions the tools with which he builds for himself heavenly mansions of joy, peace, and strength. By the right choice and true application of thought, man ascends to the divine perfection. – James Allen

The strength of your inner core – your thought and belief system – is the source, the primal cause of your behavior that directly impacts your level of leadership influence and performance. A corrupt core will lead to ineffective, disruptive, and unproductive behavior. A pure core on the other hand will lead to effective, productive, and collaborative behavior that drives influence and peak performance.

Your core is the essence of your character. Where you are in your life at this very moment is the sum product of your character. How true it appears to be that so many people seek to improve the circumstances of their lives – their lot in life – but are unwilling to change and improve themselves.

You are What You Think

Consequently, you must know your values and live your values. The core on which you build your life is your source of inner strength and courage. It also

is your source of external credibility and the trust you create in relationships with other people. A strong core begins with your inner thought life that extends outward in your behavior. The purity of your inner core and its strength of conviction determine the degree of external influence you have in the lives of others.

"The mind is everything. What you think you become." - Buddha

Consider the number of highly capable, intelligent, individuals in politics, business, and nonprofit sectors who have failed. The root cause has not been their lack of talent, desire, ambition, enthusiasm, passion, agility, and other qualities. What sends these otherwise successful leaders hurtling toward the ground is their poor behavior that reflects a corrupt and weak inner core. As a result, they become so insulated by their sense of self-worth and value that they lose sight of how they relate to others and get separated from those who can give them honest feedback guiding them back to the heart of performance excellence.

There is great power in knowing who you are. As a rational being, you have the capacity to create and control your own thoughts. In this capacity you have within you the power to transform your inner core and to shape your destiny. Do not forget this simple truth – the outer conditions of your life will always be found to be in harmony with your inner state. Your external state of circumstances is framed by your inner state of thoughts and values. Pure thoughts and pure values can never produce bad results and circumstances. Similarly, corrupt thoughts and corrupt values can never produce good results and good circumstances.

Pure thoughts and pure values can never produce bad results and circumstances. Similarly, corrupt thoughts and corrupt values can never produce good results and good circumstances.

The Law of the Harvest

Who you are determines what you do. The thoughts and values of your inner core drive your external behaviors. That is why we are always known to others by how they experience us in our behavior. *Remember this – no one's behavior is a secret.* Thought, character, and behavior are inextricably linked in a cause and effect relationship in the Law of the Harvest – *what you sow you shall surely reap.*

Every man is where he is by the law of his being; the thoughts which he has built into his character have brought him there, and in the arrangement of his life there is no element of chance, but all of it is the result of a law that cannot err. – James Allen

What roots do for a tree, your core belief system does for your life and work. The foundation on which you build your life provides support and nourishment for everything you do. Belief drives habits of action. Who you are determines what you do. Your roots determine your fruit. This law can be illustrated in the following physical pathway known as the *C^4 principle*:

Conviction --------- Convincing --------- Compelling --------- Conforming

Personal success expert Jim Rohn summarizes this thought the following way. "Failure is not a single, cataclysmic event. We do not fail overnight. Failure is the inevitable result of an accumulation of poor thinking and poor choices. To put it more simply, failure is nothing more than a few errors in judgment repeated every day. Now why would someone make an error in judgment and then be so foolish as to repeat it every day? *The answer is because he or she does not think that it matters."*

Mutual, Beneficial, Meaningful, Purpose

A strong inner core is linked to a mutual, beneficial, and meaningful purpose. As stated earlier, the ten behavior principles associated with the three influential leadership domains are integrated. A strong inner core is integrated to your purpose, your mission statement. You either live your life in self-

awareness linked to purpose or you live in a lack of awareness and simply live life going through the proverbial motions.

When you are self-aware you can be purposeful and intentional about your core belief system. You actively choose the beliefs and values that are core for you and build your life on that foundation. You live and work in a way that is consistent – who you are on the inside reveals itself on the outside. You develop an active will power as your core beliefs are stronger than your impulses. As a result, you live a life of integrity and earn the trust and respect of others. When you achieve this level of self-awareness you can create and sustain a team around purpose with value to accomplish grand things and overcome immense challenges.

Conversely, when you lack self-awareness you live life on impulse. As a result you change your values when it seems convenient or expedient, or when the strength of an impulse is greater than the strength of your belief system. Lacking active will power and mental disciplines to align your inner core with your outer behavior, people experience you in your behavior in an inconsistent manner. Consequently you experience low trust in relationships, are ineffective in working with others, and ultimately lack any leadership influence.

Remember this - repeated action produces habits, and habits reveal your character. Personal excellence is not an act; it is a habit. You are what you repeatedly do. Albert Einstein wrote, “The significant problems we face cannot be solved at the same level of thinking we were at when we created them.” I would like to modify his words to read that these significant problems cannot be solved with the same level of *behavior* we were at when we created them. The good news is we can change our behavior and the tools for doing so are available to you, so read on.

Cultural Values

Organizational culture is the foundation on which a company or business unit is built. Culture is an organizational root system. An organization's core values (its guiding principles) are the heart of its culture. If core values are unclear or commitment to core values is low, then teamwork and communication are disrupted. Internal politics, and personal agendas tend to dominate, and there is very little alignment or empowerment thereby degrading both personal and organizational performance.

Mission, vision, and value statements that adorn the hallways of every organization lack a compelling sense of purpose when the daily behaviors of leaders contradict the moral and spiritual essence of these statements failing to build highly effective interpersonal relationships with followers. – Michael E. Frisina

On the other hand, when we change how we think, we change what we believe, and when we change what we believe, we change our habits and behavior. When there is deep commitment to shared values, the indispensable human capital and energy of an organization are focused in the same direction, and a major precondition for success has been achieved.

People never buy into the organization's mission and vision, however, until they first buy into its leadership. Influential leaders demonstrate vital strengths that ensure their success: the drive to achieve results, the ability to take initiative and accept personal responsibility, cultivating collaboration through integrated teams, and finally, the ability to connect with people continually in highly effective relationships. When employee and company values are aligned, people are fully engaged emotionally and intellectually in the work of the business. This kind of work environment is a culture of full engagement. It generates energy, enthusiasm, and commitment to excellence. Ultimately it becomes a great place to work!

So What about You and Your Organization

Time to ask you a self-reflective question - Are you fully engaged in your work and committed to the mission of your organization? Generally, work that is

physically and emotionally demanding, like health care for example, requires influential leadership that is empathic and supportive to build collaboration among physicians, administrators, hospital staff, and patients. The more functional your interpersonal relationships within a dynamic group, a really great group, the more effective the communication, the cooperation, and the integrated team work will be resulting in higher levels of performance in patient outcome measures.

"The most useful person in the world today is the man or woman who knows how to get along with other people." – Stanley Allen

A culture of full engagement does not happen by accident. It is created by people who are clear about and fully engaged with their own core belief system, and then clear about and fully engaged with the organization's core values. Culture is deeply interpersonal. It is built person to person and heart to heart. Plaques on walls and slick marketing slogans don't build culture, people do. Every person has a cultural sphere of influence. This means that what you believe and how you behave are contributing factors in creating the climate and culture of the organization where you work.

As people collectively conform their individual behaviors to an interdependent culture of collaboration, they will drive performance to the highest levels. Organizations entrenched in a status quo hierarchy and its inherent lack of highly developed interpersonal relationships can no longer compete with organizations operating in collaborative cultures of multi-directional communication pathways, decentralized command and control operational structures, and integrated multi-functional teams.

Summary

Discover and Establish Your Inner Core

The real power of a pure inner core connected to a collaborative culture is the ability to bring people together to create something of greater value than any one person could have created alone. People seek meaning, value, and purpose from their work. Influential leaders are keenly aware of the need to create organizational cultures and climates where people are free to take

personal responsibility for doing their jobs well and are accountable for their own actions. In this type of culture, people working together develop effective relationships and create efficient solutions driving performance within the organization.

Engagement Exercises:

1. Do you believe you currently have the behavioral skills essential to creating and working within a culture of collaboration?
    - Do you have a tendency to seek out opportunities to work within a group?

      _____
      _____
    - Are you comfortable with shared decision making or do you prefer to make independent decisions?

      _____
    - Are you aware of your behavioral/social style and its impact on your willingness and preferences to work effectively with others?

      _____
    - Can you imagine the power of possibility and potential of creating a culture of collaboration and its impact on improving patient safety, quality, service, and financial performance?

      _____

2. Are you prepared to work in relationships with other people? Not everyone in a current leadership position has the skill to create and sustain healthy relationships. Consequently they lack the skill to create collaborative cultures.
    - Have you ever considered whether you are a person regarded by others as someone who knows how to get along with other people?

      _____
      _____
    - Do you find yourself in the midst of conflict and strife as a regular daily occurrence? If you are asking "who is winning?" in this relationship you are asking the wrong question.

      _____

- Have you ever considered yourself a person who struggles with interpersonal relationships?

  _____

- Are you ready to learn and apply fundamental principles to overcome relational blind spots that are impacting on your personal and organizational performance?

  _____

3. John Maxwell said, "Our ability to build and maintain healthy relationships is the single most important factor in how we get along in every area of life."

   - Have you ever taken time to consider your greatest moments of success and failure? Did you ever consider that your moments of success were relationship dependent? Did you ever consider that your failures were too?
     Greatest success

     _____

     Greatest failure

     _____

   - Have you ever considered evaluating your performance as a leader based on your level of effective relationships with peers and subordinates? _____
   - Have you ever considered how the effectiveness of those relationships is impacting your personal performance and the performance of the organization?

     _____

   - Have you ever given anyone permission to provide you feedback on the effectiveness of your relationships?

     _____

   - The growth and development of people is arguably the greatest responsibility of leadership. Are your people following you?

     _____

- When you have an idea how hard is it for you to get your idea across to others and get them onboard with supporting change?
  _____
- Do you find yourself isolated from others and having to "go it alone" to get things done and make things happen?
  _____

VALUES EXERCISE

adapted from MindTools – Essential skills for an excellent career
https://www.mindtools.com

A good way of starting to do this is to look back on your life – to identify when you felt really good, and really confident that you were making good choices … when you felt proudest of yourself.

When you consider your values in decision making, you can be sure to keep your sense of integrity and what you know is right, and you are better able to approach decisions with swift confidence and clarity. The consequences of your decisions span out far beyond you and there are many factors that must be weighed – your organization, your department, your patients, your family, friends and community colleagues.

When many options seem reasonable, it's helpful and comforting to be able to rely on your values – and use them as a strong guiding force to point you in the right direction – especially when you face a moral or ethical decision.

Step 1: Identify the times when you were happiest. (What were you doing? Who were you with? What were the contributing factors to your feelings?)

Step 2: Identify the times when you were most proud. (What were you doing? Who were you with? What were the contributing factors to your feelings?)

Step 3: Identify the times when you were most fulfilled and satisfied. (What were you doing? Who were you with? What were the contributing factors to your feelings?)

Step 4: Determine your top values, based on your experiences of happiness, pride, and fulfillment. (You will find your top values at the core of those times in your life that you experienced the greatest feelings of happiness, pride, and fulfillment. Look at the list that is provided on page 16 of some of most common values, and ask yourself, "Why is each experience in Steps 1, 2, and 3 truly important and memorable to me?" Write down as many values that you can that are being fulfilled in each of your experiences and mark the 10 values that show up the most in all your experiences. You may start to see a common theme….)

Step 5: Prioritize your top values. (look at the 10 values that seem to be most common to your experiences, and try to prioritize them in terms of importance to you. If this proves too challenging, then maybe prioritize just the top five. It may help to ask yourself, "If I could satisfy only one of these, which would I choose?" It might help to visualize a situation in which you would have to make that choice. For example, if you compare the values of service and stability, imagine that you must decide whether to sell your house and move to another country to do valuable foreign aid work, or keep your house and volunteer to do charity work closer to home. It's not easy because you have to look deep, deep inside yourself for the answers – but this is probably the most important step, because at work and in life, when you have to make a decision, you often have to choose between solutions that may satisfy different values. This is when you must know which value is more important to you.)

Step 6: Reaffirm your values. (Finally, check the first five top-priority values, and make sure they fit with your life and your vision for yourself. Ask yourself:
Do these values make me feel good about myself?
Am I proud of my top three values?
Would I be comfortable and proud to tell my values to people I respect and admire?
Do these values represent things I would support, even if my choice isn't popular, and it puts me in the minority?)

Following are some of the most common values, to get you started:

Accountability	Excellence	Perfection
Accuracy	Excitement	Piety
Achievement	Expertise	Positivity
Adventurousness	Exploration	Practicality
Altruism	Expressiveness	Preparedness
Ambition	Fairness	Professionalism
Assertiveness	Faith	Prudence
Balance	Family-orientedness	Quality-orientation
Being the best	Fidelity	Reliability
Belonging	Fitness	Resourcefulness
Boldness	Fluency	Restraint
Calmness	Focus	Results-oriented
Carefulness	Freedom	Rigor
Challenge	Fun	Security
Cheerfulness	Generosity	Self-actualization
Clear-mindedness	Goodness	Self-control
Commitment	Grace	Selflessness
Community	Growth	Self-reliance
Compassion	Happiness	Sensitivity
Competitiveness	Hard Work	Serenity
Consistency	Health	Service
Contentment	Helping Society	Shrewdness
Continuous Improvement	Holiness	Simplicity
Contribution	Honesty	Soundness
Control	Honor	Speed
Cooperation	Humility	Spontaneity
Correctness	Independence	Stability
Courtesy	Ingenuity	Strategic
Creativity	Inner Harmony	Strength
Curiosity	Inquisitiveness	Structure
Decisiveness	Insightfulness	Success
Democraticness	Intelligence	Support
Dependability	Intellectual Status	Teamwork
Determination	Intuition	Temperance
Devoutness	Joy	Thankfulness
Diligence	Justice	Thoroughness
Discipline	Leadership	Thoughtfulness
Discretion	Legacy	Timeliness
Diversity	Love	Tolerance
Dynamism	Loyalty	Traditionalism
Economy	Making a difference	Trustworthiness
Effectiveness	Mastery	Truth-seeking
Efficiency	Merit	Understanding
Elegance	Obedience	Uniqueness
Empathy	Openness	Unity
Enjoyment	Order	Usefulness
Enthusiasm	Originality	Vision
Equality	Patriotism	Vitality

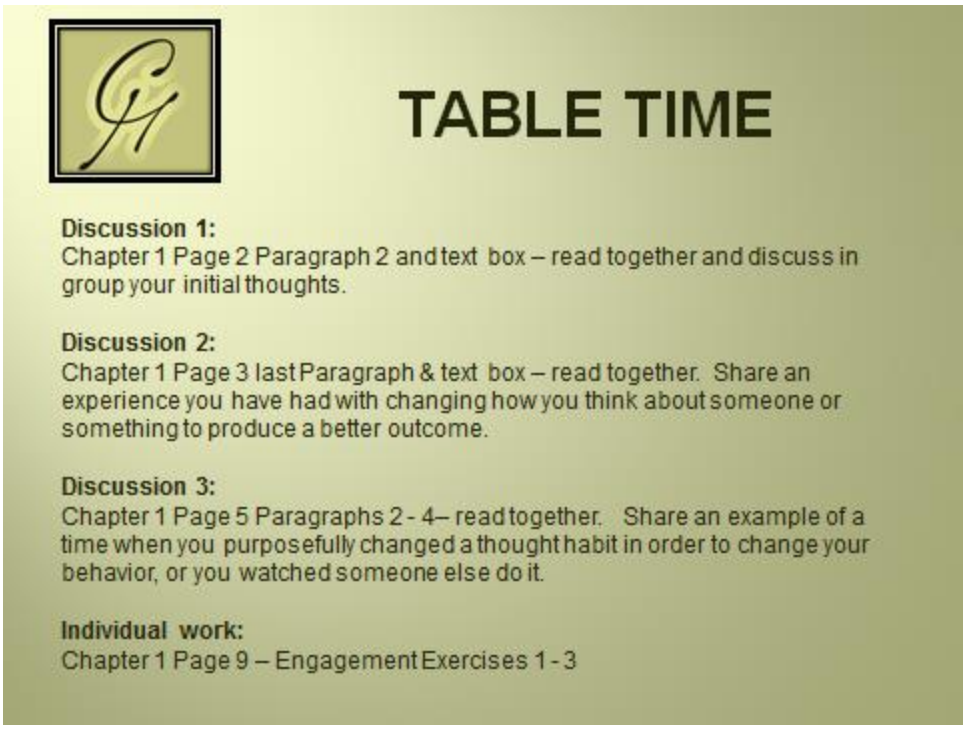


TABLE TIME
Discussion 1:
Chapter 1 Page 2 Paragraph 2 and text box – read together and discuss in group your initial thoughts.
Discussion 2:
Chapter 1 Page 3 last Paragraph & text box – read together. Share an experience you have had with changing how you think about someone or something to produce a better outcome.
Discussion 3:
Chapter 1 Page 5 Paragraphs 2 - 4– read together. Share an example of a time when you purposefully changed a thought habit in order to change your behavior, or you watched someone else do it.
Individual work:
Chapter 1 Page 9 – Engagement Exercises 1 - 3

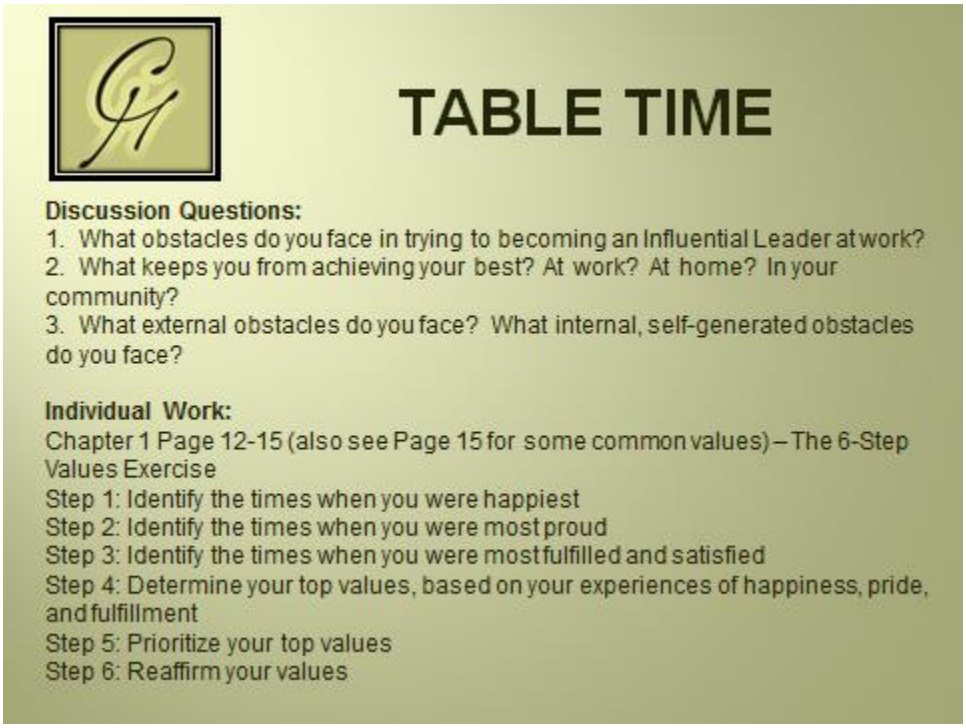


TABLE TIME
Discussion Questions:
1. What obstacles do you face in trying to becoming an Influential Leader at work?
2. What keeps you from achieving your best? At work? At home? In your community?
3. What external obstacles do you face? What internal, self-generated obstacles do you face?
Individual Work:
Chapter 1 Page 12-15 (also see Page 15 for some common values) – The 6-Step Values Exercise
Step 1: Identify the times when you were happiest
Step 2: Identify the times when you were most proud
Step 3: Identify the times when you were most fulfilled and satisfied
Step 4: Determine your top values, based on your experiences of happiness, pride, and fulfillment
Step 5: Prioritize your top values
Step 6: Reaffirm your values

NOTES

NOTES

NOTES

2 Self – Awareness

Create Your Personal Purpose/Mission Statement

"Craft a mission to the best of your ability, encapsulating the items that make your family and your team unique, and then run with it."

Tony Dungy
Professional Football Coach

Influential Leadership is about making a difference in the lives of other people and your organization. The first step in this transformational journey is your awareness to your inner core and then living consistently from that core in your daily behavior with other people. One thing that keeps us in alignment between our inner core and outer behavior is a constant ***focus*** on our ***personal purpose***. By crafting a personal purpose statement, you can powerfully communicate your intentions and motivate your team or organization to realize an attractive and inspiring common vision of the future. Your personal purpose statement defines your purpose in life and the objectives you seek to create quality of life.

"Be on a mission and stay focused. Success demands singleness of purpose."
-Vince Lombardi

The Power of Focus

"A distinguishing characteristic of successful people is their ability to stay focused on their goals until their goals are accomplished." The key element of influential leaders is their ability to ensure their focus is about the mission and the people of the organization. Borrowing from the research of great organizations and their leaders, influential leaders consistently divest themselves of ego and make it nearly impossible for anyone to give them credit for the success of the organization.

Influential leaders are not uniquely talented or more gifted than other people. They do not possess more time, energy or talent than other people. They are more focused. They know their power is greatest when it is focused. They focus on the long-term, building into their people and their organizations, so the success of the organization exceeds the performance capacity of the leader. Influential leaders are able to avoid distractions and establish priorities avoiding the crisis management syndrome that drives less effective leaders and marginal performing organizations. Influential leaders simply focus their attention on what matters most at work, home, and their communities.

Do you have a personal purpose statement? Do you have a clear focus? Have you allowed yourself to lose your passion, your dreams, and your zeal for excellence? Have you allowed yourself to see the work you do merely as a job and a paycheck going through daily routines and motions lacking a sense of purpose and mission? Are you settling for less than your best? If you feel like you are lacking energy and engagement for your work, you do not have to settle for being "pretty good." Your life and your work do not have to be this way. A personal purpose statement defines your purpose in life and how you define your personal concept of success and achievement. Clarifying your personal purpose statement defines what you want to achieve in work and in life and expresses it in measurable goals and objectives.

At some point in your life you had a "dream box." This box was the collection of thoughts and ideas to which you aspired. You were excited and passionate about the work you were going to do and the life you were going to live. You had goals and aspirations for what you wanted to become and what you wanted to achieve with your life. Along the way something happened that allowed you to let your passion and desire fade – in a word you stopped pursuing your life purpose – you misplaced your "dream box." *Influential leadership* is about helping you reconnect with your dreams, reignite your passion, and rediscover the greatness you were destined to achieve in your life and in adding value into the lives of others.

Think about your life so far, and list the ten best things you've achieved in an "Achievement Journal." Perhaps you scored highly in an important test or exam, played a key role on an important team, produced the best sales figures in a period, did something that made a key difference in someone else's life, or delivered a project that meant a lot for your business.

List these accomplishments in a smartly formatted journal or notes page of your electronic tablet. The key is to place these "victory events" in a place where you can get to them quickly. Then spend a few minutes each week reading over this list of victories and accomplishments enjoying the success you have already experienced in life. This exercise will help you maintain a positive focus, reconnect to your core values, and live your personal purpose statement in your daily life choices.

Be On a Mission

Behavior change is essential to make substantial improvements in outcome measures that drive organizational performance. Organizational expert Tim Kight writes, "The truth is that you cannot improve what you cannot manage, and you cannot manage what you are blind to in your personal habits and behavior." This level of intentional behavior change requires a radical shift in the current thinking pervasive to the status quo approach to safety, quality, and performance improvement operating in the cultures of most organizations. Fundamentally, it requires understanding that performance is essentially about behavior, whether that behavior follows from belief and thinking which much of the early 20th century thought movement suggests, or whether it is a function of emotional intelligence, positive psychology, and more recently, the outcome of positive deviance. All of these areas of study have a role to play in understanding performance.

> ***"The ultimate measure of a man is not where he stands in the moment of comfort and convenience, but where he stands at times of challenge and controversy."***
>
> **Dr. Martin Luther King**

The difference maker for peak performing organizations is that successful people do the things that average people are unwilling to do. Everyone wants to succeed. But those who consistently do succeed are

ordinary people who are on a mission. As a result they have extraordinary levels of focus, discipline and passion fixed to their purpose and vision.

- ***Focus*** is the ability to filter out distractions and direct your full attention to accomplishing a purpose/mission or fulfilling a dream. IT IS FOCUSED ATTENTION.

- ***Discipline*** is the ability to stay focused on what needs to be done until your purpose/mission or dream is accomplished. Discipline is the consistent doing of a thing despite the fact that it is sometimes uncomfortable, inconvenient or difficult. IT IS FOCUSED ACTION.

- ***Passion*** is the ability to stay motivated, emotionally engaged, and tenaciously persistent in the pursuit of your purpose/mission. IT IS FOCUSED EMOTION.

Case Studies

Ignaz Semmelweis is a name few people are likely to recognize yet he was a man, persuaded by conviction, who made a lasting change in the lives of many people. Semmelweis was a professor working at the Vienna General Hospital in 1847. Preceded by Alexander Gordon, a Scottish physician and American physician, Oliver Wendell Holmes, Semmelweis believed and demonstrated by practice that physicians could reduce the death rate of mothers and babies from puerperal fever (commonly called childbed fever), a form of septicemia, by washing their hands with a chlorine solution when moving from one patient to another.

Semmelweis became obsessed with the desire to discover why there was a radical difference in the death rates between the physician clinic (with a higher death rate) and the clinic staffed with midwives (a much lower death rate). The key difference observed and noted by Semmelweis was that midwives only delivered babies while physicians performed autopsies and

treated sick patients while also delivering babies. The key to saving lives had to be linked to the varied practice of physicians and Semmelweis sacrificed the remainder of his personal and professional life to discover the answer. A significant historical example representing the impact of influential leadership, Semmelweis was driven by the power of focus, discipline, and passion to saving the lives of mothers and their babies from needless and preventable death.

Joshua Chamberlain is another name from history that you most likely are not familiar. In 1856, the same time Semmelweis was crusading for hand washing, Lawrence Joshua Chamberlain was elected professor of rhetoric and oratory at Bowdoin College, Brunswick, Maine. His father had ambitions for him to attend West Point and enter the military. His mother had desires for him to attend seminary and enter the ministry. His mother, like most mothers do, got the better of the matter and Joshua graduated from Bangor Theological Seminary and Bowdoin with his master's degree.

When the Civil War began in 1861, Chamberlain could have avoided the entire affair as he was already approved for an educational sabbatical to England. He chose instead, against the wishes of his parents, to accept a commission in the 20th Maine regiment along with his younger brother Tom. His reason for doing so was stated clearly and succinctly for a professor of rhetoric and oratory, "It was the right thing to do." Serving at the Battle of Fredericksburg in 1862, a devastating loss for the Union, Chamberlain would later write of his experience for *Cosmopolitan Magazine* recalling, in his words, "the bivouac with the dead." Chamberlain stacked bodies of dead Union soldiers in front of his fighting position all through the dark of night to shield himself from the rifle fire of Confederate sharpshooters. He would assume command of the 20th Maine after this battle with little further involvement in combat until the summer of 1863.

In his account, "Through Blood and Fire at Gettysburg," published by *Hearst's Magazine*, Chamberlain recalls the bravery of the men who held their position on the Union flank on that fateful day at a place called Little Round Top. His valiant defense of this piece of hallowed ground would spawn numerous

publications speaking to the heroism and courage of Chamberlain and the men of the 20th Maine regiment. His orders on that day of destiny were clear – "You will hold to the last." Hour upon hour the battle raged with the tenacious fighters of the 15th and 47th Alabama regiments. Chamberlain grasped the gravity of his situation. He could not retreat, and his men could not withstand another assault by staying in place. Compounding the enormity of the situation, the men of the 20th Maine had exhausted all their ammunition and there was no opportunity for resupply. In that crisis, through tremendous resolve that they must prevail, Chamberlain created an awesome sense of urgency for the remaining members of his beloved regiment. From his own written account of what would become a historically significant day, "At that crisis, I ordered the bayonet. The word alone was enough." Chamberlain then led his men on one of the most significant charges in the history of the United States Army winning the day and ultimately the nation. How is that for creating a sense of focus, discipline, and passion?

A third example reflects on the character and conduct of **Captain Francesco Schettino** of the Italian cruise ship *Costa Concordia*. The alleged antics of Francesco Schettino took center stage for months as the investigation of the 2012 shipwreck off the Italian coast moved forward. Schettino, a 10-year Costa veteran who was promoted to captain in 2006, abandoned ship before all others and was held personally responsible for causing a shipwreck.

Pier Luigi Foschi, the chairman and managing director of Costa Cruises, expressed sadness and regret over the *Costa Concordia* disaster while indirectly referring to Captain Schettino as "some idiot." "I'm not being rhetorical when I say I'm going through the most distressing period in my life since my mother's death," Foschi said. "...You carry on doing your best and then... some idiot appears on the scene." Then, when pressed to expand on his opinion of the captain, Foschi said, "He has always been regarded as extremely valid from a technical standpoint . . . but he may have the odd little character problem, although nothing has ever been reported formally."

Italian media published disturbing transcripts of the coast guard arguing with Schettino to get back onboard after he grounded the vessel and jumped ship.

Though a coast guard official said he couldn't confirm their authenticity, the audio recordings that surfaced are allegedly between Schettino and the harbormaster's office in Livorno. The transcripts place the captain on a lifeboat relatively early on in the evacuation, rather than on the ship's bridge. At one point the coast guard orders Schettino back onboard: "Listen, there are people who are coming down the ladder on the bow. Go back in the opposite direction, get back on the ship, and tell me how many people there are and what they have on board. Clear? Tell me if there are children, women and what kind of help they need. And you tell me the number of each of these categories. Is that clear? Look, Schettino, perhaps you have saved yourself from the sea but I will make you look very bad. I will make you pay for this." Given his behavior and the ultimate outcome of this event, one wonders about the lack of focus, discipline, and passion of Captain Schettino and his ultimate leadership failure.

The Attributes of Peak Performance Excellence

What it takes to be a peak performer is no secret. There are basic things that peak performers do to consistently achieve success. The attributes below form a system that will help you live your purpose/mission with purpose and intention. They help you focus in on *what* you want to achieve and *how* to achieve it. These attributes are the building blocks for influential leadership and peak performance. There are a variety of organizations that have developed training material to assist in developing the mental discipline of performance. The list below is adapted from “The R Factor” by Tim Kight and “Mind Tools,” a career development organization founded by James Manktelow.

1. Manage your Goals. The *decision* to achieve.
2. Manage your Action. The *discipline* to achieve.
3. Manage your Attitude. The *passion* to achieve.
4. Manage Change. The *flexibility* to achieve.
5. Manage Adversity. The *mental toughness* to achieve.

1. Manage Your Goals – The Decision to Achieve

Get focused. Define success for yourself. Decide what you want to accomplish in life and at work and make it your purpose/mission. If you aim at nothing, you will hit it. Identify, pursue, and achieve your goals!

The first step in setting personal goals is to consider what you want to achieve in your lifetime (or at least, by a significant and distant age in the future). Setting lifetime goals gives you the overall perspective that shapes all other aspects of your decision making.

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of the following categories (or in other categories of your own, where these are important to you):

- **Career** - What level do you want to reach in your career, or what do you want to achieve?
- **Financial** - How much do you want to earn, by what stage? How is this related to your career goals?
- **Education** - Is there any knowledge you want to acquire in particular? What information and skills will you need to have in order to achieve other goals?
- **Family** - Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?
- **Artistic** - Do you want to achieve any artistic goals?
- **Attitude** - Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? (If so, set a goal to improve your behavior or find a solution to the problem.)
- **Physical** - Are there any athletic goals that you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?
- **Pleasure** - How do you want to enjoy yourself? (You should ensure that some of your life is for you!)
- **Public Servic**e - Do you want to make the world a better place? If so, how?

- ***Be clear about what you want to accomplish.*** Put your goals in writing. Putting your goals in writing will help you think through what you want to achieve and why. When you put a goal in writing you give it clarity and you think about it more deeply. You are able to physically see the goal in written form, and you convert the goal into something real and tangible that stares back at you from the page and challenges you to make it come true
- ***Be committed.*** It takes a personal commitment, a decision, to make a true goal. Commitment is the hard work you do after you get tired of doing the hard work you have already done. Carefully consider the list of goals you have written. Are you truly committed to each goal? A goal is not something you would like to achieve; a goal is something you are committed to achieving. If there is a goal you are uncertain about, drop it from your list until you make the commitment.
- ***Be specific.*** Goals are not merely fuzzy wishes. The more specific and detailed you are in describing a goal, the better your chances of achieving it. Being specific improves the clarity of a goal and forces you to think through what it will take to achieve it.
- ***Set a deadline.*** The benefit of setting a deadline is that you fix your goal in time, not just in your mind. A deadline gives you a time target and sense of urgency. If you want to achieve a goal, know exactly what you want to accomplish and when; a goal without a deadline is just a wish.
- ***Make it something you can measure.*** Measurement is a way of keeping score. It lets you see what progress you have made and how far you have to go. It also tells you what is working and what is not working.
- ***Establish milestones.*** Milestones are intermediate targets designed to keep you on track toward your goal. They help you make consistent progress over time, and they tell you where you are on the journey. The key to achieving a challenging long term goal is achieving lots of smaller, short term goals. We feel better when we are making progress.

"The greatest danger for most of us is not that our aim is too high and we miss it, rather our aim is too low and we achieve it." **-- Michelangelo**

2. Manage Your Action – The Discipline to Achieve

The best results are produced by those who take the most effective action. Set goals, then develop and implement an action plan for achieving your goals. Your action is the critical bridge between what you want and what you achieve. Your plan focuses attention on the specific, daily actions you need to take to achieve your goals and fulfill your purpose. A single act does not produce results. Sustained action over time produces results.

- ***Be Willing to Pay the Price.*** You can have almost anything you want if you are willing to pay for it. Your willingness to pay the price, that is, your willingness to do the hard work and make the necessary sacrifices is what gives you the power to achieve. Be careful of hoping for more than you are willing to work for. To make sure your goal is motivating, write down ***why*** it's valuable and important to you. Ask yourself, "If I were to share my goal with others, what would I tell them to convince them it was a worthwhile goal?" You can use this motivating value statement to help you if you start to doubt yourself or lose confidence in your willingness to do the work necessary to actually make the goal happen.
- ***Discipline is essential.*** Peak performers and influential leaders make the decision to achieve and maintain the discipline to achieve. As we said earlier, discipline is the consistent doing of a thing despite the fact that it is sometimes uncomfortable, inconvenient, or difficult. A decision that lacks discipline will quickly fade when faced with the hard work that achievement demands. It takes one level of commitment to set a goal; it takes another level of commitment to achieve it.
- ***Beware of the Law of Diminishing Intent.*** The more time that passes before you take action, the greater the likelihood that you will not take action. Many people set goals but fail because they are slow to get going. They have good intentions but they put off taking action. As a result, they never get started and they don’t achieve their goals. Do something now to put your goals into action.

3. Manage Your Attitude -- The Passion to Achieve

For better or for worse, your attitude profoundly affects your performance. Unfortunately, many people cling to beliefs and attitudes that restrict rather than empower their performance. Your attitude is your frame of mind. It is your mindset. It is the way you look at life. It is the way you choose to see events, people, and yourself. A negative attitude is the result of negative thinking. It is a lack of mental discipline. A positive attitude is the result of a proactive, disciplined way of thinking. It is intentional and purposeful.

Influential leaders always have a positive attitude. Their attitude is not determined by their circumstances but by how they respond to circumstances. Leadership has less to do with position, and more to do with disposition. Your attitude will influence others around you. Great leaders understand that the right attitude will set the right atmosphere, which enables the right responses from others.

Your attitude is not something that happens to you. You are the architect of your frame of mind. You determine if your mindset is positive or negative. You choose your attitude! As William James said "The greatest discovery of my generation is that a human being can alter his life by altering his attitudes of mind."

Passion is a self-generated tool. You have the ability to motivate yourself; to concentrate on your purpose; to get yourself excited about what you do. Your attitude sets the mood for everyone around you. They get excited if you are excited. If you are fascinated, so are they. Recommendations you give to others that come from the heart have a greater impact.

- ***Be fully engaged.*** Approach life every day with enthusiasm. Nothing great was ever achieved without passion. Passion is a powerful source of energy for success.
- ***Be positive.*** When you focus on negative things you de-motivate, de-energize, and discourage yourself and the people around you. When you

focus on positive things you motivate, energize and encourage yourself and the people around you.

- ***Be persistent.*** Be tenaciously persistent in the pursuit of your goals and your dream. Discipline yourself to stay emotionally engaged and positive.
- ***Refocus and reframe when your attitude becomes negative.*** Don't dwell on the negative. When there is a problem, acknowledge it, and then focus on finding solutions and opportunities. Don't waste your emotional energy on being negative, disruptive, and counterproductive.

The words of James Allen clearly make the link between attitude and achievement. "All that a man achieves and all he fails to achieve is the direct result of his own thoughts. As he thinks, so he is as he frames the attitude that creates his circumstances. His condition is his own and not that of any one else." **There is nothing stronger than a leader with a firm direction and passion to get there.**

4. Manage Change -- The Flexibility to Achieve

Success requires constant adjustment. It is your responsibility to make the change you need to achieve your goals. If what you're doing isn't working, change it. Doing more of what doesn't work, doesn't work. Success belongs to people who are able to manage change and adapt to new circumstances.

It's easy just to think that people resist change out of sheer awkwardness and lack of vision. However you need to recognize that for some, change may affect them negatively in a very real way that you may not have foreseen. For example, people who've developed expertise in (or have earned a position of respect from) the old way of doing things can see their positions severely undermined by change.

Often it is your ability to handle change and adapt that determines the quality of your life. Don't resist, resent, or complain about change- respond to it. Be flexible. Learn to adjust and make mid-course corrections as you pursue your purpose and vision. A rapidly changing world deals ruthlessly with people and

organizations who fail to adapt. If you think changing is tough, wait and see how difficult life and work become if you do not change!

- ***Accept the fact that change is constant.*** Change, even change we desire comes with an inherent element of disruption. This disruption stems from the need to "break with" one set of habits to "breakthrough" to a new set of more effective habits. Being stubborn or getting angry won't make change you do not desire go away, but it will make change more difficult to deal with as you struggle to move forward.
- ***Wise up and toughen up.*** You have a fixed amount of emotional and intellectual energy. Do not waste time and energy resisting changes you need to make to move to a higher level of performance. What changes are your organizations making? What changes do you need to make to support the change effort in your organization?
- ***Life is about making adjustments.*** Understand that change always means giving up something. Don't be stubborn. Have the courage to let go. Success goes to those who are really good at creating alternative courses of action.

You have to work hard to change an organization successfully. When you plan carefully and build the proper foundation, implementing change can be much easier, and you'll improve the chances of success. If you're too impatient, and if you expect too many results too soon, your plans for change are more likely to fail.

Create a sense of urgency, recruit powerful change leaders, build a vision and effectively communicate it, remove obstacles, create quick wins, and build on your momentum. If you do these things, you can help make the change part of your organizational culture. That's when you can declare a true victory.

5. Manage Adversity -- The Mental Toughness to Achieve.

Adversity is an inevitable part of life. No one wants it, but everyone experiences it. Don't be surprised when there are obstacles, setbacks, and problems. Be mentally tough. Maintain your focus. In response to adversity,

the critical issue is not “how do you feel” but “what needs to be done.” That is where your focus must be.

In his book, “QBQ – The Question Behind the Question,” John G. Miller emphasizes how to manage adversity by focusing on two questions: 1) What can I do to move us forward and 2) How can I help move us forward. These two questions help us avoid procrastinating, blame shifting, and becoming a victim to our circumstances.

Managing adversity requires you to develop a great deal of optimism. Optimists tend to see the glass as always half full so the saying goes. They view adversity in their lives as temporary, specific and external, that is, not entirely their fault, as opposed to pessimists who view adversity as unchangeable, pervasive, and more personal. In the face of setbacks, challenges or difficult jobs, pessimist are more likely to do worse than predicted and even give up, while optimists will persevere.

Optimism, therefore, is also an important component of achievement, and is especially important in times of chaos, change and turbulence. Those who have an optimistic outlook will roll with the punches, will be more proactive and persistent and will not abandon hope.

So, where does optimism come from? Is it something we are born with or is it learned? For some lucky individuals, being optimistic comes naturally. The good news is that, for those who don't have it naturally, optimism is an attitude that can be learned and practiced. Here are some strategies you can consider in your journey to becoming more optimistic or in helping someone else who suffers from pessimism:

1. **Avoid negative environments.** If this is not realistic, make every effort to seek the company of positive individuals in your organization. Sometimes this may mean fraternizing with peers in other departments. Stay away from the professional complainer.

2. **Celebrate your strengths**. The key to high achievement and happiness is to play out your strengths, not correct your weaknesses. Focus on what you do well.
3. **Take care of your spiritual and emotional well being**. Read inspirational material on a daily basis. This may be different for each person. Some may be inspired by daily quotations, others by reading biographies of successful people in their field and yet others may derive inspiration from reading about all the innovations that we are graced with. A useful website for this is the World Future Society, which keeps up with new inventions.
4. **Manage or ignore what you cannot change.** When faced with setbacks, identify what you can change and proactively try to find ways to do something about it. We have often heard this advice – it bears repeating. Be inspired by Benjamin Franklin's words: "While we may not be able to control all that happens to us, we can control what happens inside us."
5. **Adapt your language and outlook.** Consider how a simple shift in the language you use can make a difference in your outlook: Do you frequently say: "yes, but...." in response to your team member's suggestions? The "but" automatically negates anything you have said in the beginning part of the sentence. A simple shift to "yes, and might . . ." makes a positive difference. Check the emails you have sent recently. Count the proportion of negative to positive words. It could be enlightening.
6. **Focus outside yourself**. Take time for important people in your life, on pursuits and projects that fire you up. Bertrand Russell once said that the quickest way to make ourselves miserable is to continually focus on ourselves. It was his love of mathematics that kept him going.
7. **Nurture a culture of optimism** when you are in charge of other people at work. Expect people to succeed. Even when they occasionally fail to achieve what they set out to do, be an encouragement to others so that they can tackle the next challenge. A simple: "I know you'll do better the next time" can have very positive effects on the performance of others.

8. **Cultivate spontaneity.** Consider putting aside all your plans once in a while to take a walk with your kids, play a game or watch a movie. Getting out of your comfort zone by being spontaneous helps to develop your optimistic muscle, as spontaneity essentially involves an expectation of having a pleasurable experience.
9. **Consider the health benefits**. If you need an extra motivation for practicing optimism, consider the statistics linking optimism to greater health. There is new scientific evidence suggesting that immune systems among optimistic people are stronger than among pessimists.

Managing adversity requires resilience. Resilience is the ability to harness inner strength and respond effectively when you get knocked down by life's inevitable difficulties. Resilient, optimistic people do not dwell on setbacks; instead, they focus their attention and energy on taking action to make things better. They get knocked down, but they always get back up "More than education, more than experience, more than training, it is the level of resilience and optimism that will determine who succeeds and who fails."

Summary

Create Your Personal Purpose Statement

Whatever your current circumstances, you will rise or fall, succeed or fail, on your ability to manage your thoughts and attitude as they frame your purpose and vision. As James Allen writes, "The vision you glorify in your mind, the ideal that you enthrone in your heart – this you will build your life by; this you will become."

> ***" No individual has any right to come into this world and go out of it without leaving behind him distinct and legitimate reasons for having passed through it."***
>
> **-George Washington Carver**

Discovering purpose for your life, like becoming a difference maker *in the* lives of other people, generates conviction that propels positive behavior to higher

levels of performance. We choose to focus on performance rather than success because success is subjective while performance is objective. When you discover purpose for your life, you will also discover the conviction to live with sincerity and discover the willingness to pursue things that matter most in becoming a difference maker for yourself and for other people as well.

Peak performing organizations are linked to a fundamental purpose and pursue it with a great sense of urgency. The same adage is true for individuals. Without a sense of purpose you will find yourself waking up every morning and simply meandering through life rather than living life with meaning. Conviction, having a sense of purpose and destiny, fueled by the catalyst of urgency makes for an explosive force to propel individual and organizational performance excellence. Conviction provides a lens to see any situation with great clarity and courage. Whether you are a Semmelweis crusading on hand washing to save the lives of mothers and their babies or a Chamberlain fighting to save a nation, when you can see yourself and your situation, your purpose with clarity, you are free to choose the most effective response to compel performance of your organization to higher levels of excellence.

Remember This:

Influential leaders live in a daily discipline of renewing their minds. They embrace virtually every life event and become flexible and adaptable to those events to maximize their performance. Every day they live intentionally putting their minds on things of great importance to maintain their focus. Deliberate and disciplined action to renew one's mind and improve one's behavior requires a good dose of courage.

Your behavior is the product of three factors: 1) vision - how you choose to look at the world around you and interpret events that impact your life, 2) expectations - what you choose to believe to be true about the world in which you live, and 3) emotions – the energy released from the feelings that are generated by your vision and expectations. Becoming convinced of a truth

and acting on that truth consistently day in and day out requires mental toughness and mental toughness is acquired through self-discipline. Mental toughness is a hallmark character trait of high level performers. Mental toughness is rooted in the power of having been convinced about a nonnegotiable truth. It is a mental edge that enables you to perform at high levels during times of stress, fatigue and moments that require you to perform at your absolute best. Mental toughness is the acquired ability to be more determined, more resilient, more focused, and more emotionally controlled under pressure. It is in the realm of mental toughness that influential leaders are committed to living their own lives well before expecting or worse, demanding that someone follow them. Greek philosopher Plato wrote, "The first and best victory is to conquer self."

Engagement Exercises:

1. Without conviction, leaders rarely accomplish anything of lasting value – things that really make a significant difference.
    - What do you believe to be true with great passion and conviction? Have you ever made a list of things you believe strongly about and then look to identify why you believe so passionately about those things? Take a few minutes to answer this question.

      _____
      _____
      _____
      _____
      _____
      _____

    - What values do you recognize that you have internalized that drives your passion for what you believe to be true?

      _____
      _____
      _____
      _____
      _____

    - Are you aligned with these values in the current use of your time and talent to what you are most passionate about?

      _____

      If not, why not?

      _____
      _____
      _____

2. Urgency has been described as a catalyst for creating conviction.
    - As a leader, do you have a sense of urgency for the primary function and purpose of your organization? Do you know how to create urgency to compel your team members to a higher level of energy, engagement, and performance enhancement to improve

your level of productivity, safety, quality, and service?

_____

_____

_____

_____

- Can the members of your team communicate the vision and key execution strategies for your core business practices?

  _____

  _____

- When was the last time you asked them do this so you can see if they are all working toward the same goal and objectives?

  _____

  _____

3. Are you driven by fear of failing rather than the urge to create from the power of passion in pursuit of excellence? _____ If yes, why?

   _____

   _____

   _____

   _____

   _____

4. Are How would you complete the following statements?
   The 3 greatest contributions I can make to my family are …

   _____

   _____

   _____

   The 3 greatest contributions I can make on the job are …

   _____

   _____

   _____

   The 3 greatest contributions I can make in my community are …

   _____

   _____

_____

5. Evaluate your focus: Where are you centering all your mental energy – on yourself or the benefit of others and your organization? Complete the following exercise that is a self-assessment on how you manage your mind-set and attitude.

THOUGHTS THAT HOLD YOU BACK	THOUGHTS THAT MOVE YOUR FORWARD

What actions do your left column thoughts lead to? What actions do your right column thoughts lead to? What do you think happens to your performance when you spend more time in the left column than the right column? Left column thinking lacks focus, discipline, passion, purpose and vision. _____

_____
_____
_____
_____
_____

Evaluate your current sense of purpose and mission. Do you have a sense of purpose/mission in your life? Do you have a purpose that gives you focus, discipline, and passion in lie and at work? What are your most important priorities? What would you accomplish if you made it your purpose?

Evaluate your vision: What are you hoping for in your future as you move forward with a clear sense of focus, discipline, and passion?

Write your personal purpose statement on paper.

Does your personal purpose statement for your life tell you 1) who you are 2) why you are here 3) what you are about 4) and what you hope to achieve in your lifetime?

_____
_____
_____
_____
_____

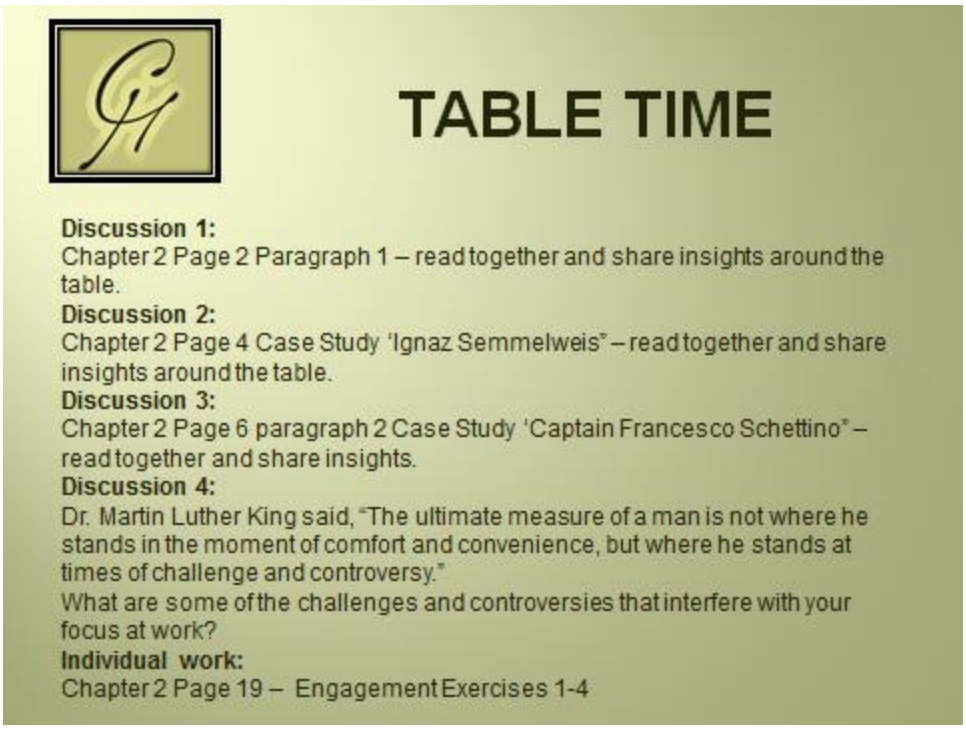


TABLE TIME
Discussion 1:
Chapter 2 Page 2 Paragraph 1 – read together and share insights around the table.
Discussion 2:
Chapter 2 Page 4 Case Study 'Ignaz Semmelweis" – read together and share insights around the table.
Discussion 3:
Chapter 2 Page 6 paragraph 2 Case Study 'Captain Francesco Schettino" – read together and share insights.
Discussion 4:
Dr. Martin Luther King said, "The ultimate measure of a man is not where he stands in the moment of comfort and convenience, but where he stands at times of challenge and controversy."
What are some of the challenges and controversies that interfere with your focus at work?
Individual work:
Chapter 2 Page 19 – Engagement Exercises 1-4

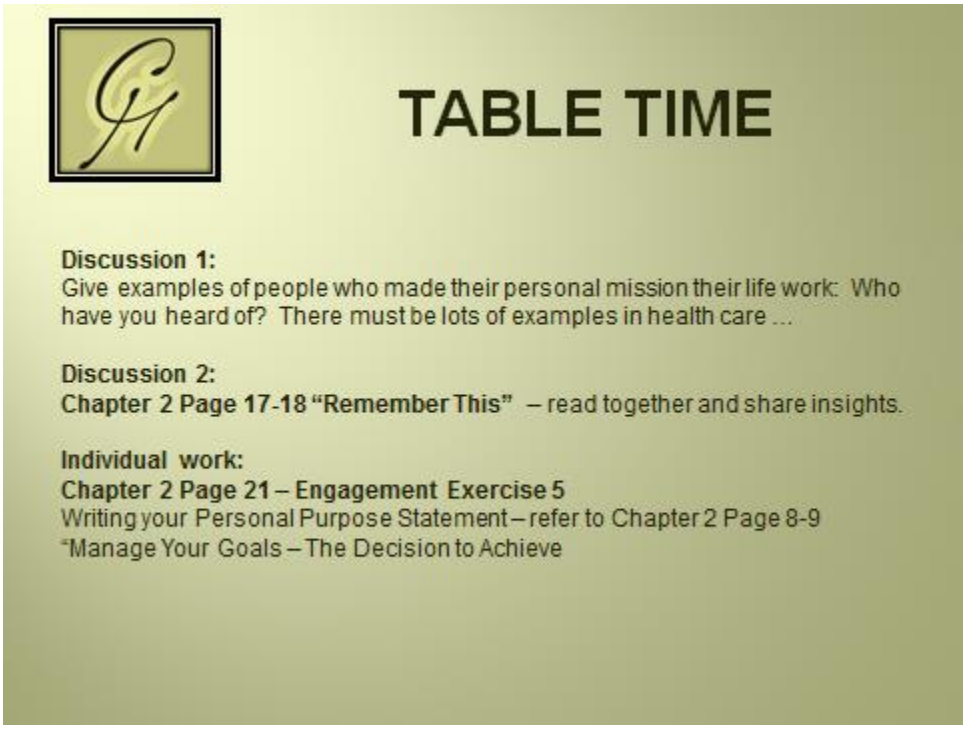


TABLE TIME
Discussion 1:
Give examples of people who made their personal mission their life work: Who have you heard of? There must be lots of examples in health care ...
Discussion 2:
Chapter 2 Page 17-18 "Remember This" – read together and share insights.
Individual work:
Chapter 2 Page 21 – Engagement Exercise 5
Writing your Personal Purpose Statement – refer to Chapter 2 Page 8-9 "Manage Your Goals – The Decision to Achieve

NOTES

NOTES

NOTES

3 Self – Awareness

Accept Responsibility and Ownership of Self

"You must take personal responsibility. You cannot change the circumstances, the seasons, or the wind, but you can change yourself. That is something you have charge of." Jim Rohn

In every situation, influential leaders take full responsibility for the quality of the results and the overall performance of their work teams and organizations. Taking responsibility means being accountable for your choices and recognizing that your attitude and actions make a difference.

James Mantkelow borrows from the Hippocratic Oath when he writes the following. "'I swear by Apollo'... so starts the Oath of Hippocrates, an oath of ethical, professional behavior sworn by all new physicians – a promise to practice good medicine to the best of their ability, for the good of their patients. It essentially boils down to a commitment to 'do no harm'. Wouldn't it be great to have such an oath for leaders – an oath of personal accountability, not just for business outcomes and for leading others, but for *leading oneself*. I am reminded of the proverb 'Physician, heal thyself,' suggesting that one should take care of one's own faults first before correcting the faults of others – so I add to the above: *Leader, lead thyself*."

Influential leaders demonstrate vital strengths that ensure their success: the drive to achieve results, the ability to accept personal responsibility for those results, taking ownership of self (thoughts, emotions, attitudes, and behaviors), cultivating collaboration and team building, and finally, the ability to connect with people continually.

Taking ownership of self means being aware and choosing effective responses to the circumstances and challenges of life we face daily. People who accept responsibility and take ownership of self, do not blame shift poor results and outcomes to others; they do not procrastinate rather they move to take action

efficiently and effectively; they never make excuses and play the role of victim in difficult situations. Instead, influential leaders approach life in what John G. Miller describes as the "question behind the question" - "What can I do to make a difference?" "How can I contribute to a better outcome?"

In Miller's approach, note that taking responsibility goes beyond merely accepting blame. An influential leader who is asking "what" and "how" questions is moving toward resolving problems, creating opportunities, and managing events with a positive response to create the most optimal outcomes out of the worst situations. While this is an important dimension of leadership, it is easy to slip, when it comes to accountability for our own behavior. This can happen even to leaders who do a great job at holding themselves accountable for the big ticket items such as driving for results, whether in sales, operations, marketing or financing, identifying root causes for business problems, developing a vision and strategy and managing resources effectively.

Leveraging Responsibility and Self Ownership

The key to creating and sustaining organizations of excellence begins with breakthroughs in individual performance. How we choose to see a problem *is* always the real problem. How we choose to see something, our perspective and perception, has been greatly influenced by our life experiences. We need to understand that we do not always see things in their complete context or with unbiased objectivity.

Responsibility and self-ownership function as the lever that activates thoughtful, effective action. When you take responsibility, you create quality of life and work in response to events and circumstances, you change your behavior patterns, and you commit to continuous learning and growth. The result is a life lived to your full potential. It is unrealistic-even a bit foolish- to think you can improve your life and work if are you unwilling to take responsibility for your attitude and actions.

"A person cannot directly choose her circumstances, but she can choose her thoughts, and so directly, yet surely, shape her circumstances." - James Allen

A major weakness of our current society is the growing aspect of victimization. People are choosing to see themselves as victims of their circumstances and thereby failing to accept responsibility and ownership of self to their circumstances. Consequently, when they yield power to their circumstances the worse those circumstances become. Taking responsibility and ownership for self begins by taking control of our thoughts, managing our emotions, acknowledging the truth of our current reality so we can move forward in creating a new reality of our life and work. *Remember this, it is your choices not your circumstances that define what kind of person you are and who you will become.*

So we need to be willing to take a good look inside ourselves becoming aware of the thinking, the patterns, and the habits that are responsible for our current level of performance. The key is finding our natural behavior strengths, aligning them to principle-centered core values then using them to create a higher level of thinking that propels us to a higher level of performance. It is in the process of maintaining this alignment that we take responsibility and true ownership of ourselves. It is in this process that we discover true joy and meaningful purpose in life.

Point of the Spear

Life is about choices. We mistakenly think life is about events. No event appears in your life without some cause. The important thing to remember is that we are not defined by events. What defines who we are, is how we choose to respond to these events. Every day you make choices about how to respond to the events and situations you experience. Really important life events are lived at the point of the spear – defining moments of truth – as some thought writers refer to them. You find yourself in a circumstance that you must respond to without the help of others. Hence, the choices you make at the moment, in these events, define the direction of your life.

As life goes on day by day there will be continued opportunity for challenging and difficult events to come into our lives. These challenges require even greater responses to gain the most optimal outcomes. The most challenging events of life often occur during times of significant change, crisis, or

opportunity and they require non-standard responses. These are times when to respond effectively, you must call upon your deepest capabilities and courage and go beyond your normal limits.

Change and chaos are constant in the rapid pace, knowledge and technology driven climate we all are living in today. There is another constant at play in this climate as well, namely, how human beings tend to respond to this change, chaos, and the stress that accompanies both of them. Change is inevitable and so it would seem is our resistance to it. Yet in the midst of this climate of change, chaos, and our resistance to change, both influential leaders and their organizations continue to thrive, to grow, and to sustain a high level of performance excellence.

Therefore, do not be surprised at the challenging events of life. Your life, at times, is going to be full of unpredictable and undesirable change and adversity. Be prepared for it. We have the power of choice to live a life of meaning and purpose. Circumstances cannot make this distinction for us. So do not make a difficult situation worse by responding poorly! As an alternative consider the following options adapted from Bruna Martinuzzi's book*, The Leader as Mensch: Become the Kind of Person Others Want to Follow:*

1. Just as companies are rightfully concerned about how they are viewed by customers or shareholders, consider taking time to reflect on how your behavior is experienced by all stakeholders: your direct reports, your peers, your clients. Go through a formal 360° Leadership Assessment process or simply get hold of a leadership assessment form and use it to reflect on how others in your team would rate you on each dimension.

2. At the end of each day, when you clear your desk before you head home, take a few minutes to mentally review your day. Think about significant conversations you had through the day, meetings you attended, emails you sent and other actions you undertook. Are you satisfied with your performance? Could you have done better? This exercise will inspire you to plan your next day around your highest purpose. Getting into this

habit of daily introspection will pay dividends in the long run. Finally, find one or two key team members and ask them to respond to this question: “On a scale of one to ten, how was I as your leader/team member today?” If you get any answer other than a ten, ask them to tell you one thing you could have done differently to rate a “10.” This simple accountability tool will do wonders at building your influence with others.

3. Decide to hold yourself accountable for developing other leaders. By mentoring a protégé to enhance their personal and professional growth, you strengthen your own leadership skills and reinforce your determination to be self-accountable as you become the model.

4. When something goes wrong, look inwardly for solutions. Remember the difficult, most challenging events challenge our response and our self-accountability. Martin Luther King said it poignantly: "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."
5. Moliere, 17th century French dramatist, said: "It is not only what we do, but also what we do not do, for which we are accountable." Is there anything that you are avoiding doing that needs to be done? For example, are you putting off a difficult conversation? Are you delaying any important decisions? Are you delegating away responsibilities that should stay in your court?

Self-accountability, then, is staying true to our core values despite difficult circumstances. It's doing the right thing even when we are tempted to bend a few rules for expediency's sake. It's also the best antidote to feeling victimized by circumstances and in so doing, frees up precious creative energy for us to accomplish what really matters most to us. Above all, it entails owning up to the consequences of our decisions and choices, because there is no choice without accountability.

A Positive Mental Model

"You live with your thoughts so be careful what they are." ~ Eva Harrington

Our habits are part of a cause and effect relationship between what we believe to be true about the world around us and the coinciding mental models and patterns our brains create to align with those beliefs. Taking responsibility and ownership of self requires a constant reexamination of these thoughts and beliefs to ensure we are operating with the most effective mental models possible for high performing behavior.

How we view adversity and stress strongly affects how we succeed, and this is one of the most important reasons that having a positive, resilient mental model is so important. We cannot *improve* our behavior and performance unless we are *managing* our behavior and performance. We cannot manage what we are not aware of within our own mental model and behavioral habits. Hence, sustainable personal change to drive high performance behavior requires: recognizing our habits, understanding how those habits impact and affect people around us, and then taking consistent, deliberate, and disciplined actions to change and improve.

The research of Jim Rohn, Jack Canfield and other thought experts reveals a distinguishing characteristic of consistently successful people: they all have the ability to maintain a positive and proactive attitude regardless of the challenge of significant life events. Turns out that highly effective people *think* differently than less effective people. Their thinking and operating mental models have the following characteristics:

- Deliberate
- Disciplined
- Intentional
- Focused
- Engaged
- Thoughtful

The positive mindset of an influential leader sees and acknowledges the discomfort and difficulties of a challenging situation but is constantly looking for solutions and opportunities to obtain the most optimal outcome. The mindset of influential leadership finds and focuses on the opportunity within the problem.

In spite of struggling with "failure" throughout his entire working life, Thomas Edison never let it get the best of him. All of these "failures," which are reported to be in the tens of thousands, simply showed him how not to invent something. His ability to manage a positive mental model gave the world some of the most amazing inventions of the early 20th century, such as the phonograph, the telegraph, and the motion picture.

It's hard to imagine what our world would be like if Edison had given up after his first few failures. His inspiring story forces us to look at our own lives - do we have the resilience that we need to overcome our challenges? Or do we let our failures derail our dreams? And what could we accomplish if we had the strength not to give up?

Stop here for a moment and think about how you feel about and typically respond to change and adversity. Make a list of your key thoughts regarding how you feel about change.

_____

_____

_____

_____

Take a look at the list and ask yourself if you see a list that reflects positive emotion or negative emotion. Can you see that if you are allowing your thinking to be affected by negativity how it impacts your ability to form a positive mental model? It is very easy to give away responsibility and ownership of self in times of difficult events. The good news is that taking responsibility and ownership of self is habit forming. You can actually create physical pathways in your brain to help you make more positive, effective choices. You just have to work at it to reverse the process that your brain has

adapted in your current mental model. The more you discipline yourself to approach things with a positive mindset, the more the proactive habit will shape how you think and respond to the circumstances of life and work.

Here is a thought tool that performance experts advocate to help you create and sustain a positive mental model – particularly when you are in the middle of challenging events:

> Given the ***outcome*** I want and the ***event*** I am experiencing, what ***response*** on my part would be most effective? Am I clear about what I really desire – the goal I am pursuing? Do I see the situation with clarity, perspective and clear frame of reference? What are my options for taking effective action?

No More Excuses

Before any real behavioral change can take place in our lives, we must come to the point of being mentally convinced that change is real, change is possible, and that change holds promises of better more enhanced and improved outcomes. Influential leaders live in a constancy of purpose fueled by having settled the issue on the matter of change. They are absolutely assured that change is possible, change is good, change is necessary and they constantly bring their thinking into agreement with this truth that is self-evident in their daily behavior. Consequently, influential leaders replace fear and doubt with optimism and assurance. Resentment and frustration are replaced with enthusiasm and motivation. By choosing to focus on the positive aspects of change, even change that is extremely difficult, influential leaders create positive emotions that propel themselves and their followers to higher levels of performance excellence.

Choosing to avoid the excuse trap provides us the ability to adapt and bounce back when things don't go as planned. Influential leaders don't wallow or dwell on failures; they acknowledge the situation, learn from their mistakes, and then move forward.

According to the research of leading psychologist, Susan Kobasa, there are three elements that are essential to avoiding the excuse trap:

1. **Challenge** – When people are accountable to self and others, they view a difficulty as a challenge, not as a paralyzing event. They look at their failures and mistakes as lessons to be learned from, and as opportunities for growth. They don't view them as a negative reflection on their abilities or self-worth.
2. **Commitment** – Accountable people are committed to their lives and their goals, and they have a compelling reason to get out of bed in the morning. Commitment isn't just restricted to their work - they commit to their relationships, their friendships, the causes they care about, and their religious or spiritual beliefs.
3. **Personal Control** – Accountable people spend their time and energy focusing on what they can control - their responses to events. Since they put their efforts where they can have the most impact, they feel empowered and confident. Those who spend time worrying about uncontrollable events can often feel lost, helpless, and powerless to take action.

The mind-set or thinking model that contrasts that of responsibility and ownership of self is a blame shift and excuse making mental model. Far too often struggling organizations fall into the trap of accepting excuses for average or low level performance rather than taking initiative to solve the problems that are at the root of poor performance. These organizations sadly become very adept at finding ways to cope with problems rather than solving them. This excuse mentality has a way of screening out of all evidences of responsibility, accountability, and initiative. We often fail to take responsibility because we “lock in” our excuses and “lock out” why we are accountable. Here are some examples to make this point:

- Past experiences – not being selected for promotion
- Present circumstances – the recession and high unemployment
- People in our lives – my parents, my boss, my spouse
- Personal weakness – procrastination, compulsive habit

We are touched by these things and necessarily affected emotionally by these things. We are not and should not allow ourselves to be defined or determined by them. It is precisely because of these things that we must take responsibility and ownership of our thoughts, beliefs, emotions, attitudes, and our actions. We are not prisoners of nor do we need to be controlled by the events of our past. We are able to choose and we able to change. So our future is decided by how we choose to think about these things rather than the impact of these things in and of themselves.

Note that each of the excuse bullets has the potential to become a significant "E" in our Events +Response =Outcome equation discussed in the Introduction section. So again, the key to success in our personal and professional lives is how we choose to respond and our response is framed in how we choose to see the event in the first place. When we fail to see significant life events and challenges with clarity, it is nearly impossible to respond to them with courage. Note the wisdom from James Allen, "The outer world of circumstances shapes itself to the inner world of thought, and pleasant and unpleasant external conditions are factors which make for the ultimate good of the individual." So here again we discover a fundamental truth about owning our thoughts and taking responsibility for our outcomes. *Good thoughts and actions can never produce bad results; bad thoughts and actions can never produce good results.*

Circumstance does not make the man; it reveals him to himself." – James Allen

Summary

Our habits are part of a cause and effect relationship between what we believe to be true about the world around us and the coinciding mental maps and patterns our brains create to align with those beliefs. It is amazing what happens when people dramatically change their thoughts and the coinciding transformation of their circumstances and outcomes. Consider these contrasting patterns. Thoughts of fear and doubt create circumstances of failure and blame shifting. Energizing thoughts create circumstances of hope and accomplishment. Hateful thoughts create circumstances of strife and conflict. Forgiving thoughts create circumstances of peace and reconciliation.

"You live with your thoughts so be careful what they are." ~ Eva Harrington

Sustaining personal change, to drive high performance behavior requires us to take responsibility and ownership of self by recognizing our habits, understanding how those habits impact and affect the people around us, and then taking consistent, deliberate, and disciplined actions to change and improve. Here are several key concepts to learn and apply daily as habits of your changing thinking and behavior:

- Be accountable. Take responsibility for your decisions and actions. When you make a mistake, admit it, fix it and learn from it. Have zero tolerance for excuses and work to rid them from your daily behavior.

- Let go of the past. If you are still reacting to a painful event in the past, let it go. The first step to a better future is to give up your hope for a better past. If you persist in a particular train of thought, whether good or bad, you will produce the results of those thoughts in your behavior and your circumstances.

- Take ownership of your circumstances. *Can you tell me why it would make any sense to willfully make a choice for disruptive and unproductive behavior and circumstances in your life when you have a positive alternative?* Even if your circumstances are unpleasant or uncomfortable, you do not have to be the cause of an event to be responsible for how you respond. You are still responsible for how you respond to circumstances that you did not create.

- Change yourself. Don't complain about a problem rather take action and solve it. Our world is full of complainers and whiners. What we need are more problem solvers. Be a problem solver. Focus on what you can control, not on what you can't control. There are some things in life over which you have no control. Do not waste valuable time and energy on things you cannot influence. Focus on what you can control, beginning with yourself.

- Develop the habit of asking the proactive question. Given the outcome I want and the event I am experiencing, what response on my part would be most effective? Am I clear about the goal I am pursuing? Do I see the situation clearly? What are my options for taking effective action? Don't be inactive or reactive. Be proactive.

Remember This

We must be very careful about the thoughts we allow in our minds. Our thoughts affect our emotions and our behavior. Consequently we will always feel the way we see and think. If you want to change your feelings all you need to do is change your thoughts. Thinking is an active process that you should manage so you see and think in ways that get you what you truly desire.

Engagement Exercises:

1. "Influential leaders build key relationships that make their organizations adaptable to new strategies, initiatives, and innovation balancing the impact of change on their people, their processes, and their performance."

Discussion: What does this look like in your organization?

_____
_____
_____

2. It's a fact – Big "E's" call for big "R's". The more challenging the event, the greater the demand on your response. Sometimes, the really challenging events of life (the 'defining moments') require non-standard responses.

Discussion: What are some examples of "defining moments" in life? at work?

_____
_____
_____

3. Answer these questions:

I could dramatically improve the quality of my home life if I chose to:

_____
_____
_____

I could dramatically improve the quality of my professional life if I chose to:

_____

_____

_____

4. In your life, the truth is that any problem you are currently experiencing personally or professionally can be directly linked to some repetitive bad habit.

- Do you agree or disagree with this statement. If you disagree, ask yourself why you disagree. Are you in denial of this bad habit, defending this bad habit, or simply dismissing this information as lacking any intellectual creditability? _____
- If you agree, are you willing to begin to learn how to change those bad habits? _____

5. Before any real change can take place in our lives, we must come to the point of being mentally convinced that change is real, change is possible, and that change holds promises of better more enhanced and improved outcomes.

- What do you allow your mind to dwell on?

  _____

  _____

  _____

- When things slow down and you have time for personal reflection, what thoughts come to your mind?

  _____

  _____

  _____

- Do you find yourself constantly dwelling on negative things? If so, why?

  _____
  _____

- Can you begin to see and believe that in the daily practice of self-awareness you can actually control your thoughts and better manage your relationships with others?

  _____

6. Self-centeredness linked with a lack of self-discipline is a recipe that causes a leader to lose the quality of being teachable. Being teachable means you have the desire to learn from others.
- How open are you to learning from others?

  _____

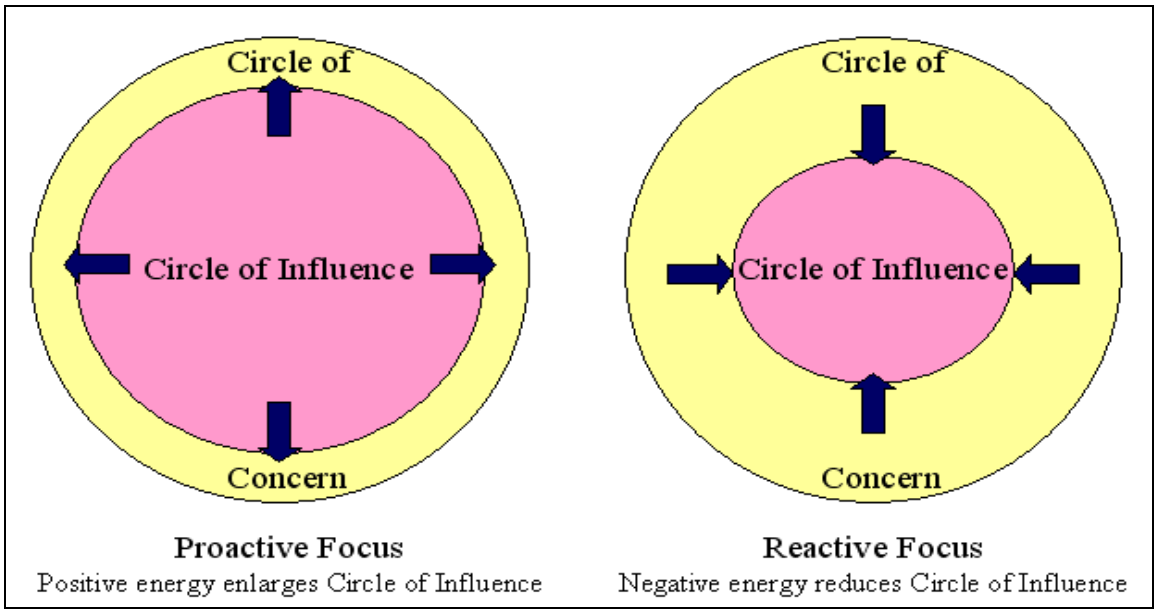
- Would you consider yourself a person that is not open to learning from others? If so, what would it take for you to change and become more teachable?

  _____
  _____
  _____

- How would your coworkers answer this question about your willingness to learn from others? Are you willing to ask any of them? Can you see yourself becoming more willing to seek out advice and assistance from the knowledge and expertise of others if you knew it would improve your overall individual performance and the performance of your team?

  _____
  _____
  _____

7. Circle of Influence:



This concept is easy to remember and is a great tool to direct our energy and actions in meaningful ways on things we do have control over. Are you spending your time in the Circle of Concern worrying about things you have no control over? What can you do today to expand the Circle of Influence to build more positive energy in your personal life and at work?

_____

_____

_____

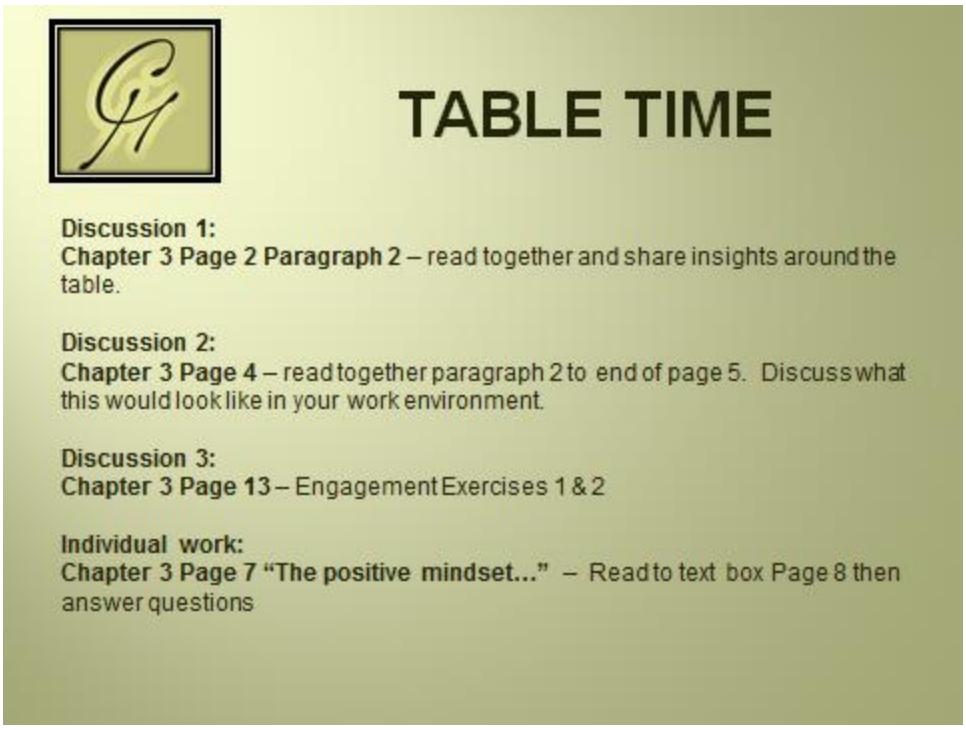


TABLE TIME
Discussion 1:
Chapter 3 Page 2 Paragraph 2 – read together and share insights around the table.
Discussion 2:
Chapter 3 Page 4 – read together paragraph 2 to end of page 5. Discuss what this would look like in your work environment.
Discussion 3:
Chapter 3 Page 13 – Engagement Exercises 1 & 2
Individual work:
Chapter 3 Page 7 "The positive mindset..." – Read to text box Page 8 then answer questions

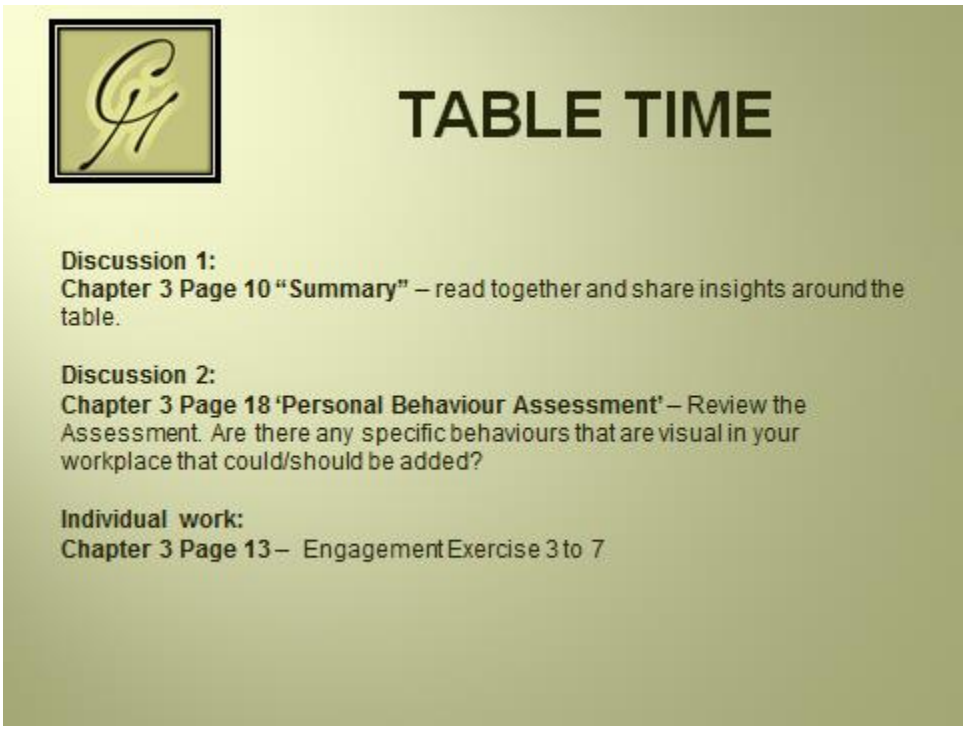


TABLE TIME
Discussion 1:
Chapter 3 Page 10 "Summary" – read together and share insights around the table.
Discussion 2:
Chapter 3 Page 18 'Personal Behaviour Assessment' – Review the Assessment. Are there any specific behaviours that are visual in your workplace that could/should be added?
Individual work:
Chapter 3 Page 13 – Engagement Exercise 3 to 7

Personal Behaviour Assessment Template

1=strongly disagree; 2=disagree; 3=neither agree or disagree; 4=agree; 5=strongly agree

1. I am generally a positive person. I may have the odd 'off' day but 90% of the time I bring a positive attitude to the work environment.
2. I have a high energy level at work most of the time.
3. Most people are relaxed and at ease in my presence.
4. I am seldom judgmental of others.
5. I am open and accepting of diversity and new ideas.
6. When I am angry it does not show and I find it easy to let it go and not carry a grudge.
7. I am happy at work most of the time.
8. I am seldom frustrated at work.
9. Most days I look forward to going to work.
10. I recognize that the position I've been given is an opportunity to learn and a position from which to mentor others. (It is not turf to be guarded).
11. I deal immediately with people issues when they arise.
12. One of my primary objectives is to assist the people who report to me.
13. I am very consistent and even-tempered in my interaction with the people who work for me.
14. The people who work with me find me likable and pleasant nearly 100% of the time.
15. When I need to have a candid conversation with team members to correct errors or take care of problems, I follow through and don't allow too much time to go by.
16. I never discuss my staff where others can see or hear me.
17. I believe that employees desire more than just a fair day's pay for a fair day's work; most desire encouragement and I give it to them.
18. I have developed relationships with everyone who works for me.
19. I always treat people with respect and professionalism.
20. I meet with my team on a regular basis.
21. I communicate regularly, consistently, and in a timely manner.
22. When deadlines loom or work becomes urgent, we do not cancel our regularly scheduled team meetings.

I am continually giving people feedback, not just during formal reviews.

NOTES

NOTES

NOTES

4 Self – Awareness

Discover Your Primary Behavior Domain

"We cannot live only for ourselves. A thousand fibers connect us with our fellow men; and among those fibers, as sympathetic threads, our actions run as causes, and they come back to us as effects." Herman Melville

The ancient Greek aphorism, "Know Thyself," can be attributed to at least six Greek sages, the most notable being the philosopher Socrates. For the more modern generation of folks you are probably familiar with its Latin version that hung above the Oracle's door in the *Matrix* film series. Suffice it to say, virtually every kind of performance problem links to relationship dysfunction that stems from a lack of self-awareness – how our quirky traits and habits that we do not see in ourselves affect the most important people around us.

Self-awareness is the first step of the influential leadership journey. It is essential in achieving self-management and peak performance in any area of importance in your life. It is unreasonable to think that you can lead others effectively without first leading yourself well. To achieve personal breakthroughs and maximize your level of influence, you must be aware of your habits and behavior patterns. Influential leaders take the time to step back, gather feedback, and reflect on their habits and behavior patterns. They recognize how their behavior affects their performance and the people around them.

Identifying the Root Cause for the Lack of Self-Awareness

Increasing your capacity for self-awareness is an extension of behavioral skill number three – accepting responsibility and ownership of self. Remember that people who accept responsibility and take ownership of self do not blame

shift poor results and outcomes to others; they do not procrastinate rather they move to take action efficiently and effectively. Influential leaders never make excuses and play the role of victim in difficult situations that are the direct result of their own choices in habits and behavior.

Influential leaders know their behavior preferences, they know how to manage their emotions, and they are keenly aware of the need to be highly skilled in social management – creating and sustaining highly effective interpersonal relationships. They are empathic, in that they can sense the emotional states of other people, and they are also compassionate in their acknowledgement and response to the emotional messages of others.

"A man wrapped up in himself makes a very small bundle." - Benjamin Franklin

You will never lead other people successfully, influentially, if you do not lead your own self well. Benjamin Franklin wrote, "A man wrapped up in himself makes a very small bundle." Self-aware people know and are comfortable talking about their strengths and weaknesses, and they have a thirst for feedback on how their behavior impacts other people. However, people with no or very low self-awareness, misguidedly interpret the messages that they need to improve their behavior as a threat or a sign of weakness. In the worst case they not only reject the message but shoot the proverbial messenger in the process.

Did you ever stop to consider that just one of your own annoying habits – a behavior you hardly even recognize –is holding you back from achieving what you desire most? Do you have a recognizable habit or behavior that is causing you interpersonal conflict and you mistakenly believe it to be a source of your success? Would you follow you as a leader? *Are you the kind of leader others desire to follow or do you have reluctant followers giving you mere compliance in work processes rather than energizing, engaging, and enhancing organizational performance?*

Responsibility and self-ownership function as the lever that activates thoughtful, reflective, accurate, and continual self-awareness. In today's hurry up, fast paced world, we tend to live in a self-awareness deficit. We don't take the time to slow down, stop and reflect on our daily habits and behaviors. As a result, we are often controlled by our habits, and we react without thinking. We don't see the areas where we need to change and grow, and we sometimes fail to recognize and thus take full advantage of our greatest strengths.

The Business Case for Behavior Competency

Johnson and Johnson was among the first companies to test the linkage between behavior competency and business performance. More than 1,400 employees took part in a comparison of high performers and average performers. They found a "strong relationship" between superior performing leaders and behavior competence. Further they found that behavior skill, like technical skill, can be developed through a systematic and consistent approach to building social and relationship competency. The evidence is clear that the key leverage to performance is taking responsibility for managing behavior in a constant awareness of how our behavior impacts others and the related performance of the organization.

When you don't take responsibility and you live in a self-awareness deficit, you forfeit ownership for your quality of life and work to other forces and circumstances. Consequently you don't change your behavior patterns, and you don't grow. You get stuck. The result, even if not intended, is a life lived below your potential. It is unrealistic-even a bit foolish- to think you can improve your life and work if you are unwilling to take responsibility for your attitude and actions.

Remember it is your choices not your circumstances that define what kind of person you are and who you will become. It is your choices that define your level of happiness and success in living the life you desire.

So we need to discover the ability of taking a good look inside ourselves and become aware of the thinking, the mental patterns, and the habits that are

responsible for our current level of performance. The key is finding our natural behavior strengths, aligning them to principle-centered core values, and then using them to create a higher level of thinking that propels us to a higher level of performance. It is in the process of maintaining this alignment that we take responsibility and true ownership of ourselves. It is in this process that we discover true joy and meaningful purpose in life.

Albert Einstein wrote, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them." I would like to modify his words to read that significant relationship problems cannot be solved with the same level of *behavior* we were at when we created them. The good news is we can change and the tools for doing so are available to you, so read on.

Three Levels of Awareness

Cutting edge research in the area of behavior management, what some people are calling behavior intelligence, provides us with the information and tools to become self-aware and manage our daily behavior and habits with great focus, discipline, and purposeful meaning. Finding a way to discover and then forget ineffective habits are at the heart of the change process that drives performance excellence. You have heard this before and it is worth repeating - your behavior deficiencies may not be obvious to you, but they are very obvious to the people who work with you and for you.

> ***"The hardest thing is not to get people to accept new ideas; it is to get them to forget old ones."*** **~ John Maynard Keynes**

As Keynes' words resonate in your mind you must realize that you cannot replace old beliefs, thoughts and habits with new ones until you recognize the old habits and come to the conviction that you need to change.

When we change what we think, we change what we believe, and when we change what we believe, we change our habits and behavior. Surprisingly, research has also shown the converse to be true. Given a significant challenge, severe problem or crisis, sometimes we simply choose to behave differently

without changing any fundamental beliefs because doing so is the only effective course of action available to us.

For example, infestation of the guinea worm in West Africa was devastating local villages. Education in sanitary practices was not very successful in curbing the infestation. The attempt to change thinking was having little impact on changing daily behavior. When emphasis shifted to focusing on behavior change alone, without trying to give the people an understanding about why boiling their water and not bathing in their water source would make them better, people changed their behaviors. The simple adage was "just do it" and let understanding of why it worked follow later.

I may not understand why a new behavior produces more effective results but I know that if I do it, I get better outcomes. This process is now being called positive deviance. Positive deviance is the practice of choosing to *change* my behavior before I gain understanding as to *why* the change of behavior works in producing a higher level of performance and outcomes. Regardless of how we arrive at the outcome, when we effectively change how we behave we transform ourselves, our organizations, and the communities we serve as leaders.

For decades, thought leaders have been telling us that our habits are perfectly designed to get the results they are getting. Your thinking, and the habits and patterns you develop from your thinking, are what determine your success or failure. You don't determine your future; you determine your habits, and your habits determine your future. *Are your habits taking you where you want to go?*

"I suppose at one time leadership meant muscles; but today it means getting along with people." - Indira Gandhi

As you begin to increase your level of self-awareness, you will discover the way you behave is a key element in continuously improving your leadership influence and performance effectiveness. There are three levels of self-awareness and you pass through all three levels as you adapt and acquire self-awareness as a performance behavior skill.

- Level One - Recognizing Your Habits

You cannot change what you are unwilling to see in your own habits. It is very easy for us to lose perspective on our habits and behavior. Another term for perspective is focus frame. We can get locked in to our focus frame and lose a great deal of perspective in the process. We also lapse into the behavior or denying and defending of our current habits and behavior. Consequently we live in an inaccurate or distorted view of reality. *You must begin to clearly see and respond effectively to your current habits.*

- Level Two - Understand How Your Habits Impact Other People

You must begin to evaluate how your habits are impacting other people and their response to you. Doing more of what has not been effective, will just continue to get you more of what has been ineffective as the saying goes. Avoid the trap of confirmation bias – this is a mental flaw where we look to find what we are predisposed to be looking for in people and events. Confirmation bias is a type of self-fulfilling prophecy. It leads to distortion of your focus frame and perspective. For example, various contradictory ideas about someone could each be supported by concentrating on one aspect of his or her behavior. Thus any search for evidence in favor of a hypothesis is likely to succeed. One illustration of this is the way the phrasing of a question can significantly change the answer. For example, people who are asked, "Are you happy with your social life?" report greater satisfaction than those asked, "Are you *un*happy with your social life?"

Level two is the beginning of you learning to stop 1) defending "I am just being *me*," 2) distorting the facts to fit what you want to believe (confirmation bias), and 3) "shooting the messenger" as you diminish, demean, and deflect others around you who have a greater understanding of how your habits and behavior are impacting them than you do.

- Level Three - Take Action to Change and Improve

When you decide to change your habits and behaviors that are annoying, at best, and unproductive, disruptive, and dysfunctional to organizational performance, at worst, you want to solicit help from the very people who are most severely affected by your habits and behavior. This step of "taking action" requires a great deal of courage and honesty – from you and from those you are inviting along on your transformational change journey. There are four essential elements, commitments if you will, necessary to ensure success of your change process at level three:

1. Everyone must be willing to let go of the past. The most effective way to help people let go of the past is to express your regret to them for it. "I was wrong. I am sorry. Will you forgive me? Will you help me change?" There is a mystical, dare I say, spiritual power held in these four statements when used together and in this sequence. It has the power and effect to melt even the most cold-hearted resistance we could face from those we have affected most negatively in our previous habits and behaviors. *You begin to let go of the negative past when you commit to creating a more positive future.*

2. Tell the truth. Truth telling is essential for creating and sustaining trust. Inherent to a culture of collaboration is a passion for protecting trust by preserving a commitment to truth. The key to highly effective relationships is trust. Authentic leadership is inextricably linked to and created from the trust intangible. When there is a disparity or misalignment between the values we profess and the behavior we exhibit to others there will be a deficiency of trust in those relationships.

3. Be supportive and helpful not cynical and negative. When members of a group have confidence in the genuineness of each other, they can be vulnerable to one another. Sadly, the competitive nature of health care education and health care practice among professionals, for

example, is an impediment to building and sustaining this level of openness, genuineness, safety, and vulnerability. The key to create and sustain trust is to drive performance through the power of supportive, cooperative, positive, and collaborative teams.

4. Start with one behavior and habit change at a time and invite someone on the journey with you. As you apply the "principle of apology" from letting go of the past, solicit those people to pick a behavior change as well. Begin to expand your level of influence as a difference maker by creating an expanded focus frame for your closest personal and professional relationships. You are not the only person that needs to change habits and behavior.

Identifying Your Primary Behavior Domain

Profiles Performance Indicator™ (PPI) is a behavior style performance assessment test. The performance indicator has both personal and management reports that provides you information relative to your primary behavior domain. You use this information to manage your behavior performance to improve workplace productivity, enhance organizational relationships, and drive peak performance. The reports help you understand how an individual can be understood, motivated and engaged to improve overall job performance. The PPI provides specific recommendations to you and your immediate supervisor for improving individual performance to drive organizational performance. Recommendations from the analysis of the PPI include: how to respond to job-related stress, frustration and conflict; how to stimulate engagement and motivation; how to conduct effective performance appraisal; and how to determine whether the individual is internally motivated or will need external stimulation.

Your individual report is essential to your behavior change. Awareness of your particular behavior style shapes the way you think, perceive and process information, manage your emotions, and communicate and relate to other people. Your behavior style represents your "comfort zone" of behavior – the place you feel the most secure being "you." The problem, as we have already

discussed, is when we are too much of "us." When we are "too much of us" we lose awareness of behavior and habits that are disruptive to creating and sustaining highly collaborative relationships that drive organizational performance.

Awareness of your primary behavior domain is essential to recognizing the need to adapt your style to situations that require you to be flexible to maintain the most effective level of communication, cooperation, and team work. One style is not effective to every situation. While your style may be most effective 25% of the time, it will be inadequate in 75% of the situations that require a combination of behavior styles to optimize positive outcomes.

Our behavior style has significant impact on our approach to leading and working with people. You can have conflicts develop among people in the pace of work, the priority of work, and both pace and priority combined. Consequently, when you become rigid in your style you stifle creativity, initiative, cooperation, and productivity. In a word, you shut down peak performance of your team and your organization. Whether your behavior style is driving, expressive, amiable, or analytical your ability to adapt to the styles of other people is your most reasonable response to creating highly effective relationships, highly effective teams, and peak performing organizations.

No More Excuses

Before any real change can take place in our lives, we must come to the point of being mentally convinced that change is real, change is possible, and that change holds promises of better more enhanced and improved outcomes. Anybody can change, but they have to want to change. Influential leaders live in a constancy of purpose fueled by having settled the issue on the matter of change. They are absolutely assured that change is possible, change is good, change is necessary and they constantly bring their thinking into agreement with this truth that is self-evident in their daily behavior.

The hallmark of self-awareness is a willingness and desire for self-reflection and contemplation of one's behavioral effect on other people. We must be very careful about the thoughts we allow in our minds. Our thoughts affect our emotions. Consequently we will always feel the way we see and think. If you want to change your feelings all you need to do is change your thoughts. Thinking is an active process that you should manage so you see and think in ways that get you what you desire. Motivational expert and author Zig Zigler says it this way, *"You are what you are and where you are because of what's gone into your mind. But you can change what you are and where you are by changing what goes into your mind."*

Sustaining personal change, to drive high performance behavior requires us to become self-aware by recognizing our primary behavior domain, understanding how the habits of that domain impact and affect the people around us, and then taking consistent, deliberate, and disciplined actions to change and improve. Begin the process of self-awareness by moving through the three levels of personal transformation and applying the four commitments to change to propel you into a higher level of personal and professional contentment, joy, peace, and prosperity. Enjoy the journey.

Engagement Exercises:

Use the following active learning questions to stimulate your thinking about how you choose to think about yourself, others, and the world in which you live.

1. How we choose to see, think, and feel links to how we process events in our brains that in turn drives or inhibits performance. Your unconscious is where your mental habits form and function. Self-awareness is the key to discovering and managing a host of habits detrimental to your performance, your relationships, and your overall quality of life.

    - Do you agree that your habits are perfectly designed to get you the results you are currently experiencing? If yes, are you willing to begin to examine how you can learn to exchange your current unproductive habits for more productive ones?

      _____
      _____
      _____

    - If no, are you willing to consider that you may be a person who typically sees everyone else as the problem? In the reality of your response would you be more open to seeking some feedback regarding how people are currently experiencing you in your behavior?

      _____
      _____
      _____

2. You have the ability to manage the most important element impacting your performance – you. People who learn how to manage their thoughts and emotions live in a higher level of performance

excellence than those who simply "go through the motions" of daily life.

- You have the capacity to run your brain so your brain does not run you. Most of the problems you worry about are created in your imagination. Changing your focus from unproductive worry is simply a matter of using your imagination with intentionality to move "the power of the story" from a negative plot line to a positive plot line. Prove it to yourself with the following exercise.

    - Think of a time when you felt really wonderful. Picture the event in your mind in complete and vivid detail. Where were you? Who were you with at the event? What was the occasion? Imagine the smells, the sounds, your excitement, and your pleasure in this event.

_____
_____
_____
_____

    - Once you have established the "power of this story" focus on your feelings and emotions. Write them down and then ask yourself this question – Given that I have the ability to create the power of a positive story, why would I ever want to create a negative one?

_____
_____
_____
_____

3. Influential leaders are keenly aware of the need to create organizational cultures and climates where people are free to take

personal responsibility for doing their jobs well and are accountable for their own actions.

- In what specific ways can you begin to change your behavior to influence the level of performance of your workplace?

  _____
  _____
  _____
  _____
  _____
  _____

- In what specific ways can you begin to change your behavior to influence the quality of your family life?

  _____
  _____
  _____
  _____
  _____

- What actions can you begin to take to develop your level of self-awareness?

  _____
  _____
  _____
  _____
  _____
  _____

- How motivated are you to becoming a better you for the sake of your family, your organization, and your community?

  _____
  _____

PROFILE BEHAVIOR EXPECTATIONS

COMMUNICATION STYLES

CHARACTERISTICS	SCALE 1 DRIVER	SCALE 2 EXPRESSIVE	SCALE 3 AMEABLE	SCALE 4 ANALYTICAL
Behavioral Patterns	Direct Controllng	Direct Supporting	Indirect Supporting	Indirect Controlling
Pace	Faster Decisive	Faster Spontaneous	Slower Relaxed	Slower Systematic
Priority	Task Result	Relationship Interaction	Relationship Communication	Task Process
Fears	Being Taken Advantage of	Loss of Social Recognition	Sudden Change Instability	Personal Criticism of their work
Gains Security Through	Control Leadership	Playfulness Others' Approval	Friendship Cooperation	Preparation Thoroughness
Measures Person's Worth By	Quality or impact of Results Tracks records Tracks process	Acknowledgements Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of Results
Internal Motivator	"Win"	"Show"	"Participation"	"Process"
Appearance	Businesslike Functional	Fashionable Stylish	Casual Conforming	Formal Conservative
Workplace	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured

PROFILE CHARACTERISTICS BY SCALE

PPI Scale	Charateristics of High Scores
Scale 1	• Decisive and direct, likes to control the work environment
	• Works best with mnimal supervision and control
	• Takes a challenge easily
	• Comfrtable with change
	• Takes action, not patient
	• Self-starter
	• Competitive
	• Results-oriented
Scale 2	• Generally optimistic and enthusiastic
	• A good promoter and motivator
	• Enjoys freedom of expression
	• Extroverted
	• People-oriented
	• Enjoys persuading others
	• Better with the big picture than the details
Scale 3	• A dependable and steady team worker
	• Prefers a stable and predictable work environment
	• Friendly and usually works to get along with coworkers
	• May need time to adjust to change
	• Cooperative
	• Avoids conflict
Scale 4	• An analytical individual who is accurate and good with details
	• Enjoys working where critical thinking is needed
	• A conscientious person with a well-developed idea of 'right and wrong'
	• Maintains high standards
	• Tends to be organized

Notes for BEHAVIOR PROFILE SCALE 1 – 4 :

Adapted from https://www.discinsights.com/whatisdisc#.V7yKWygrLIU

SCALE 1 = D Personality Style

What are the general characteristics of the *D Personality Style*?

The **D Personality Style** tends to be direct and decisive, sometimes described as dominant. They would prefer to lead than follow, and tend towards leadership and management positions. They tend to have high self-confidence and are risk takers and problem solvers, which enables others to look to them for decisions and direction. They tend to be self-starters.

What does the *D Personality Type* contribute to a team?

They think about big picture goals and tangible results. They are bottom-line organizers that can lead an entire group in one direction. They place great value on time frames and seeing results. The D may challenge the status quo and think in a very innovative way.

What are the possible weaknesses of the *D Personality Style*?

They tend to overstep authority, as they prefer to be in charge themselves. At times they can be argumentative and not listen to the reasoning of others. They tend to dislike repetition and routine and may ignore the details and minutia of a situation, even if it's important. They may attempt too much at one time, hoping to see quick results.

What is the greatest fear of *D Personality Types*?

The D Personality Type will craves to be in control of the situation, and therefore fears the idea of being taken advantage of by others.

What motivates the *D Personality Style*?

The D is highly motivated by new challenges, setting and achieving goals, and seeing tangible results. They appreciate receiving verbal recognition from others as well as rewards. They enjoy power and authority to take risks and make decisions. Freedom from routine and mundane tasks is important. Since repetition is frustrating for the D, changing environments in which to work and play can be highly motivating.

What is the ideal environment for the *D Personality Type*?

They like to focus on the future and the big picture, and like non-routine challenging tasks and activities. They are motivated by projects that produce physical, trackable or tangible results. They enjoy being in charge or having the freedom to make decisions for themselves and may crave freedom from controls, supervision, and details.

What does the high *D Personality Style* desire?

D personalities desire freedom from others rules. They gravitate towards authority, personal freedom, and opportunity for advancement. They desire recognition, awards, and prestige for their work and ideas. In the work environment, D Personality Types, focus on promoting growth and a "bottom line" approach.

What should one remember to do when working with *D Personality Types*?

When working with a D, be direct, to the point, and brief. Focus on tangible points and talk about "what" instead of "how". Focus on business instead of social topics and try to be results oriented. Make suggestions for how to achieve the goal instead of talking about why it won't work. Try to thinking like a D, be confident and focus on problem solving.

What should one remember not to do when working with an *D Personality Type*?

When working with a D, it's important not to focus too much on the problems, the negative points, and the small details. They are big picture thinkers and may perceive you as negative. When speaking, try to speak confidently. Avoid repeating yourself or rambling. Don't make generalizations and make statements without support. Focus on the topic and do not be too sociable, they want to get right to the point.

What is a high *D DISC Style* likely to do when working with details or when analyzing information?

Because the D Style wants to look forward and think in bigger terms, they tend to ignore the information and analysis of past experiences and the details of what new projects may entail. They may ignore potential risks, not weigh the pros and cons, and not consider the opinions of others. They will likely offer innovative and progressive ideas and systems, but will need someone else to break down the project and work with the specifics.

What positive characteristics does the *D Personality Type* possess when in teams?

They will likely be very autocratic managers in a team environment and rise to the top during crisis moments. They will provide direction and leadership, push groups toward decision making, will maintain focus on the goals, and

will push for tangible results. They can sometimes intimidate groups because of their directness and lack of social interest around others. They are generally optimistic thinkers, but may have personality conflicts with others they perceive as negative. They function well with heavy workloads and when under stress and welcome new challenges and risks without fear.

What are personal growth areas for *D Personality Types*?

They may be perceived as always speaking and not listening to others. The D may need to strive to listen more actively, be attentive to other team members' ideas, and to strive for consensus instead of making decisions alone. Instead of making only broad, decisive statements, be careful to explain the "whys" of your proposals and decisions. The D can be controlling and domineering at times and will need to watch their tone and body language when feeling frustrated or stressed out. The D can be all business and goals, therefore may need to focus more on developing personal relationships, and recognizing the opinions, feelings, and desires of others. It may take some intentionality to be friendlier and more approachable.

SCALE 2 = I Personality Style

What are the general characteristics of the *I Personality Style*?

The **I Personality Style** is not afraid to be the center of attention. They are enthusiastic, optimistic, talkative, persuasive, impulsive and emotional. This Personality Type will trust others naturally, truly enjoys being around others, and functions best when around people and working in teams.

What does the *I Personality Type* contribute to a team?

The I style are naturally creative problem solvers who can think outside of the box. They are great encourages and motivators of others. They keep environments positive with their enthusiasm and positive sense of humor. They will go out of their way to keep things light, avoid and negotiate conflict and keep the peace.

What are the possible weaknesses of the *I Personality Style*?

The I Personality Style is likely not good with detail. They are more concerned with people and popularity than with tangible results and organization. It's also possible that they are not great listeners, and may give the impression of waiting to speak instead of truly listening to what someone else is saying. In some cases, gestures and facial expressions are overly used.

What is the greatest fear of *I Personality Types*?

Since acceptance and approval by others is the main desire of I Personality Types, Rejection is their biggest fear.

What motivates the *I Personality Style*?

The I DISC Style is motivated by the approval, flattery, praise, popularity or acceptance by others. They enjoy freedom from too many rules or regulations and gravitate towards a friendly and fun environment. They excel most when they can be the talker, the presenter, the one who builds rapport or works in teams, but needs another person to handle the details.

What is the ideal environment for the *I Personality Type*?

The I Personality Type requires a place that does not feel rigid and controlled. They are happiest with few conflicts and arguments, where there are other people around, and some level of flexibility. They need a forum to express ideas, and love group activities in professional and social environments.

What does the high *I Personality Style* desire?

The I Personality Type desires acceptance and social esteem. They enjoy being recognized for their creativeness, ability to motivate and influence, and especially for their sense of humor when possible. They want to be around others and desire for environments to be positive and even fun, both at work and socially.

What should one remember to do when working with *I Personality Types*?

When working with an I Personality Type, it's important to build rapport and be friendly. Approach them in a favorable and friendly environment. Give them plenty of opportunity to verbalize their ideas, as they usually have very create thoughts and are great problem solvers. Because they have so many ideas and enjoy discussing them, it may take some planning for them to turn their verbal ideas into action. It helps to write details down for them or check back in on occasion to make sure action items are being done to expectation and to detail. Allow time for sociable activities at work, they are great motivators of others.

What should one remember not to do when working with an *I Personality Type*?

Don't eliminate social time, as this is a very motivating factor for them. Don't do all the talking or strictly tell them what to do, you'll miss the opportunity to hear about their ideas and creative solutions to problems. Don't react to them in a way that makes them feel rejected, this is a great fear of theirs and will result in them feeling insecure instead of playing to their strengths.

What is a high *I DISC Style* likely to do when working with details or when analyzing information?

I Personality Types are likely to lose concentration when too many details are present. They may overlook important information and facts. On the other hand, when analyzing information, I styles can be very creative problem solvers and shouldn't be left out of the process.

What positive characteristics does the *I Personality Type* possess when in teams?

They are instinctive communicators and participative managers who are able to both influence and inspire others. They are spontaneous and agreeable and very motivating when in a team or group. They deal with change well and respond well to the unexpected, often putting a positive spin on any negative factors. Their enthusiasm makes them a focal point amongst others and provides them leadership opportunities. They express ideas well, work well with others, and are not afraid to offer opinions. I styles make great spokespeople, are persuasive, and are known for their positive attitude. They accomplish goals through sense of humor and through people. They are extremely accepting of others and are strong leaders in brainstorming sessions.

What are personal growth areas for *I Personality Types*?

They tend to be impulsive in decision making and would benefit from some research and contemplation before acting. They are wonderful at presenting, motivating, and problem solving, but sometimes may be slow to action. They could benefit from setting small goals, breaking big goals into smaller steps, and keeping lists. They will need to practice exercising control over actions, words, and emotions. I Styles tend to be very quick thinkers and may need to slow down the pace for other team members. As natural talkers, I styles may need to concentrate on talking less and listening more. The I DISC Style may tend to say "yes" and over promise. They shouldn't take on more than they can accomplish and will need to concentrate on following through with tasks.

SCALE 3 = S Personality Style

What are the general characteristics of the *S Personality Style*?

The **S Personality Type** is known for being steady, stable, and predictable. They are even-tempered, friendly, sympathetic with others, and very generous with loved ones. The S is understanding and listens well. Preferring close, personal relationships, the S is very opened with loved ones, but can also be possessive at times and hold them close.

What does the *S Personality Type* contribute to a team?

The S style is reliant and dependable. They are patient, good listeners, who want to work with teams in a harmonious way. They strive for consensus and will try hard to reconcile conflicts as they arise. They are compliant towards authority and a loyal team player. The S is also good at multi-tasking and seeing tasks through until completion.

What are the possible weaknesses of the *S Personality Style*?

The S is described as stable and predictable, this is because they like to get into a routine and what feels secure and stick with it. This results in an opposition towards change. However, when change is occurring, they adjust best when given a long enough period of time to adjust and an explanation of why the change is occurring. Because the S style is passive and avoids conflict, they may also hold grudges when they experience frustrations and resentments, instead of facing the issue head on. They strive for positive environments and relationships and can be especially sensitive when it comes to criticism. They want to please others, therefore may have a difficult time saying no or establishing priorities.

What is the greatest fear of *S Personality Types*?

Because the S strives for stability and a feeling of peace and safety, they fear the loss of security through change.

What motivates the *S Personality Style*?

The S Personality Type is motivated by safety and security. They want to avoid conflict and exist in peaceful environments and around groups that are at harmony. They truly appreciate recognition for their loyalty and dependability.

What is the ideal environment for the *S Personality Type*?

The S flourishes in a team environment, when working with others and getting along. They enjoy people, but prefer individuals and groups that they trust and feel comfortable around. They like environments with little change or surprise and little to no conflict. They like tasks that can be completed at one time or seen through from beginning to end and enjoy practical procedures and system. The S style wants stability, predictability, and harmony.

What does the high *S Personality Style* desire?

S Personality Types desire sincere appreciation for their acts of kindness and security in both situations and environments. They enjoy repetition and patterns and time to adjust to change if it must occur.

What should one remember to do when working with *S Personality Types*?

When working with S Personality Types, try to be personable and build rapport. The sooner they feel comfortable with you, the sooner they will open up to you, especially if they see genuine interest in them as a person. Provide them with specifics and clarifications for tasks they are asked to do and try to explain the "how" questions. If instituting change, be patient with them, explain your reasoning, and give them time to adjust. It will make them uncomfortable at first.

What should one remember not to do when working with an *S Personality Type*?

When working with an S Personality Type, it's important to be kind and patient. Avoid being confrontational, using strong tone or body language, being overly aggressive, pushy, or demanding. They avoid confrontation and will recoil if approached in this way.

What is a high *S DISC Style* likely to do when working with details or when analyzing information?

The S will genuinely try to help with the details and is a valuable support for team goals. They may work slowly and systematically, which can slow down the action. If they truly have a concern or doubt, they will likely internalize it or hesitate to voice their feedback unless a safe environment has been created for dialogue.

What positive characteristics does the *S Personality Type* possess when in teams?

They are naturally relational, creating a supportive and positive team environment. The S style tends to be very grounded in reality and common sense and may be able to see a simpler or more practical way to accomplish a goal. They are talented multi-taskers although will work at a slow and steady pace until something is complete. They will approach other team members with patience, attention, loyalty, and an even-temper. They can view the project from both the overall big picture view and the smaller steps to get there. They tend to be peacemakers and nurturers in groups.

What are personal growth areas for *S Personality Types*?

The S Personality Style may truly struggle with change, and therefore will struggle with adjustment and need to work on openness and flexibility in this area. Because they desire positive personal relationships and avoid conflict, the S may be overly agreeable or put others needs before their own. They may need to more direct in their interactions and be aware of their own wants and needs. It may take intentionality to express their own thoughts, opinions, and feelings in situations, although they make excellent listeners to others. Sometimes the pace of the S style is slow and may need to be increased to accomplish goals in a timely manner.

SCALE 4 = C Personality Style

What are the general characteristics of the *C DISC Styles*?

The **C DISC Styles** are accurate, precise, detail-oriented, and conscientious. They think very analytically and systematically and make decisions carefully with plenty of research and information to back it up. The C has very high standards for both themselves and others. Because they focus on the details and see what many other styles do not, they tend to be good problem solvers and very creative people.

What do the *C DISC Styles* contribute to a team?

The C style brings perspective to groups and tend to be the "anchor of reality" in team thought. When something is proposed, it is the C who will think through every detail of how it works and the process. They will make realistic estimates and will voice the problems that they see with the plan or already existing system. The C is conscientious and even tempered. They will complete tasks they've committed to and will be very thorough. They take great pride in doing their work accurately and are excellent people to analyze, research, or test information.

What are the possible weaknesses for the *C DISC Styles*?

The C Personality Type is one of the passive styles, which results in avoiding conflict. They will avoid conflict rather than argue, and it is difficult to get them to verbalize their feelings. They need clear cut boundaries in order to feel comfortable at work, in relationships, or to take action. Sometimes the C can be bound by procedures and methods and find it difficult to stray from order. Sometimes they can get too bogged down in the small details, making it difficult to see the next steps or big picture.

What is the greatest fear of *C DISC Styles*?

Because C Personality Types take great pride in being accurate and correct, they fear criticism.

What motivates the *C DISC Styles*?

The C is motivated by information and logic. They have very high standards of quality and are motivated by being well informed, researching before deciding, having clear parameters and instructions, doing work accurately and correctly, and seeing a project through to the end.

What is the ideal environment for the *C DISC Styles*?

The C Personality Type prefers an environment that is peaceful and organized with few to no conflicts or arguments. They do not need to be social at work and would be fine working alone. They need an environment where tasks and projects can be followed through to completion and especially excel in specialized or technical tasks due to their attention to detail. The C feels most safe when there is procedure and routine and they are given instructions and reassurance that they are doing what is expected of them.

What does the high *C Personality Style* desire?

C Personality Types desire independence and autonomy, but also a controlled and organized work environment. They require reassurance that they are doing what is expected and prefer exact job descriptions, expectations and goals to be laid out. They desire that things do not change, but if change is necessary, that it's well thought out and planned. The C does desire reassurance from others and fears being criticized.

What should one remember to do when working with *C Personality Types*?

When working with a C Personality Style, it's best to be prepare when possible. Do your research and prepare your case in advance. Pay attention to the details because this is what the C focuses on. When you can support a statement or idea with accurate data or examples, that is helpful. Submit a job description or specs for the project to give them parameters and details and talk about how different tasks fit into the big picture plan. Be systematic and logical in your thinking and planning and specific when agreeing or disagreeing. When disagreeing, work with facts instead of people examples. Be patient, persistent, and diplomatic and remember that they fear criticism.

What should one remember not to do when working with an *C Personality Type*?

Do not speak in broad generalizations with no specifics, use details and explanations when possible. Try not to answer questions too vaguely or casually, as they need information and details to make sense of new plans and decisions. Do not criticize the work they've already done as they take great pride in their work. If you do need to criticize, be specific with your examples and be diplomatic. Avoid being confrontational as they will not respond well to this and will close off.

What is a high *C DISC Style* likely to do when working with details or when analyzing information?

They will focus very much on the details and can become too focused on them, lacking perspective on the overall picture. However, they will be cautious when analyzing and will find any mistakes that need to be corrected. They are very effective trouble shooters. When the C style works with details and information, they excel, yet if they find problems or perceive a risk, they will try to avoid or postpone decisions being made based on it.

What positive characteristics does the *C Personality Type* possess when in teams?

C styles are instinctive organizers, who can both create and maintain systems. They strive for consistency, logic, and accuracy and do very good work. They ask important questions and talk about problems that could hold up projects. They are "do it yourself" managers who maintain focus on tasks and will see something through until it's finished. They emphasize quality, think logically, and strive for a diplomatic approach and consensus within groups.

What are personal growth areas for *C Personality Types*?

Although the C style fears criticism from others, especially for their work, they tend to be over critical of others. This is a result of their paying attention in such detail. When doing this, it's easier to find all the faults. It's important to concentrate on doing the right things and not just doing things right. When working in teams, it's important for the C style to be open to others ideas and methods and to move quickly to help accomplish team goals. The C may need to focus more on people in order to build strong relationships, as they may have a tendency to focus on tasks more than people and to want to work alone. At times, the C will need to push themselves to be decisive and take risks, even if all the research isn't there to support it.

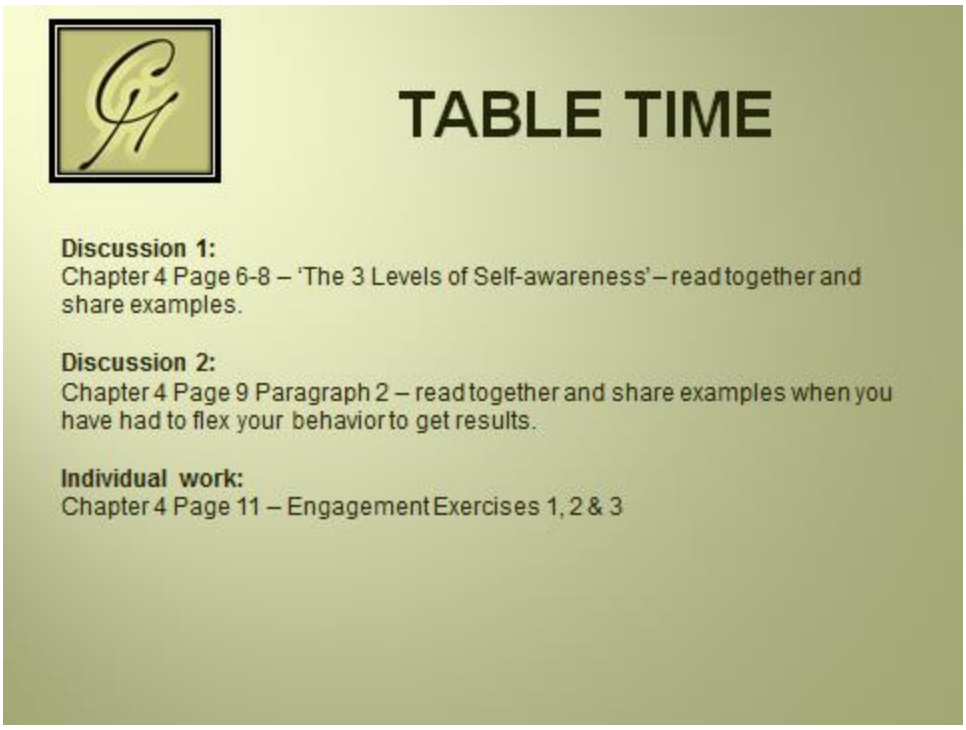


TABLE TIME
Discussion 1:
Chapter 4 Page 6-8 – 'The 3 Levels of Self-awareness' – read together and share examples.
Discussion 2:
Chapter 4 Page 9 Paragraph 2 – read together and share examples when you have had to flex your behavior to get results.
Individual work:
Chapter 4 Page 11 – Engagement Exercises 1, 2 & 3

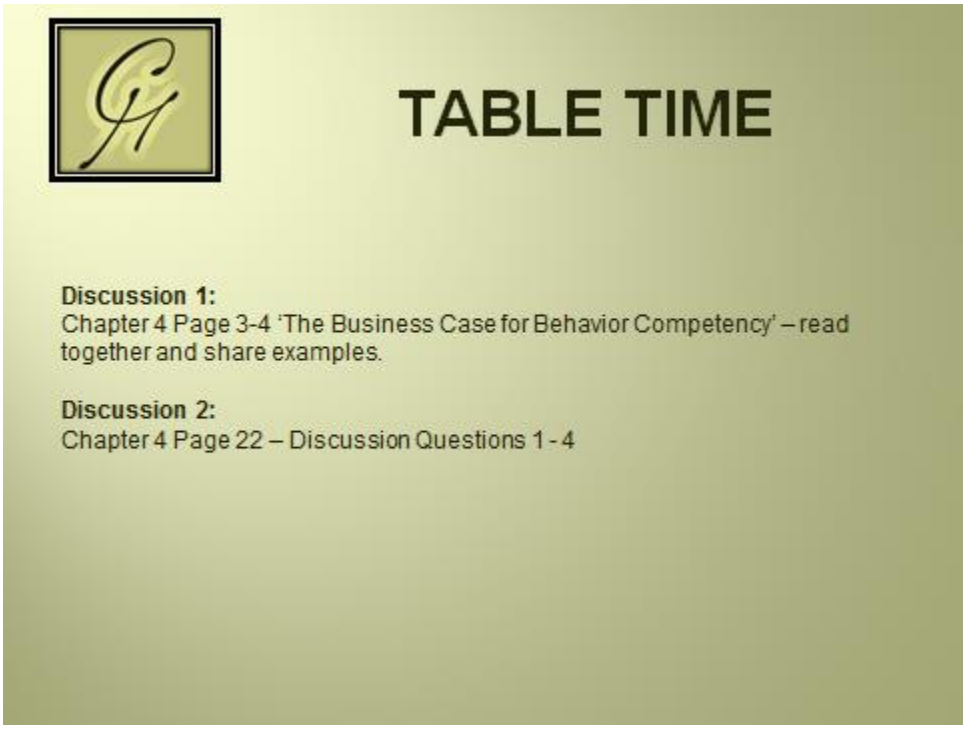


TABLE TIME
Discussion 1:
Chapter 4 Page 3-4 'The Business Case for Behavior Competency' – read together and share examples.
Discussion 2:
Chapter 4 Page 22 – Discussion Questions 1 - 4

Group Discussion:

1. Consider: "Many people create and defend stories that distort the reality of the situation. As a result they focus their energy on protecting and reacting to their story rather than on responding to the event itself. Excuses inevitably follow."

DISCUSS - Why do we sometimes focus on what we don't like about disruptive events and then fail to focus on taking productive action?

2. Consider: "You cannot respond effectively to what you are unwilling to see."

DISCUSS - Why do we sometimes not see with clarity … or courage? When we don't see reality with clarity and courage, we tend to do three things: defend self, distort reality, and diminish others.

3. Consider: In his book The Art of Living Consciously, Nathaniel Branden asserts that self-awareness is essential for effectiveness and success in life. He describes self-awareness as "the art of living consciously." He says that self-awareness requires a deep respect for reality.

DISCUSS – Have you ever experienced this? Can you think of any examples of this?

DISCUSS – Why do you think that people who are governed by a respect for reality lead lives that work better than those of people who place wishes above reason? Why does self-awareness require a respect for reality?

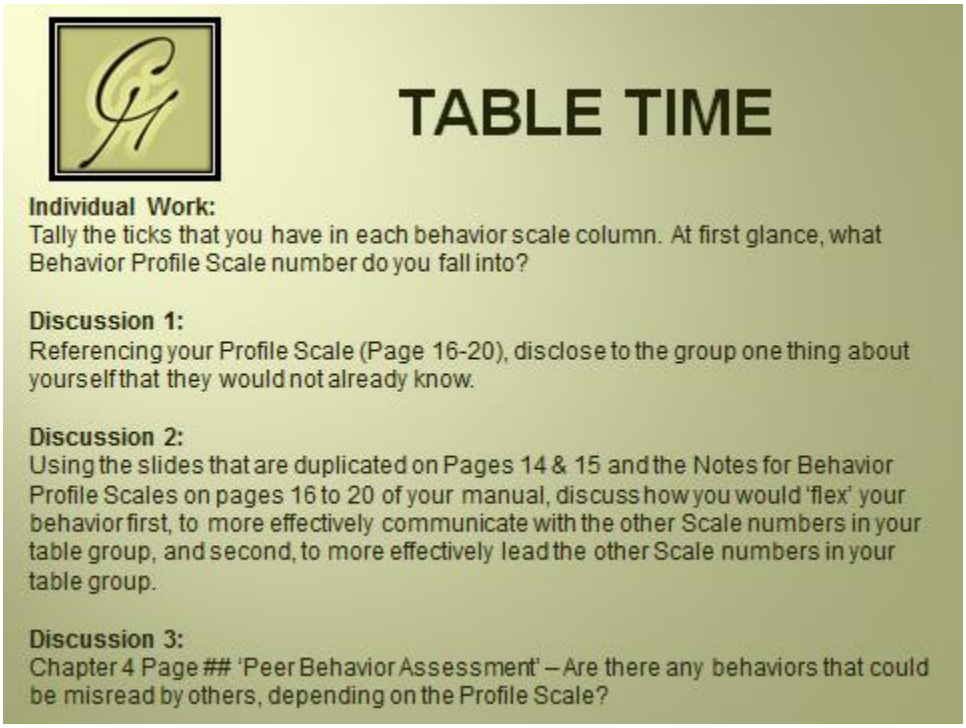


TABLE TIME
Individual Work:
Tally the ticks that you have in each behavior scale column. At first glance, what Behavior Profile Scale number do you fall into?
Discussion 1:
Referencing your Profile Scale (Page 16-20), disclose to the group one thing about yourself that they would not already know.
Discussion 2:
Using the slides that are duplicated on Pages 14 & 15 and the Notes for Behavior Profile Scales on pages 16 to 20 of your manual, discuss how you would 'flex' your behavior first, to more effectively communicate with the other Scale numbers in your table group, and second, to more effectively lead the other Scale numbers in your table group.
Discussion 3:
Chapter 4 Page ## 'Peer Behavior Assessment' – Are there any behaviors that could be misread by others, depending on the Profile Scale?

Peer Beahviour Assessment Template

1=strongly disagree; 2=disagree; 3=neither agree or disagree; 4=agree; 5=strongly agree

1. My peer is generally a positive person. He/she may have the odd 'off' day but 90% of the time brings a positive attitude to the work environment.
2. My peer has a high energy level at work most of the time.
3. Most people are relaxed and at ease in the presence of my peer.
4. My peer is seldom judgmental of others.
5. My peer is open and accepting of diversity and new ideas.
6. When my peer is angry it does not show and he/she finds it easy to let it go and not carry a grudge.
7. My peer is happy at work most of the time.
8. My peer is seldom frustrated at work.
9. Most days my peer appears to enjoy being at work.
10. My peer deals immediately with people issues when they are brought to his/her attention.
11. My peer does everything within his/her power to assist me when I need it.
12. My peer is very consistent and even-tempered when interacting with me.
13. My peer is likable and pleasant nearly 100% of the time.
14. When my peer needs to have a candid conversation with me, he/she follows through and doesn't allow too much time to go by.
15. My peer never discusses staff where others can see or hear him/her.
16. My peer consistently meets deadlines that impact all of us.
17. My peer has developed a good relationship with everyone on our team/group, including me.
18. My peer always treats me with respect and professionalism.
19. My peer always shows up for our team/group meetings and brings a positive, cooperative and collaborative attitude to the table.
20. My peer communicates regularly, consistently, and in a timely manner.
21. When deadlines loom or work becomes urgent, my peer does not cancel or opt out of our regularly scheduled team/group meetings.

NOTES

NOTES

NOTES

5 Collaboration

Change Your Thinking – Change Your Performance

"Thinking is hard work; that's why so few people do it."- Albert Einstein

The second principle of influential leadership is collaboration. It is the duty of influential leaders. While self-awareness, the first principle, which was discussed in chapters 1 to 4, drives individual performance, collaboration drives organizational performance. Collaboration is the coming together of two or more parties to realize a common goal. In health care, for example, that goal varies—from improving clinical outcomes to developing an innovative service or program to meeting and exceeding patient expectations to increasing the organization's market share to creating a collaborative culture. Collaboration enables the accomplishment of more and greater results.

Competitive cultures lack the essential elements for creating effective collaboration. Consequently, they discourage open communication, slow down the sharing of information and resources, and worse, promote a "me first" mentality where the focus tends to shift away from the strategic objectives of the organization. The root cause for the failure to collaborate effectively in any organization is bad thinking that leads to bad behavior. In health care this incivility is damaging to professional relationships, damaging to patient care, and damaging to the bottom line. The challenge then for collaborative-minded leaders is to transform a competitive environment into a collaborative culture. This undertaking requires the leader to be self-aware and to harness the behavioral competencies of influential leaders. It requires developing the behavior skill of an effective thinker.

Be an Effective Thinker

Weak critical thinking skills show themselves in a variety of ways: critical and costly errors, repeated mistakes, bad decisions, failed systems, inaction when action is needed, the giving of bad advice, inaccurate assumptions, the poor design of training programs, the poor evaluation of educational curricula, the lack of anticipated action - the list is long. Weakness in critical thinking skill results in loss of opportunities, of financial resources, of relationships, and even loss of life. There is probably no other attribute more worthy of measure than critical thinking skills.

As many behavior experts have noted, success in life and at work is directly shaped by our ability to think. As simple as it sounds, before you make a decision or take action – stop and think. Sometimes ten minutes of effective thinking can save an hour of ineffective action. Leaders are expected to operate at such a rapid pace and high level in the current business environment that critical-thinking skills are paramount for success.

Even though critical thinking may seem like a soft or unquantifiable skill, it's actually a key competency for leaders who operate in today's business climate. In fact, the lack of critical thinking can lead to questionable decisions, which in turn could potentially tarnish a business' reputation.

Take Netflix, for example. In July 2011, the Los Gatos, California -based company announced it would split its subscription plan into two parts, essentially doubling the price for many customers. The backlash, which played out in the fast-moving world of social media, was swift and severe.

Netflix eventually lost 800,000 subscribers in the third quarter of the year and saw its stock fall 37 percent, the biggest intraday decline since 2004 (Bloomberg News, 12/8/11).

> ***"Critical thinking is the process of purposeful, self- regulatory judgment. It is a process of reasoned consideration to evidence, context, conceptualizations, methods, and criteria."*** The APA Delphi Report, Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction 1990 ERIC Doc. NO.: ED 315 423

What kind of a person would be apt to use their critical thinking skills? The experts poetically describe such a person as having "a critical spirit." Having a critical spirit does not mean that the person is always negative and hypercritical of everyone and everything. The experts use the metaphorical phrase **critical spirit** in a positive sense. By it they mean "a probing inquisitiveness, a keenness of mind, a zealous dedication to reason, and a hunger or eagerness for reliable information." Sounds like a description of a Supreme Court Justice or Sherlock Holmes. The kind of person being described here is the kind that always wants to ask "Why?" or "How?" or "What happens if?" The one key difference, however, is that in fiction Sherlock Holmes always solves the mystery, while in the real world there is no guarantee of achieving an optimal outcome.

Critical thinking is about how you approach problems, questions, and issues. It is the best way we know of to get to the truth. But! There still are no guarantees — no answers in the back of the book of real life. Does this characterization, that good critical thinkers possess a "critical spirit, a probing inquisitiveness, a keenness of mind" fit with your examples of people you would call good critical thinkers? Does it fit with your notion of collaboration?

Human reasoning and problem solving processes are highly complex but not impossible to analyze, measure, and improve. A measure of critical thinking that can profile an individual's comparative strength in critical thinking skill is of extreme value for determining a person's capacity to benefit from training or to succeed in their job.

Individual measures of critical thinking ability (analysis, inference, evaluation, inductive reasoning and deductive reasoning) provide information about potential hires and guidance as to where to dedicate programs of improvement in workers. Because exceptional critical thinking is so important to organizations, it's just as important to be able to identify this ability in potential hires. So it is essential that all educational and workplace training

programs objectively demonstrate that they are effectively improving critical thinking skill to drive organizational performance.

Critical Thinking – What it is and Why it Counts

The popular and often quoted essay by Dr. Peter A. Facione explains the meaning and human significance of critical thinking. It invites readers to think about critical thinking, and in so doing, it provides a sound and research-based conceptual synthesis describing critical thinking skills and habits of the mind. Building on the expert consensus definition, Dr. Facione emphasizes the personal and social value of critical thinking.

Dr. Facione shows how critical thinking connects to thoughtful and reflective human decision making, as contrasted with reactive decision making. Drawing from recent findings in cognitive science, the essay discusses the thinking strategies humans commonly use, identifying their potential advantages and inherent potential biases.

> ***"Critical thinking is skeptical without being cynical. It is open-minded without being wishy-washy. It is analytical without being nitpicky. Critical thinking can be decisive without being stubborn, evaluative without being judgmental and forceful without being opinionated."*** *Critical Thinking,* Francione, Pearson Education, 2011, p.9

It is a common experience to encounter people with skills they are not motivated to use. And perhaps equally common to know people who are motivated to do things for which, unfortunately, they lack the skills. Reasoning and critical thinking follow this pattern. Some people are more positively disposed to apply their critical thinking skills whenever they have decisions to make or problems to solve; others are ambivalent and at times seem willing to apply their reasoning skills while at other times seem unwilling to do so; and still others are more strongly disposed not to approach the difficulties they encounter using that set of skills.

Other people have developed self-limiting patterns of thinking, thereby restricting their capacity to make wise decisions and solve problems. The challenge is to pursue insight and creativity, get outside of the box as we have

been exhorted to do, and take our thinking to the next level. In the world of Dr. Albert Einstein, “Problems cannot be solved with the same level of thinking that created them.” He also said, “Imagination is more important than knowledge.”

As defined by Dr. Linda Elder, a leading critical thinking psychologist, critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People, who think critically, consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and socio-centric tendencies. They use the intellectual tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason.

Critical thinkers realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will always at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest. They strive to improve the world in whatever ways they can and contribute to a more rational, civilized society.

At the same time, they recognize the complexities often inherent in doing so. They strive never to think simplistically about complicated issues and always consider the rights and needs of relevant others. They recognize the complexities in developing as thinkers, and commit themselves to life-long practice toward self-improvement. They embody the Socratic principle: “The unexamined life is not worth living,” - because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world.

Finally, don’t confuse thinking with IQ. Effective thinking is more a matter of practical wisdom than intelligence. It is not how smart we are that

matters; it is how we are smart that counts. It's learning "the right way to do the right thing in a particular circumstance, with a particular person, at a particular time." We don't have to be intellectual giants to be successful thinkers. We simply need to master the basics of effective thinking, decision-making, and problem solving.

Doing Critical Thinking

Critical thinking is how you see reality, yourself and others. Critical thinking is how you make decisions and solve problems. How you think determines how you live your life. If you want to be a more effective at work, then learn to be more effective in your thinking. If you want a happier and more fulfilling personal life, learn to be more effective in your thinking. To want to be better at life and work, but not improve your thinking is a recipe for frustration.

There are key and well-defined attributes of a cultivated critical thinker. Note that critical thinking is a cultivated, acquired, and developed skill. A critical thinker generally:

- Raises vital questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences
- Communicates effectively with others in figuring out solutions to complex problems

There are four mental steps the brain takes in the process of thinking. Effective thinking focuses on carefully managing these four mental activities.

1. See the situation
2. Generate and evaluate options
3. Choose an option and take action
4. Learn

Managing the four steps can be a challenge because the brain tends to operate very quickly. The key is to take your brain off auto pilot. Slow down and break down the thinking process and be intentional about managing each of the four steps. If you don't intentionally manage the four mental steps, your thinking process will be limited by your focus frame. You will see what you want to see, you will limit your options to what is familiar, you will choose only what is comfortable and irrespective of the results, you will conclude that your perspective was right all along!

To assist you in purposefully managing the thinking process defined above you can use the following ***IDEALS*** six step process to manage your thinking effectively particularly when it is most needed:

Identify the problem. — "What's the real question we're facing here?"
Define the context. — "What are the facts and circumstances that frame this problem?"
Enumerate choices. — "What are our most plausible three or four options?"
Analyze options. — "What is our best course of action, all things considered?"
List reasons explicitly. — "Let's be clear: Why we are making this particular choice?"
Self-correct. — "Okay, let's look at it again. What did we miss?

Assessing and Measuring Critical Thinking Skills

As we stated previously, weakness in critical thinking skill results in loss of opportunities, of financial resources, of relationships, and even loss of life. There is probably no other attribute more worthy of measure than critical thinking skills. There are several reliable measurement tools that can provide valuable information to you in the three key areas of critical thinking:

Analysis & Interpretation Scale: Analytical and interpretive skills are used to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from charts, graphs, diagrams, paragraphs, etc. These skills are also used when determining the precise meaning of a sentence, passage, text, idea, assertion, sign, signal, chart, etc. in a given context and for a given purpose. The application of these skills often involves

properly categorizing information, decoding the significance of what a person is saying and clarifying what something means. It would be unwise to build further judgments, such as inferences and evaluations, upon the results of a poor analysis or a mistaken interpretation.

Inference Scale: Inference skills are used when drawing conclusions based on reasons and evidence. Inferences can be skillfully drawn from a wide variety of things including information, data, beliefs, opinions, facts, conjectures, definitions, principles, images, signs, behaviors, documents, or testimony. However, skillful inference does not guarantee that the conclusion will be true. Conclusions inferred on the basis of misunderstandings, mistaken beliefs, bad data, unreliable opinions, biased evaluations, or faulty information, for example, can turn out to be mistaken, even if reached using excellent inference skills.

Evaluation & Explanation Scale: Evaluation and explanation skills are used to assess the credibility of claims and the strength or weakness of arguments. Evaluation skills can also be applied to form judgments about the quality of inferences, analyses, interpretations, options, opinions, beliefs, ideas, proposals and justifications. Explanation involves providing one's reasons, methods, assumptions or rationale for one's beliefs and conclusions. Reaching a correct conclusion is not sufficient for strong critical thinking. Strong critical thinking involves reaching a correct conclusion for a good reason, not by luck or on the basis of weak arguments and mistaken opinions.

Summary

Critical thinking provides the crucial link between intelligence and emotions in the "emotionally intelligent" person. Critical thinking is the only plausible vehicle by means of which we could bring intelligence to bear upon our emotional life. It is critical thinking and critical thinking alone that enables us to take active command of not only our thoughts, but our feelings, emotions, and desires as well.

It is critical thinking that provides us with the mental tools needed to explicitly understand how reasoning works, and how those tools can be used to take control of what we think, feel, desire, and do. Ultimately our critical reasoning skills, applied as practical wisdom - "the right way to do the right thing in a particular circumstance, with a particular person, at a particular time," determine the level of our success and achievement.

Critical thinking is an organized and disciplined way of thinking logically with clarity and precision by using an approach that's fair and accurate and focusing on information that is relevant. Master the four components of critical thinking below to become an effective thinker.

• **Strategic thinking**. This requires leaders to assess the business climate and make the right decisions about where a company is going.
• **Creative thinking.** Creative thinking is essential for problem-solving and growth. If you think about it, everything that you touch, every building that you walk in started with creative thinking. So it's imperative that we have great creative thinkers in our leadership teams.
• **Problem solving.** Problem solving is being able to assess a problem, break it down to the bare bones and deal with it as quickly as possible.
• **Decision making.** Decision making is often a test of character and being able to make tough and often unpopular decisions with the willingness to be held accountable for the outcomes.

Finally, through critical thinking we acquire a means of assessing and upgrading our ability to judge well. In enables us to go into virtually any situation and to figure out the logic of whatever is happening in that situation. It provides a way for us to learn from new experiences through the process of continual self-assessment. Critical thinking, then, enables us to form sound beliefs and judgments, and in doing so, provides us with a basis for a "rational and reasonable" emotional life.

How to Avoid Group Think

The challenge for any team or group leader is to create a working environment in which "group think" is unlikely to happen. It is important also to understand the risks of "group think" – when the stakes are high, you need to make a real effort to ensure that you're making good decisions.

To avoid "group think," it is important to have a process in place for checking the fundamental assumptions behind important decisions, for validating the decision-making process, and for evaluating the risks involved. For significant decisions, make sure your team does the following in their decision-making process:

- Explores objectives.
- Explores alternatives.
- Encourages ideas to be challenged without reprisal.
- Examines the risks if the preferred choice is chosen.
- Tests assumptions.
- If necessary, goes back and re-examines initial alternatives that were rejected.
- Gathers relevant information from outside sources.
- Processes this information objectively.
- Has at least one contingency plan.

There are many group techniques that can help avoid "group think." By using one or more of these techniques to accomplish aspects of the group's work, you will vary the group's ways of working, and so guard against "group think" and help make better decisions.

Tools That Help You Avoid Groupthink

Group Techniques:

Brainstorming	Helps ideas flow freely without criticism.
Nominal Group Technique	Allows each group member to contribute individually, so mitigating the risk that stronger and more persuasive group members

	dominate the decision making process.
Six Thinking Hats	Helps the team look at a problem from many different perspectives, allowing people to play "Devil's Advocate."
The Delphi Technique	Allows team members to contribute individually, with no knowledge of a group view, and with little penalty for disagreement.

Decision Support Tools:

Risk Analysis	Helps team members explore and manage risk.
Impact Analysis	Ensures that the consequences of a decision are thoroughly explored.

Engagement Exercises:

1. How often do you think about how you think? For most people, the answer is "not very often". And yet every day we each make decisions, generate ideas, draw conclusions, evaluate other people's opinions and so on. These are things that often need careful thought. Take some time to schedule into your day 15 minutes to "STAR." **S**- Stop, **T**-Think, **A**-Act, **R**-Review. We move far too quickly from event to event in the course of the day. We give little time for reflection from one meeting before we move onto another one. Taking time to "slow things down and break things down" will make you far more effective in your decisions and their outcomes.

2. The Greek philosopher, Socrates, is considered to be the founder of critical thinking. Consider using the following model named for him called the "Socratic Method." To begin, list the following questions on a note pad and use them in your next meeting to guide the discussion and decision making process of the meeting: Have we considered all the facts? Have we tested our assumptions? Is our reasoning sound? Can we be sure our judgment is unbiased? Is our thinking process logical, rational and complete?

3. Disclose to the group one workplace behavior example that you think might be putting your team's performance at risk. Hold all discussion as you continue around the table until everyone has exhausted all examples of potential problem behavior.
   Using the IDEALS 6-Step Process (page 7), as a group, intentionally manage the thinking process to develop an action(s) that will effectively address each of the example problem behaviors. Keep good notes.

4. Another valuable tool to guide the critical thinking process is called the "Six Hat" method. Consider the elements of this process and how you might use this method in your meetings. Each 'Thinking Hat' is a different style of thinking. They are explained below:

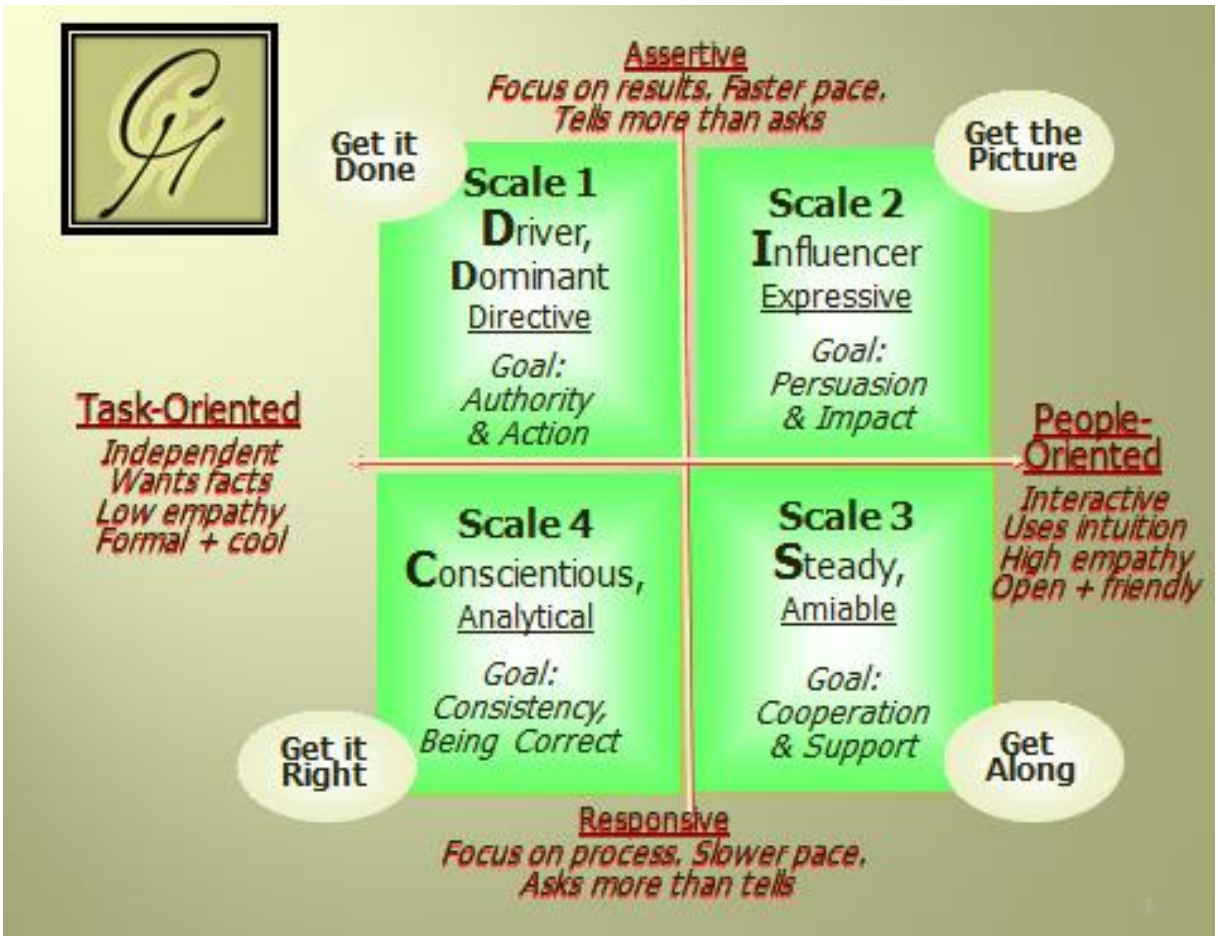
- **White Hat:**
  With the white thinking hat, you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data.
- **Red Hat:**
  "Wearing" the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.
- **Black Hat:**
  Using the black hat thinking method, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them. Black Hat thinking helps to make your plans "tougher" and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. Black Hat thinking is one of the real benefits of this technique, as many successful people get so used to thinking positively that often they cannot see problems in advance. This leaves them under-prepared for difficulties.
- **Yellow Hat:**
  The yellow hat model helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.
- **Green Hat:**
  The green hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. A whole range of creativity tools can help you here.
- **Blue Hat:**
  The blue hat stands for process control. This is the hat worn by people

chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, etc.

- Refer to the Behavior Dimension Quadrant that is duplicated on Page 15 to refresh you on your personal behavior scale/dimension. Share with the group your primary behavior scale and your answer to the following questions:
    - What will please you the most in a meeting?
    - What will frustrate you the most in a meeting?
    - Which colored hat will you be most comfortable wearing?

5. Finally, avoiding the fatal flaws of "group think" is essential to critical thinking skills and team dynamics for producing highly effective decisions that drive peak performance. "Group think" is a phenomenon that occurs when the desire for group consensus overrides people's common sense desire to present alternatives, critique a position, or express an unpopular opinion. Here, the desire for group cohesion effectively drives out good decision-making and problem solving. Have you ever thought about speaking up in a meeting and then decided against it because you did not want to appear unsupportive of the group's efforts? Or led a team in which the team members were reluctant to express their own opinions? If so, you have probably been a victim of "group think."

Behavior Dimension Quadrant



THE FOUR BEHAVIOR STYLES IN MEETINGS

(adapted from N A O'Dea, P de Chazal, D C Saltman, and M R Kidd; '*Running effective meetings - a primer for doctors*'; taken from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2563767/ on September 11, 2016 (Postgrad Med J. 2006 Jul; 82(969): 454–461.doi: 10.1136/pgmj.2005.042424)

Style 1 (Direct)

A person displaying direct (task focus, fast pace) behaviour in a meeting may: be agitated if the meeting has not started on time and they have had to wait for others to arrive; want to "get straight to the point" and want the group to make immediate and binding decisions on what needs to be done next.

Managing the Style 1 participant:

When direct style participants become agitated in a meeting, they should be reassured that the meeting is sticking to the topic and time wasting is being kept to a minimum. They should be given straight forward answers that are clear, brief, and to the point. The chairman should try to make everything task based, even if the issue concerns people. For example: turn the desire for involved group discussion into the task of making sure everyone's opinion is heard.

Modifying your behaviour when relating to the Style 1 participant:

The direct style like others to be direct, straightforward, and open to their need for results
Try to:

- Make communication brief and to the point
- Respect their need for autonomy
- Be clear about rules and expectations
- Let them initiate
- Show your competence
- Stick to the topic
- Show independence
- Eliminate time wasters
- Be prepared for:
- A blunt and demanding approach
- Lack of empathy
- Lack of sensitivity
- Little social interaction

Style 2 (Influencing)

A group member displaying influencing (people focus, fast pace) behaviour in a meeting may: have already socialised with everyone in the room and is continuing to do so even after the meeting has started; want to talk about tangential issues rather than directly addressing the agenda item; and may have difficulty focusing on one particular item at a time.

Managing the Style 2 participant:

When influencing style participants become distracted in a meeting, they should be allowed to verbalise their thoughts briefly and then be guided back to the topic. The facilitator should attempt to be as informal and sociable as possible but still provide them with written details and try to keep them focused.

Modifying your behaviour when relating to the Style 2 participant:
The influencing style like others to be friendly, emotionally honest, and to recognise their contributions
Try to:

- Approach them informally
- Be relaxed and sociable
- Let them verbalise thoughts and feelings
- Keep the conversation light
- Provide written details
- Give public recognition for individual accomplishments
- Use humour
- Be prepared for:
- Attempts to persuade or influence others
- Need for the “lime light”
- Over-estimating self and others
- Over-selling ideas
- Vulnerability to perceived rejection

Style 3 (Steady)

A participant displaying steady (people focus, considered pace) behaviour in a meeting may: not mind waiting for the late comers to arrive; avoid confrontation or discussions involving conflict; want to know how the decisions made may affect others or how many other groups have been consulted and what was the outcome of those consultations?

Managing the Style 3 participant:
If the chairman's approach is too direct and hurried, this may be perceived by the steady style participant as bossy and unfeeling. This participant needs time to adjust to what is being discussed. Often they will remain quiet during a meeting but contribute to discussions held during meeting breaks such as morning or afternoon teas or they may stay around after a meeting to talk with the chairman.

Modifying your behaviour when relating to the Style 3 participant:
The steady style like others to be relaxed, agreeable, cooperative, and show appreciation
Try to:

- Be logical and systematic in your approach
- Provide a consistent and secure environment
- Let them know how things will be done
- Use sincere appreciation
- Show their importance to organisational good
- Let them move slowly into change
- Be prepared for:
- A friendly approach to colleagues and supervisors
- Resistance to change
- Difficulty prioritising
- Difficulty with deadlines

Style 4 (Conscientious)

A participant displaying conscientious (task focus, considered pace) behaviour in a meeting may: have read all the agenda items and appendices; have a comprehensive list of issues they want to discuss in detail; bring information from other sources such as the internet; not be willing to make a decision without sufficient information.

Managing the Style 4 participant:
If the meeting does not answer this participant's issues in sufficient detail, they may find the interaction scatty and uncomprehensive. What they require is as much detail as possible, preferably before the meeting. They are the type of participant who needs to receive a detailed agenda and background papers well before the meeting. Similarly, at the end of a meeting, they will need to know the follow up procedures and time frames involved. A clear structure to the meeting and methodical approach gives the conscientious participant comfort.

Modifying your behaviour when relating to the Style 4 participant:
The conscientious style like others to minimize socialising, give details, and value accuracy
Try to:

- Give clear expectations and deadlines
- Show dependability
- Show loyalty
- Be tactful and emotionally reserved
- Allow precedent to be a guide
- Be precise and focused
- Value high standards
- Be prepared for:
- Discomfort with ambiguity
- Resistance to vague or general information
- Desire to double check
- Little need to affiliate with people

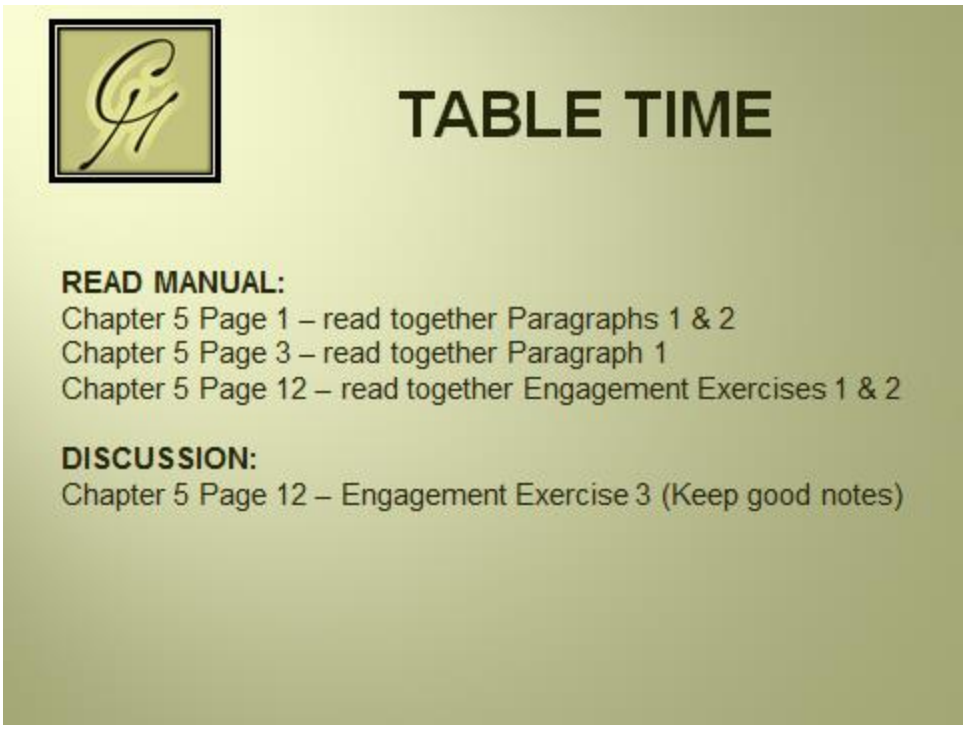


TABLE TIME
READ MANUAL:
Chapter 5 Page 1 – read together Paragraphs 1 & 2
Chapter 5 Page 3 – read together Paragraph 1
Chapter 5 Page 12 – read together Engagement Exercises 1 & 2
DISCUSSION:
Chapter 5 Page 12 – Engagement Exercise 3 (Keep good notes)

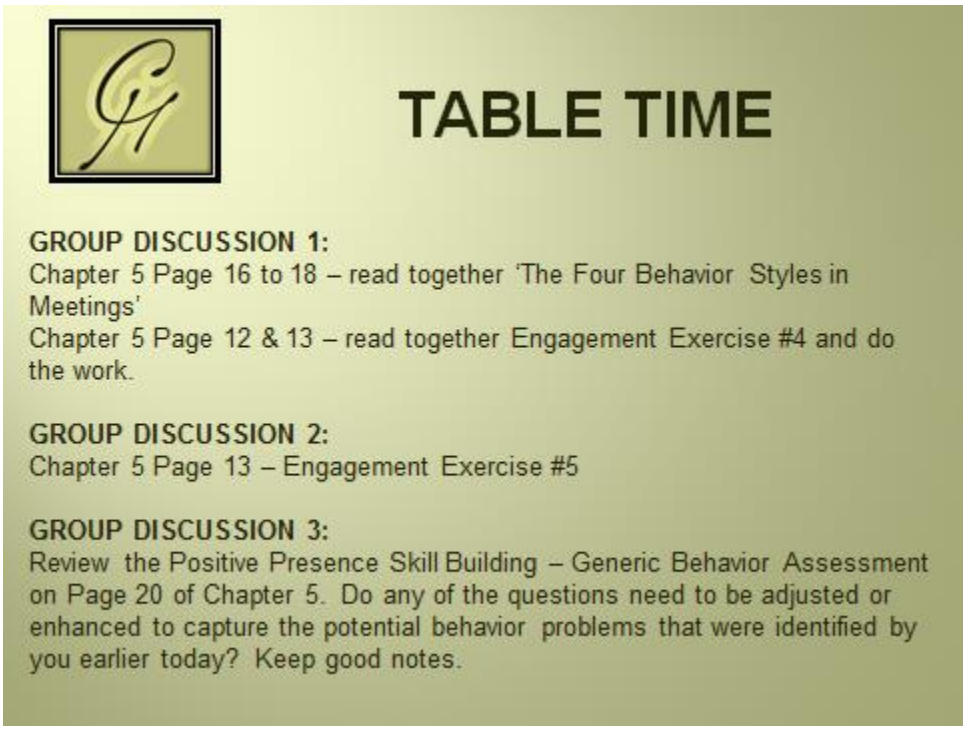


TABLE TIME
GROUP DISCUSSION 1:
Chapter 5 Page 16 to 18 – read together 'The Four Behavior Styles in Meetings'
Chapter 5 Page 12 & 13 – read together Engagement Exercise #4 and do the work.
GROUP DISCUSSION 2:
Chapter 5 Page 13 – Engagement Exercise #5
GROUP DISCUSSION 3:
Review the Positive Presence Skill Building – Generic Behavior Assessment on Page 20 of Chapter 5. Do any of the questions need to be adjusted or enhanced to capture the potential behavior problems that were identified by you earlier today? Keep good notes.

THE POSITIVE PRESENCE PROGRAM

Generic Survey Sample

1. {**I / My manager / My peer**} is generally a positive person. He/she may have the odd 'off' day but 90% of the time brings a positive attitude to the work environment.
2. {**I / My manager / My peer**} has a high energy level at work most of the time.
3. Most people are relaxed and at ease in the presence of {{ **I / My manager / My peer** }.
4. { **I / My manager / My peer** } is seldom judgmental of others.
5. { **I / My manager / My peer** } is open and accepting of diversity and new ideas.
6. When { **I / My manager / My peer** } is angry it does not show and he/she finds it easy to let it go and not carry a grudge.
7. { **I / My manager / My peer** } is happy at work most of the time.
8. { **I / My manager / My peer** } is seldom frustrated at work.
9. Most days { **I / My manager / My peer** } appears to enjoy being at work.
10. { **I / My manager / My peer** } deals immediately with people problems when they are brought to his/her attention.
11. { **I / My manager / My peer** } does everything within his/her power to assist me when needed.
12. { **I / My manager / My peer** } is very consistent and even-tempered when interacting with me.
13. { **I / My manager / My peer** } is likable and pleasant nearly 100% of the time.
14. When { **I / My manager / My peer** } needs to have a candid conversation with me, he/she follows through and doesn't allow too much time to go by.
15. { **I / My manager / My peer** } never discusses staff where others can see or hear him/her.
16. { **I / My manager / My peer** } consistently meets deadlines that impact all of us.
17. { **I / My manager / My peer** } has developed a good relationship with everyone on our team/group.
18. { **I / My manager / My peer** } treats me with respect and professionalism.
19. { **I / My manager / My peer** } meets with our team/group on a regular basis.
20. { **I / My manager / My peer** } communicates regularly, consistently, and in a timely manner.
21. When deadlines loom or work becomes urgent, { **I / My manager / My peer** } does not cancel or opt out of our regularly scheduled team/group meetings.
22. { **I / My manager / My peer** } embraces the organization's mission, vision and values and demonstrates and/or articulates them on a regular basis.
23. { **I / My manager / My peer** } appears to feel supported by his/her superiors in his/her role as a manager.

NOTES

NOTES

NOTES

6 Collaboration

Behavior Intelligence and Managing Emotions

"Your emotional memory provides a high gear that stimulates forceful self-regulated action for making new choices that move you toward what really matters in life."- Robert K. Cooper, neuroscience and leadership expert

Emotional Management

Emotional management is a personal leadership competency. No one else can manage your emotions for you. This is something you need to learn and apply consistently in the daily practice of influential leadership. One thing is certain, if you do not manage your emotions and the energy these emotions create, then your emotions will be managing you.

Emotions are powerful force in our lives. We have all been in situations in which our emotions have energized us to perform with motivation, confidence and a sense of purpose; and we have all been in situations in which we have felt demotivated, discouraged or angry, and therefore have not performed effectively.

Emotional self-management was first defined in an article by psychologists Peter Salovey and John Mayer (1989-1990). Emotional self-management is simply the focused drive that all leaders need to achieve their goals. *It involves the ability to monitor one's own and others' feelings and emotions.* It includes achievement drive, initiative, optimism, adaptability and emotional self-control. The capacity to strive to constantly improve and meet a standard of excellence is achievement drive. Initiative is the readiness to act on opportunities, while optimism is persistence in pursuing goals despite obstacles and setbacks. Adaptability is the flexibility to handle change, and emotional self-control is keeping emotions and impulses in a balanced response to life events.

The Importance of Emotions

- Emotions are a great amplifier. They intensify everything they touch.
- Emotions are not neutral. They are either your master or your servant.
- The emotions you feed will grow. If you focus on and feed negative or disruptive emotions, they will grow. If you focus on and feed positive and productive emotions, they will grow too.
- When you are caught in a negative emotional state, you empower the event (E) and you decrease your ability to respond (R) effectively to people and circumstances (O).
- When you are in a positive emotional state, you empower your R and you increase your ability to respond effectively to people and circumstances
- Managing your emotions is a learned ability, not an inherited or instinctive one. Developing mental toughness is similar to developing physical strength and endurance. You must put stress on your emotions in order to improve your mental strength and endurance.

Influential leaders have a keen awareness to both their technical skill and their behavioral skill sets. Technical ability, the intellectual capital of a leader, is insufficient alone to be an effective leader or to attain high levels of peak performance. It is the combination of both the intellectual and behavioral competencies that creates highly effective influential leaders.

Everything can be taken from a man but the last of human freedoms – the ability to choose one's attitude in a given set of circumstances, to choose one's way.

– Viktor Frankl, *Man's Search for Meaning*

Top performing organizations are realizing time and time again the keys to maximizing their competitive position in the market: 1) paying attention to organizational culture, 2) focusing on employee motivation not satisfaction, 3) measuring objective levels of employee engagement, 4) and attending to the legitimate emotional needs of their workforce as a whole.

Remember your leader performance and leader influence will rise no higher than your behavioral skill regardless of your technical skill and innate talent.

Self-management is an element of self-mastery. We have already discovered that these attributes are evident in daily and intentional practice in the lives of influential leaders. Leaders who lack an understanding of self-management are ineffective in building highly effective teams that drive organizational performance excellence. When leaders are not aware of how their disruptive emotions are affecting their own performance (self-awareness) they lack the ability to see how those emotions are affecting team performance (self-management). So it is imperative that we develop the attribute of mental toughness to manage the triggering elements to emotion and manage emotion effectively to daily events and interpersonal relationships.

One of the most powerful forces in your life is your acquired level of mental toughness. Mental toughness is the ability to stay motivated and focused on what you need to do even in the midst of distractions, difficult circumstances, and disappointment. Achieving your best in today's emotionally demanding and increasingly stressful world requires high levels of emotional management and mental toughness.

Organizational leadership often fails to recognize the significant impact of how this process of experiencing and responding to significant life events plays out in the overall performance of the workforce. For years, organizations have spent countless hours and dollars seeking an answer to performance in employee satisfaction. Fortunately, current research on organizational performance has clearly debunked the importance of employee satisfaction.

Bond University professor of management Cynthia Fisher conducted a study called, *Emotions at Work: What Do People Feel and How Should We Measure It?*

According to Fisher's research, the most common negative emotions experienced in the workplace are as follows:

- Frustration/irritation.

- Worry/nervousness.
- Anger/aggravation.
- Dislike.
- Disappointment/unhappiness.

We all have to deal with negative emotions at work sometimes, and learning how to cope with these feelings is now more important than ever. After all, negative emotions can spread, and no one wants to be around a person who adds negativity to a group. The key is to know what causes your negative emotions, and which types of feelings you face most often. When those emotions begin to appear, you immediately need to use the tools you will learn in this section to stay in balance and focused on performance. The longer you wait to confront these emotions, the harder it will be to pull yourself away from negative thinking.

Today everyone is talking, writing, and teaching about employee engagement. Employee engagement not employee satisfaction drives performance and engagement is powered by the compelling force of positive emotion. When leaders manage emotions positively they bring out the best in behavior from their followers. How employees *feel* about their organization and their work plays a significant role in how well they *perform* in the technical elements of their jobs. How employees *feel* about their organization determines their level of commitment, retention, and a willingness to *act* as an ambassador to the community on behalf of the organization.

Leader Behavior Predicts Organizational Performance

A leader's words, attitudes, and behavior have significant impact on the emotional state of their followers. Leaders have incredible, and in many instances, unrealized control over the emotional condition of their followers. Even when you, as an individual, seek to manage emotional impulse you are still being affected by emotional energy and some element of control created by a difficult situation. It is this unrealized control by leaders over the emotional state of their followers that can severely impact peak performance

and create a disengaged and dissatisfied workforce. To the degree a leader mismanages the power of their emotions, consistently engaging in negative emotional response, can lead to physical and mental health issues of employees that can even contribute to the increased cost of health benefits and workers' compensation claims.

> ***"Organizations that have a high level of employee engagement are going to have workers that are more productive; they work harder; they're happier; they stay longer; they come to work every day - and the study showed that recognition is one of the key pieces of the puzzle that lead to people being happy and engaged in an organization."***
> David Chittock, president of Incentra Inc.

The majority of leaders are so unaware of the power of emotions to drive performance that they consistently undermine the legitimate emotional needs of the workforce. Once the workforce begins to exhibit an emotional deficit, people begin to complain and disengage. When this occurs, they will always shift to characteristics of satisfaction as a means to compensate for the emotional deficit that is impacting their motivation, loyalty, and engagement.

Typically, employees will begin to demand more money as a means of compensating for the emotional deficit. Leadership misconstrues this dissatisfaction demand and so the cure, more money, is inadequate to the source of the real problem. You must clearly understand that money is *never* a workplace motivator. Sadly, you can pay me double my salary in a year and unless you as a leader are tending to my emotional needs, no amount of money will compel me to work more effectively, efficiently, or to a higher standard of performance excellence. *Even the most self-motivated employees will fall away over time if their leadership is not meeting their emotional needs.*

Understanding the Power of Emotion

It is worth repeating that understanding the power and importance of emotions to propel high levels of performance or to degrade performance is essential for the overall success of an organization. Knowledge workers (individuals who are valued for their ability to act and communicate with knowledge within a specific subject area) expect their leaders to be sensitive

to and similarly engaged in fulfilling their legitimate emotional needs to release their energy, creativity, talent, and motivation to drive performance to its highest levels. Understanding the power of emotions is only one part of the equation. Developing yourself into an influential leader, someone who is going to make a difference in the lives of other people requires not only learning to be aware of the power of emotions but managing that power effectively to drive performance to its highest level possible.

Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy. **-** Aristotle, Greek philosopher

So, should you do what your emotions want you to do? The answer depends on the situation. The challenge is to respond effectively to situations and avoid over reacting to your emotional impulses. An impulse to act is part of every emotion. The anger impulse is to strike out or speak out. The fear impulse is to fight, flight or freeze. The happiness impulse is to celebrate, laugh, and rejoice. The depression and sadness impulse is to withdraw and detach.

The balance of response lies in your ability to manage an impulse by exerting the power of choice inherent in every rational human being. Between every stimulus (E) and your response (R) a gap exists that allows you to think about and choose your response. Will you make a choice for gratification or for effectiveness? Will you make a choice to love or to hate, to give or to take? Will you react on impulse with disruptive emotion and unproductive outcomes or will you respond productively to more effective outcomes? The choice is always yours to make and you own it.

Depending on the situation, any emotion can be either productive or disruptive. An emotion is productive if it strengthens you and helps you take effective action, and if it enables you to respond proactively to a situation. Productive emotions are a source of positive energy that empowers you to perform at upper levels of your potential. An emotion is disruptive if it hinders you from taking effective action, and if it produces an inactive or

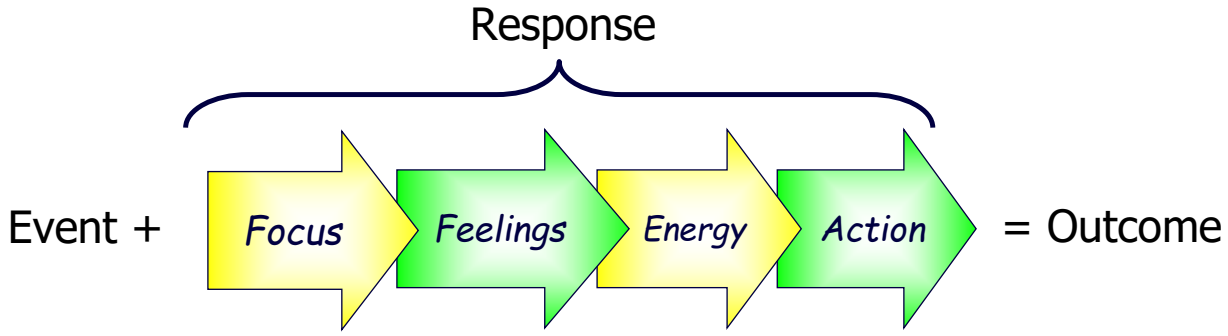
reactive response to a situation. Disruptive emotions are a source of negative energy that hinders you from performing at your best.

In response to someone trying to harm your family, anger can be proactive and productive, but in response to a co-worker challenging your idea, anger can be reactive and disruptive. The emotions you feed will grow. Emotionally intelligent people feed productive emotions. They don't feed disruptive emotions.

Consequently, emotions are a powerful force in our behavior and our lives. Emotions are not neutral to events and stimuli that come to have great significance to our sense of meaning, value, and purpose. Performance excellence in the demanding and ever increasing stressful health care environment as well as other industrial and service organizations requires a high level of emotional management, mental toughness, and focus.

The Power of Focus

The power of focus, how we choose to look at events and circumstances of our lives, begins a sequence in a chain reaction connecting feeling, energy, and action.



The critical path illustrated above is the mental chain of events at the heart of emotional management and mental toughness. Focus feeds emotion. Emotion creates energy. Energy influences action. The key to managing your emotions is learning to manage this mental chain of events.

Unique to each of us, driving this chain reaction of responses is what researchers call a social/behavior style. We studied these four styles in chapter four: Driver, Expressive, Amiable, and Analytical. Each of these behavioral styles reflect our own set of emotional needs and have their own response to the effect of stress and other factors that meet or fail to meet those emotional needs. (See more about how stress affects your behavioral response in Appendix 1 at the end of this chapter.)

As the diagram illustrates, emotions do not respond directly to an event; rather, emotions respond to what you ***think*** about an event. Your thoughts and self-talk in response to an event create the emotions you have about the event. ***To manage your emotions, you must manage your thoughts and control your mental focus.***

You write the scripts that you use to describe and interpret what you experience every day. You assign meaning to the events of life and work. What you focus on feeds your emotions. When you choose your focus, you choose your feelings. You are the author of the thoughts and self-talk that creates your feelings. If you want to change your feelings, change your focus.

The Emotional Element in Performance

Energy created by emotions strongly influences behavior. Consequently influential leaders manage their performance by continually managing their focus with great discipline. By focus I mean the sum total of their thoughts, inner self-talk and scripted response to daily life events. Life happens in daily events-the stuff of life. We all are aware of the key principle that it is not what happens to us that matters to the outcome but how we respond to what happens to us that drives the outcomes from life events. What we see in these events, is our perspective and our expectation of a positive or negative outcome, which will then create energy that compels us to act—it creates our behavior. Whether those feelings create, in the end, positive or negative outcomes all depends on how a person chooses to focus and respond to these daily life events – the daily living experiences we all share both personally and professionally.

So our thoughts create emotions as a response to life events. This combination of thoughts and feelings produces four energy states:

1. High intensity of energy and positive feelings
2. Low intensity of energy and positive feelings
3. High intensity of energy and negative feelings
4. Low intensity of energy and negative feelings

We manage our emotional energy state by managing our mental focus. Emotions respond to how we think about an event or situation in our life. How you choose to remember previous life events and the emotions associated with those events, feeds how you will respond or react to current and future events.

"Positive emotions help us live longer," says Donald Clifton. In their book *How Full Is Your Bucket?* He and colleague Tom Rath show that positive emotions provide a buffer against negative health effects, anxiety, and depression. They enable us to recover faster from pain, trauma, and illness. They might even add more years to life expectancy than does quitting smoking (5.5 years for men and 7 for women). Other studies suggest positive emotions can even ward off the worst of the common cold.

As well as physical benefits, positive emotions can produce benefits that add to our mental well being, increase our ability to function well in relationships, and do well in all areas of life and work. Positive emotions, Rath and Clifton conclude:

• Protect us from, and undo the effects of, negative emotions;
• Fuel resilience and transform people;
• Broaden our thinking, encouraging us to discover new lines of thought or action;
• Break down racial barriers;
• Build durable physical, intellectual, social, and psychological resources that provide "reserves" during trying times;
• Produce optimal functioning in organizations and individuals; and

• Improve the overall performance of a group (when group leaders express more positive emotions).

Positive emotions generated by praise and accurate feedback increase peak performance in sports, learning, and on the job. They improve marriages and relationships. They help us raise healthy, self-reliant and authentic thinking children.

Emotional Triggers

Emotionally aware leaders understand their own (and, by extension, their employees') emotional triggers. Emotional triggers are people, events, conditions, or experiences that arouse intense negative reactions. Incompetence, micromanagement, constantly missing or incomplete information, arrogant and superior attitude, lack of communication, and excessive amount of unproductive meetings are just some of the emotional triggers in the workplace. Once triggered, an emotional reaction may stir up other negative memories and negate any positive experiences.

Close observation is the best way to learn about emotional triggers. Pay close attention to everything that is going on during an emotional interaction, including your own reaction. Immediately after the episode has passed, note your answers to the following:

- What triggered the event? (Write down a summary of what happened. Include background information, such as past discussions, responses, and compromises. Be detailed so that you can find cause-and-effect relationships among the specifics.)
- What emotions were felt and displayed? (It is easy to answer this question for yourself, but judge others' emotions by how they acted. Often, body language is louder than actual words; this is especially true of people who react passively. Make a list of your own and others' emotions, and then compare them. Are they similar or different, and why?)

- What words were exchanged? (These words are informative. In the heat of the moment, people are generally honest about their feelings and thoughts. If you listen carefully, you will find out a lot about what is working and what is not working.)
- How quickly did the situation escalate, and how long did it last? (This time frame is important because it is indicative of how deeply the emotions are felt or how long they have been repressed. It could also signal how difficult or easy to repair the relationship and correct the emotional trigger.)
- What are the emotional consequences of the event for you and for the others? (Make a list of the emotions you and others' displayed afterward—embarrassed, angry, sad, relieved, regretful, and so on. Compare them. Are they similar or different, and why?)

Over time, observing these emotional reactions will give you insight into your own and your employees' emotional patterns. Then you can use this knowledge to better manage your emotions through changing your mental models and depending on your convictions and volition. By managing your own emotions, you are being mindful and considerate of others' emotions and avoiding their emotional triggers.

Assessing Your Emotional Dimension

Assessment tools offer a powerful way to assess your strength and weaknesses in emotional management. Use the following tool to help you develop emotional awareness. Ask people in your inner circle of trust in both your personal life and professional life to complete the following assessment tool for you. Complete the assessment yourself and compare your responses to those who will complete it for you.

"Positive emotions are not trivial luxuries, but instead might be critical necessities for optimal functioning." — Barbara Fredrickson, Positive Psychologist

Emotional Awareness Questionnaire

Check off the best answer for each row. Answer the statements as honestly as possible; ask yourself, "What do I really feel about this person?" If you are completing the questionnaire for someone else, do not write your name on this form.

Name of Person Being Assessed: _____

1. Is self-centered and disregards the feelings of others
   Yes___ No ___ Occasionally____

2. Is a good listener and a wise teacher
   Yes___ No ___ Occasionally____

3. Seeks out the counsel and opinions of staff and colleagues before making important departmental or organizational decisions
   Yes___ No ___ Occasionally____

4. Is calm and composed but responsive during a crisis or change effort
   Yes___ No ___ Occasionally____

5. Talks with staff about their needs, goals, and problems
   Yes___ No ___ Occasionally____

6. Complains about or procrastinates on dealing with difficult issues
   Yes___ No ___ Occasionally____

7. Welcomes/invites colleagues and staff to provide feedback on his/her emotions and behavior
   Yes___ No ___ Occasionally____

8. Is emotionally volatile, physically intimidating, and verbally abusive
   Yes___ No ___ Occasionally____

9. Is involved in confrontation, conflict, and strife
   Yes___ No ___ Occasionally____

10. Rewards and recognizes accomplishments
    Yes___ No ___ Occasionally____

Please offer three suggestions to help this person improve his/her behavior.

1._____

2. _____

3._____

Summary

Behavior intelligence and managing emotion is a personal leadership competency. No one else can manage your emotions for you. This is something you need to learn and apply consistently in the daily practice of influential leadership. One thing is certain, if you do not manage your emotions and the energy these emotions create, then your emotions will be managing you.

Many extremely talented individuals, while highly effective in their managerial functions and technical skill, fail in their leadership responsibilities because they lack the behavioral, emotional, and interpersonal skills to influence the behavior of others to a high level of performance excellence. Behavioral skill development is essential for leadership success at all levels of the organization.

People relate to their leaders on an emotional level and these people are necessarily affected by the behavior of their leadership. Your behavior not only affects performance but is the essential element to building trust, which is essential to building and sustaining highly collaborative teams.

Engagement Exercises

Self-management requires that you pay attention to your internal conversations-those conversations that you have with the "you" inside of you. One of the greatest acts of personal responsibility you can take is to manage how your thinking, emotions and ultimately your behavior affect other people.

There is an old adage in organizational behavior that says, "People don't quit their jobs. They quit who they work for-they quit their leader."

1. What is your attitude toward the people you are responsible to as a leader?
   - Do you treat your people with respect or do you use people as a means to an end?

   _____

   - Do you routinely seek to manipulate people to get them to do what you need them to do?

   _____

   - Do you see having to deal with "people issues" as a waste of your time?

   _____

You model for your people your level of expectation for how they can behave toward one another and toward your clients, customers, and key stakeholders by how you behave toward them.

2. How often do you express your sincere appreciation to people and not merely "fake it to make it?"
   - Do you believe sincere expressions of appreciation are legitimate and necessary to add to the motivation and engagement of employees in their work?

   _____

   - Would your team members say you express sincere appreciation to them on a regular basis?

   _____

- Do you feel appreciated as a leader by your own boss? If not, how does that make you feel?

_____

_____

- Remember this feeling because it is exactly how your own people feel when you fail to express appreciation or neglect to meet this legitimate emotional human need for them.

3. How would your staff react if you went to work today and announced your retirement? Would they beg you to stay or go out and celebrate? One seasoned nurse manager would buy her staff pizza for lunch from time to time to express her so-called appreciation and then treat them with contempt and extreme disrespect. They dreaded any time she mentioned she was going to buy them lunch knowing the treatment they would receive from her afterwards. On the day this manager announced her retirement, her staff went out for "happy hour" after work to celebrate – without her!

4. Influential leaders have a keen awareness to both their technical skill and their behavioral (emotional) skill sets. How accurately do you see yourself? Did you take the test in the middle of this chapter? How willing would you be to go to several people, tell them there is a specific change you are seeking to make in your behavior, and ask them if they would let you know when you slip or lapse back to the old, ineffective behavior? You will find as you seek to change behavior that you will be more aware of the change than other people. Asking them to help will create a new impression and experience of you in the new behavior. The result will be a greater opportunity for influence with those people.

Remember, influential leaders live in a constancy of purpose fueled by having settled the issue on the matter of how their behavior affects the lives of others and impacts organizational performance. Any healthy organization is going to have some margin of turnover. What great organizations do, fueled by

influential leaders, is retain high performing individuals whose values, behavioral skill, and technical skill align to the mission, vision and values of the organization. High performing organizations are comprised of energetic, engaged, and emotionally smart people. One of the worst things organizational leadership can do is lose its best people, feel good about watching them walk out the door, and blame it on every reason under the sun with the exception of their own ineffective behavior.

5. Emotional Management Action Steps:

    1. Develop emotional awareness.
    2. Don't react to your emotions … think.
    3. Monitor and manage your focus.
    4. Focus on your purpose, not your emotion.

- Taking positive action NOW is important to becoming an Influential Leader. Which of the action steps do you find most challenging?

- Which of the actions steps – if you did them more effectively – would help you achieve better results?

---

6. Consider a troubling professional relationship you have (everyone has at least one). What emotions are you currently experiencing in that relationship? Briefly write down what each emotion means and the effect it is having on your behavior. Would you say your current emotional state is productive or disruptive? Positive or Negative?

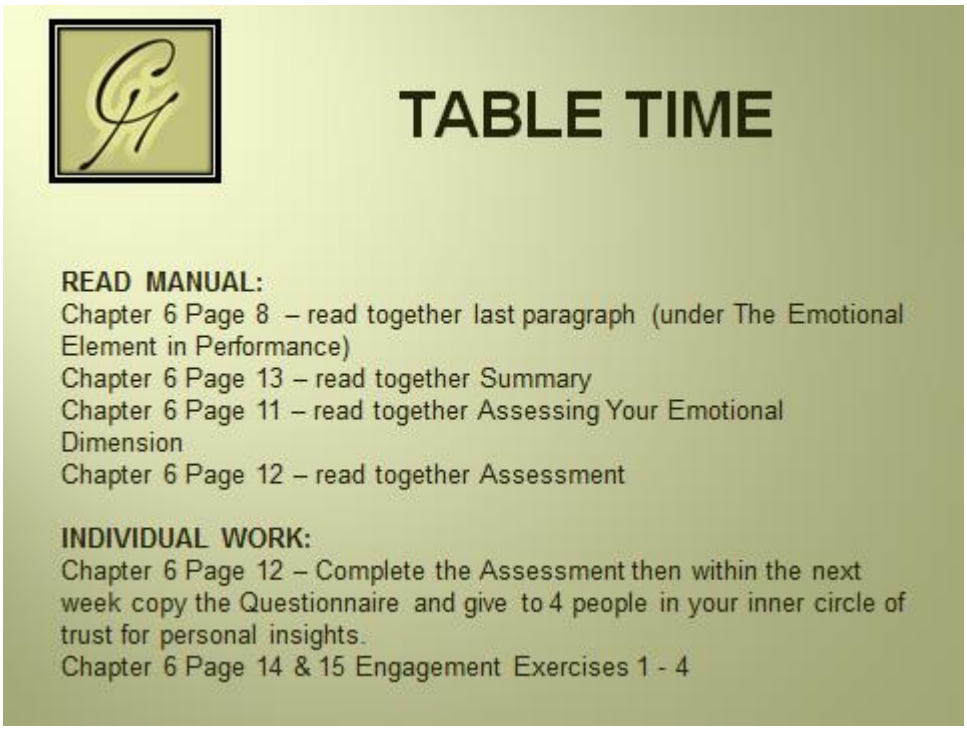
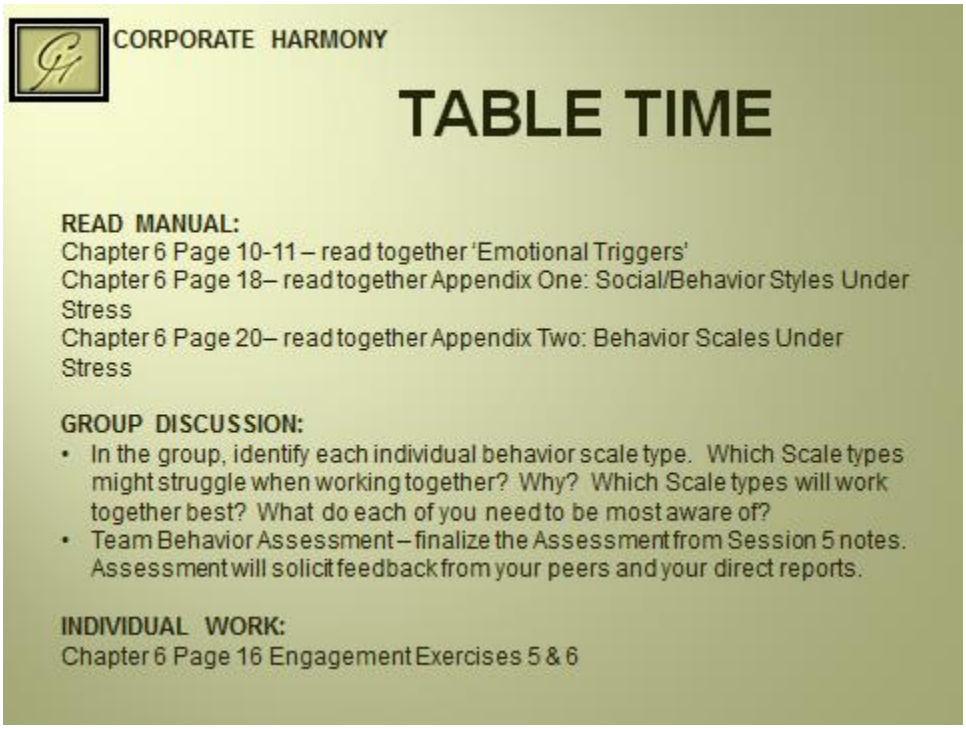


TABLE TIME
READ MANUAL:
Chapter 6 Page 8 – read together last paragraph (under The Emotional Element in Performance)
Chapter 6 Page 13 – read together Summary
Chapter 6 Page 11 – read together Assessing Your Emotional Dimension
Chapter 6 Page 12 – read together Assessment
INDIVIDUAL WORK:
Chapter 6 Page 12 – Complete the Assessment then within the next week copy the Questionnaire and give to 4 people in your inner circle of trust for personal insights.
Chapter 6 Page 14 & 15 Engagement Exercises 1 - 4


CORPORATE HARMONY
TABLE TIME
READ MANUAL:
Chapter 6 Page 10-11 – read together 'Emotional Triggers'
Chapter 6 Page 18– read together Appendix One: Social/Behavior Styles Under Stress
Chapter 6 Page 20– read together Appendix Two: Behavior Scales Under Stress
GROUP DISCUSSION:
• In the group, identify each individual behavior scale type. Which Scale types might struggle when working together? Why? Which Scale types will work together best? What do each of you need to be most aware of?
• Team Behavior Assessment – finalize the Assessment from Session 5 notes. Assessment will solicit feedback from your peers and your direct reports.
INDIVIDUAL WORK:
Chapter 6 Page 16 Engagement Exercises 5 & 6

Appendix One: Social/Behavior Styles Under Stress

Recognize and Adapt

Even very effective communicators will find it challenging to adapt their behaviors under stress. Emotional management makes a difference in your performance, your relationships and your overall happiness. All of us experience moments on the job when unwanted emotions intensify—and that's normal. It's what you do with them that can lead to problems—at work and at home.

However, those who learn to be aware of the weaknesses and blind spots of themselves and others know how to recognize the signs of styles under stress and to adapt themselves more quickly, turning their weaknesses back into the strengths of their behavioral style.

Style I: Driver (D), Response to Challenges and Problems

Under stress: Demanding, Nervy, Aggressive, And Egotistical

- Micromanaging
- Confrontational
- Demanding
- Angry
- Inflexible
- Imposes upon others demanding to lead, unyielding, and uncompromising

Consider: How would a Driver under stress respond to problems and challenges?

Style II: Expressive, Persuading Others to Your Point of View

Under stress: Self-promoting, Overly Optimistic, Gabby, Glib, Unrealistic

- Oversells
- Blame shifts
- Confrontational
- Attacking

- Loud, boisterous, sarcastic remarks
- Expresses and verbalizes judgmental feelings

Consider: How would an Expressive under stress interact with others?

Style III: Amiable, Response to the Pace of the Environment

Under stress: Undemonstrative, Unconcerned, Hesitant, And Inflexible

- Gives in
- Flat emotions in facial expression and gestures
- Lacks commitment though voicing agreement
- Becomes passive-aggressive
- Complies rather than cooperates producing minimal results
- Slow to forgive in conflict and will back stab

Consider: How would an Amiable under stress respond to changes in environmental pace?

Style IV: Analytical, Response to Rules and Procedures

Under stress: Pessimistic, Picky/Fussy, Overly Critical

- Becomes nonresponsive
- Takes an avoidance approach to people and conflict
- Delays actions and decisions; becomes hypercritical and hypersensitive
- Retreats to working on other issues or projects
- Withdraws emotionally and interpersonally adopting victim mentality
- Limits all vocal, facial, and other body language gestures

Consider: How would an Analytical under stress respond to changes in procedures and rules?

Appendix Two: Behavior Scales Under Stress

Behavior Scales Under Stress

Scale 1 (Driver) - Experience Stress When

- A desired goal is blocked or threatened
- Their authority is challenged
- They feel taken advantage of
- People resist or are slow to respond

High Scale 1 Under Stress

- Can become very controlling
- Confronts
- Demanding
- Gets angry
- Tries even harder to impose thoughts and plans on others
- May demonstrate stony silence or be loud and abrasive
- Becomes unbending and even less eilling to compromise
- If stress produces conflict, can get over it quickly

(Scale 2 (Expressive / Influencer) - Experience Stress When

- Their influence is threatened
- Their ideas or vision have been rejected
- They are forced to deal with Issues and problems they have been putting off

High Scale 2 Under Stress

- Oversells
- Focuses frustrations on other people. Blames
- Confronts
- Expresses strong emotion
- May shout and gesture strongly
- Makes wounding, sarcastic remarks
- Verbalizes judgmental feelings
- If stress produes conflict, gets over it quicly and will go out of their way to make it right

Scale 4 (Analytical / Conscientious) - Experience Stress When

- Their work is criticized
- Plans are changed suddenly
- They perceive too much risk
- They feel forced to make decisions or commitments with what they feel is insufficient information

High Scale 4 Under Stress

- Becomes even less responsive
- Avoids
- Delays decisions
- Retreats to other issues
- Withdraws emotionaly and interpersonally
- Limits vocal intonation, facial expression, and gestures

- May avoid contact with others if conflicts arise
- May become hyper-sensitive to work-related criticisms
- May adopt a victim attitude

Scale 3 (Amiable / Steady) - Experience Stress When

- Traditional methods do not create expected results
- People use an aggressive, overbearing attitude
- Plans are suddenly changed
- There is pressure to produce results
- They must confront someone

High Scale 3 Under Stress

- Gives In
- Voice, facial expression, and gestures become mechanical and perfunctory
- May lack commitment even though voicing agreement
- Can be a passive-aggressiv
- Complies rather than cooperates, produces minimal results
- Withdraws support
- If stress produces conflict, can be slow to forgive and forget

NOTES

NOTES

NOTES

7 Collaboration

Creating and Sustaining Highly Effective Relationships

"Unity is strength . . . When there is teamwork and collaboration, wonderful things can be achieved." -- Mattie Stepanek, poet

Effective Relationships - The Performance Difference

Organizations that are entrenched in the dated command-and-control leadership and "we work alone" mentality struggle to compete against organizations that embrace a culture of collaboration in which the employees are engaged, the work and goals are interdependent, and the leaders are self-aware but other-centered and connected.

Collaboration enriches the work lives of all the people (leaders, physicians and other caregivers, and the workforce) associated with the organization. The reason is that collaboration emphasizes that everyone, no matter his position on the organizational chart, has something to contribute to the goals of the enterprise. After all, when someone asks you to get involved or to help, you feel needed, valued, and an integral part of a larger system. People who feel this way find their work meaningful, and as a result, they willingly contribute their time, talent, and energy and are motivated to perform at high levels. At the least, these people become advocates or supporters of the initiative. In this way, collaboration engages employees and encourages them to mind and/or improve their behavior.

The Three Traits of Collaboration

Collaboration requires these three elements: (1) effective communication, (2) cooperative attitude, and (3) integrated teams. All three traits are based on the principles of human factors psychology which is the study of human behavioral and thinking patterns and their influence on creating a better workplace, product, system, and so on. The task of forming and sustaining

collaboration is informed by human factors psychology, as much as it affects product design and manufacturing, for example. In other words, human factors psychology explains how people work, why people must work together, and how people relate to each other and their environment.

By failing to create highly effective relationships it is impossible to create collaborations. The challenge for leaders and managers is to observe, identify, and amend behavioral weaknesses so they can form highly effective relationships that in turn drive successful collaborations. Collaborations can be formed by any individuals or groups, but it cannot be sustained long enough to yield the desired results in the absence of highly effective relationships guided by a self-aware leader. We do not work in isolation. Nearly everything we do requires that we connect and collaborate with other people.

The underlying message of this behavioral skill is that a culture of collaboration trumps competition in the quest to achieve performance excellence, but collaboration is not possible among team members who have more technical prowess than behavioral competencies. If you want to improve organizational outcomes, you must begin paying attention to the relationship dynamics within your team.

Barriers to Transforming Your Culture

Transforming a culture from independent and competitive to interdependent and collaborative is not uncomplicated. Following are just some of the barriers of this culture change:

- *Behavioral weaknesses.* According to research, high-performing professionals tend to share some performance strengths and weaknesses. The strengths include working memory, organizational ability, and planning/prioritizing. The weaknesses include stress tolerance, emotional control, and sustained attention (*Chief Learning Officer* 2009). Note that the strengths are technical oriented, while the

weaknesses are behavior based. This study finding supports the argument made earlier in the chapter that most of the time, behavioral weakness, not technical deficiency, is the main reason that there is lack of collaboration, increased negative conflict, or failure in a system. A leader who continues to hone her technical strengths but ignores the effects of her behavioral weaknesses cannot expect (or will find it difficult) to create, let alone sustain, highly effective relationships or a team oriented collaborative.

- *Slow adoption of change.* The problem of exporting a culture of collaboration to current operations is similar to the problem faced when introducing a best practice or change of system: the process is slow and people are resistant to change. Even when provided evidenced-based data, we are slow adopters of any change initiative.

- *Top-down decision-making structure*. Organizational performance is a leader's responsibility. Unfortunately, many leaders tend to take this duty literally, acting as the first and final decision maker on all financial and operational matters. So-called "solutions" are developed independently creating more problems because they lack the perspective of the people who are directly affected by their implementation. Many process improvement and change initiatives fail for this very reason. This top-down environment breeds cynicism, dissatisfaction, infighting, and other negative emotions and behaviors that are disruptive to highly effective relationships.

Key Relationship Killers

Every leader has experienced some or all of the barriers to culture transformation that would enhance relationships, teamwork, and collaboration. Creating a culture of collaboration means you must eliminate or mitigate behavioral weaknesses that disrupt communication, foster uncooperative attitudes, erode trust, and breed dysfunctional teams. Perhaps

the most important part of this culture change process is the influential leader's ability to guide others to conform to the desired mind-set and behaviors that create and sustain highly effective relationships. To do so, leaders must begin to eliminate the following relationship killers from the organizational culture and internal relationships of their teams:

- Lack of integrity
- Self-centeredness
- Ineffective communication
- Misaligned/lack of clear expectations
- Emotional blackmail
- Unresolved conflict
- Gossip
- Taking more than you give
- Negative attitude
- Not investing enough time and energy
- Failure to change and grow
- Failure to forgive/holding a grudge

Action Steps for Building Effective Relationships

> ***"Organizations typically spend considerable energy and effort in team building initiatives, including workshops, retreats, and adventure type experiences. While all of these have their place, if organizations want to increase collaboration and enhance teamwork, they need to start with trust."***
>
> – Bruna Martinuzzi, emotional intelligence expert

1. **Build Trust**. Trust is a complex and far-reaching concept that pervades our personal and professional pursuits. We cannot bottle and sell it, and we cannot fully appreciate its enormous role in shaping the constructs

in society, including commerce, politics, and religion. Nonetheless, cultivating trust is an imperative, especially in organizational life. It increases the likelihood that people will engage and collaborate; they will communicate openly, adopt cooperative attitudes, and work in an integrated team with a shared responsibility for shared objectives. When trust is absent, damaged, or lost in the workplace, relationships are dysfunctional and work effectiveness and performance suffer.

The word *trust* is derived from *trost*, a German term that suggests comfort. This is an appropriate association because when we trust someone, we are comforted by the belief that this person has our best interest at heart and thus will not do anything to endanger us or put us at risk. Because trust is a critical component in all human interactions, it has many types. Following are two that are encountered the most in a team setting:

1. *Generalized.* We trust on the basis of our mental model that people are generally trustworthy. It is a leap of faith in that we choose to trust without evidence that our trust is deserved or without concrete assurance that whom we trust will deliver good results. As social and ethical theorist Russell Hardin (2002) puts it, "generalized trust must be a matter of relatively positive expectations of the trustworthiness, cooperativeness, and helpfulness of others."
2. *Behavioral.* We bestow our trust on the basis of the person's good behavior. That is, if someone has exhibited reliability, honesty, competencies, compassion, or courage over time, that person earns our trust. *Earn* is the operative word here. Trust does not come automatically with positions of power. Even if it did, however (as in the case with generalized trust), trust cannot be sustained by virtue of rank alone. It must be supported by ongoing good behavior, which then validates our confidence.

Trust-earning behaviors include the following:

- Consistency in manner, words, and actions

- Accountability and transparency, including active listening, sharing information, and taking responsibility instead of blaming
- Genuine or sincere interest in and concern for others
- Respectful and equal regard and treatment of others, regardless of rank and position
- Focused attention
- Principled and evidence-based decision making
- Dedication to fulfilling (not just making) promises
- Willingness to celebrate and reward good and exceptional work

These behaviors depict the self-aware traits of influential leaders. As masters of interpersonal relations, influential leaders know that their everyday words and actions can either strengthen or weaken trust. There is only so much bad behavior people can take before they lose their faith and start to feel disconnected from their leaders and the organization.

Trust and Your Behavior Style

Awareness of your behavior style is particularly important for creating trust and limiting negative, unproductive conflict. Understanding one another's behavior style helps teams develop trust and learn to debate in healthy and productive ways. This provides a solid basis for managing the other key characteristics of highly functional team and relationships: commitment, accountability, and productive performance.

In his book, *The Five Dysfunctions of a Team*, Patrick Lencioni states that trust lays at the heart of functioning, cohesive relationships, and that without trust those types of relationships and productive teamwork is all but impossible. Members of trusting teams admit weaknesses, take risks by offering one another feedback and assistance, focus their energy on important issues, and are willing to ask for help. Teams that use a focused approach can achieve trust, and one of the best ways to do this is to manage your behavioral style profile purposefully and intentionally.

Your behavior style profile focuses on key aspects of your behavior – the things you typically say and do to other people. It provides a very clear description of people's strengths and weaknesses, as well as insight into people's work preferences. This knowledge is invaluable for creating an atmosphere of trust. People with differing behavior styles often have a hard time working together and this can lead to a breakdown of trust. This is particularly true for people who have opposite styles because their behavioral preferences are dramatically different from one another. For example, during team meetings an *Expressive* person speaks loudly, frequently, and likes to make decisions quickly. In contrast, an *Analytical* person speaks softly, less frequently, and wants to take time before coming to decisions.

Since these people's styles are at odds, their behavioral differences can lead to conflict and a lack of trust. By recognizing behavior style differences, you will develop a better understanding and acceptance of one another. You will identify one another's strengths and weaknesses, and how to accept and capitalize on them. Since these differences are merely behavioral and are not a reflection of personal judgments or personality disputes, you will more easily develop a cohesive and trusting team that focuses on work rather than style differences.

2. Make Communication a Priority

The purpose of communication is to get your message across to others clearly and unambiguously. Doing this involves effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages often misinterpreted by the recipient. When this ambiguity isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity.

In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication. By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey

do not necessarily reflect your own, causing a communications breakdown and creating roadblocks that stand in the way of your goals – both personally and professionally.

In a recent survey of recruiters from companies with more than 50,000 employees, communication skills were cited as the single most important decisive factor in choosing managers. The survey, conducted by the University of Pittsburgh's Katz Business School, points out that communication skills, including written and oral presentations, as well as an ability to work with others, are the main factors contributing to job success.

In spite of the increasing importance placed on communication skills, many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively – whether in verbal or written format. This inability makes it nearly impossible for them to compete effectively in the workplace, gets in the way of career progression, and plays havoc in creating and sustaining highly effective relationships.

When people in relationships and on a team have a trust foundation, they communicate openly and honestly. They first care deeply about one another, listen carefully to each other, and clearly communicate ideas and issues with each other. When we choose in relationships or teams not to communicate effectively, openly, and honestly, our conversations typically turn to gossip and manipulative, self-oriented exchanges of words. This skill of effective communication is so essential to influential leadership we will discuss more elements of effective communication as a separate behavioral skill in chapter ten.

Suffice for now; to make communication a priority, we can use the *proactive question* we learned back in behavioral skill number three:

Given the outcome I want and the events I am experiencing, what communication response on my part would be most effective?

When we are proactive in our communication rather than inactive or reactive, we are thoughtful, disciplined, and fully engaged in making positive, productive connections with other people.

Failure to be proactive in communication contributes to a number of causes which lead to ineffective performance in a combination of both organizational and human factors. It is well documented that time pressures, work stress, a multilayered corporate structure, language incompatibilities, and information overload are some of these organization-related causes. The human factors are mental, behavioral, and emotional weaknesses, such as the following:

- Poor listening skills
- Lack of focus or mental disorganization
- Impatience and arrogance
- Tendency to assume instead of double check
- Uncontrolled emotional attachment or response to the information
- Disinterest in the information or the task
- Refusal to clarify and follow up
- Fatigue or burnout

People who display these and similar interpersonal inadequacies put themselves, their communication partners, and those affected by the information in a dangerous position. They send/receive only partial and possibly incorrect information, and consequently they create time-consuming double work, confusion, frustration, and conflict. In this case, communication will not improve if behaviors and mind-set do not improve.

Impact of Behavioral Style on Communication

Communication starts and stops all collaborations. We cannot begin to collaborate if we do not sit down for a discussion first, and we cannot continue our collaboration if we do not regularly communicate with our partners. Thus, effective communication is a critical trait, especially for a team composed of people with diverse behavioral styles.

As discussed in chapter 4, our behavioral style (not to be confused with personality) is how we present ourselves to those around us. We show our style by the way we interact with others, communicate, manage ourselves, receive and process information, and respond to situations. We could be "analytical," "driver," "amiable," or "expressive." (Review chapter 4 for the definitions of and variations on these terms.)

Differing behavioral styles is necessary (and likely inevitable) in collaboration because the team faces so many issues that demand multiple, varied approaches. The challenge for the collaboration team is to learn each member's behavioral style so that all communications take advantage of the strengths of each style and yield productive or desired results.

Figure 7-1 suggests approaches you can take to improve your communication in relationships, teams, and collaborative partnerships.

Figure 7-1. ***Five Don'ts of Collaborative Communication***

These approaches work for both verbal and nonverbal exchanges with your team.

1. *Don't condescend.* Condescension is a nuanced practice; sometimes, it is hard to tell if we or others are involved in a condescending exchange. Generally, a statement that makes you seem superior to others and makes others feel inferior to you (and vice versa) is condescending. For example, "Let me put it in words you can understand" is condescending, and so is "I will repeat the information as many times as you need." Terms of endearment (e.g., dear, buddy, sweetheart, kid), no matter its intent, should also not be used in a professional setting. The key here is to regard your collaboration partners as equals—people who have as much to offer as you do, regardless of titles and ranks.

2. *Don't speak before you listen.* No one seems to be patient anymore in our 24/7 world of information, where news, data, opinions, and recommendations are within reach on the Internet and other electronic media. This constant accessibility has made us anxious to get to the

"good part." In the process, when we interact with others, we interrupt, we hear instead of listen, we get defensive, and we think of a quick response instead of focusing on what is being said. Listen with all your senses; this means pay attention to words, body language, tone, surrounding, and intent. Be aware of your own as well. Wait to speak; view the process of conversation as a capital investment—you would not sign off on the purchase of an expensive piece of equipment in the middle of a cost analysis, so why would you respond before the other person can fully express the message?

3. *Don't be vague.* Be clear about your goals and expectations, and encourage others to articulate their wants and needs. This simple practice prevents you and your team from making assumptions, doing extra work, and accomplishing the wrong tasks or meeting the wrong targets. Follow up, clarify, repeat yourself, or write an outline, as necessary. The point of being clear is twofold: (1) to give collaboration partners a chance to disagree, ask questions, and offer compromises, and (2) to ensure that all collaboration partners are headed toward the same path.

4. *Don't withhold relevant information.* Provide needed resources to your team, including information that would enable the team to do its job fully and well. Insight, lessons, and advice from experience are as much information as facts and data. Share background, forecasts, current trends, and study findings as well as negative and positive intelligence. Urge every team member to do the same, and help each other cultivate and maintain a trust culture in which the information shared will not be used for sabotage or damage.

5. *Don't ignore conflict.* Even the most benign interactions can cause conflict. Consider this brief instruction: "Please hand in your report next week." The lack of specifics in this note can infuriate a busy team member, making her feel defensive, for starters. Despite our general aversion to conflict, we have to face it. Pretending it does not exist will

only enlarge it and ruin the good will we have built into our relationships and with our collaboration partners. Listening, being objective, admitting to your mistakes and role in the problem, learning others' behavioral styles, keeping the situation fact based instead of emotion driven, and offering practical solutions are some ways to resolve and manage conflict.

Highly Effective Relationships and the Integrated Team

As stated earlier, anyone can put together an integrated team. But only an influential leader can create and sustain a highly functional integrated team. Sustaining such a team requires the leader to provide guidance and needed resources and then stays out of the way. Influential leaders know that micromanagement has no place in this equation. This is why they form a team whose members have behavioral competencies. These interpersonal skills enhance the team members' financial, operational, and human resource knowledge and abilities. If members cannot get through to other people, their technical expertise will not do much to advance the goals of the team. It is worth repeating: *technical skills rise no higher than individual behavioral skills.*

In virtually every organization there is one person whom everyone regards as detrimental to the mission, vision, values, and strategies of the enterprise. This is a person who comes to work every day intent on making the lives of everyone else a nightmare. This is a person whom others would like to fire had they the authority to do so. No organization needs a team member like this. The organization cannot become what its people are not; that is, if employees are mediocre, the organization is equally mediocre. If an employee is toxic in behavior, the organization will have a toxic behavior as well. None of this benefits the effort to create and sustain highly effective relationships, and peak performance organizational teams.

Ultimately, creating *and* sustaining a highly functional integrated team requires developing strong interpersonal relationships. Remember that we never get the relationships we wish for, but we do get the relationships we

work for. And working for effective relationships and teams involves doing the following:

- Asking more than telling
- Expressing thanks and appreciation in both formal and informal ways
- Including the group in brainstorming and problem-solving processes
- Being approachable
- Rewarding cooperative and interdependent behavior, not “rock star” performance
- Hiring people who value and understand shared responsibility and accountability
- Staying committed to collaboration, not competition and conflict

Engagement Exercises

The following questions are intended to initiate self-examination of the trust that exists within your team and organization. Take the time to think about the questions posed here, and be honest with your responses.

- Do you share information (positive or negative) that is helpful to others, or do you withhold it? _____Similarly, does your team share relevant information? _____ If not, what is keeping all or some of you from practicing transparency?
- Do you treat everyone with kindness, respect, and compassion? _____Similarly, how do your team members treat each other? How effective are the relationships in your team now? Highly effective_____ Average _____ Not effective _____
- Do you follow through on your commitments, even if it is at considerable personal expense? _____ Do you hold your team to the same level of accountability? _____
- Explain how you encourage your team members. Do they encourage their followers or associates, and how? What has been the observable result of this encouragement?
- What types of celebrations do you hold for achievements, and what rewards or incentives do you offer for accomplishments? How has your approach helped the performance of the team? How has it helped their perception of you?
- Why do you consider yourself a trustworthy person? Which members of your team display trustworthy behavior? How do you highlight the ideal behaviors of your team members so that others may learn from them or emulate them?
- What emotional reactions does your behavior bring out from your team members? How has these reactions helped or hindered their trust in you? Similarly, what emotions do your team members provoke in you, and how has your trust level been affected?
- Name a collaborative project that has come about as a result of the high-level of trust among your team members. How has that inspired more

collaboration? Conversely, name a collaborative project that has been derailed as a result of low-level trust among your team members.

- Describe your process for educating your team members about an initiative you are trying to push forward. How do you gain their support? What are the usual reactions you receive? Explain why they are positive or negative.
- How often do you "go it alone" to get things done and make things happen? How does that approach affect you and your team?

Appendix One – What is Your Level of Openness to Trust?

Rate your level of openness to trust. As an exercise, ask your team members to rate themselves as well. Use a rating scheme from 1 to 5, with 1 for completely disagree and 5 for completely agree.

- Remains accessible, particularly during a major issue that affects performance (e.g., medical error) _____
- Seeks to understand others' behavior in the context of their behavioral style and stressors _____
- Views people as having equal worth, and values differences of opinions _____
- Allows and encourages others to speak freely _____
- Manages emotions well to foster open and fear-free communication _____
- Act consistently between personal and organizational values _____
- Holds others accountable for their actions, promises, and decisions _____
- Invests in and personally supports the development of others _____
- Recognizes and rewards those who are achieving results, and coaches those who are struggling _____
- Takes appropriate actions against those who refuse to abide by the team's norms and are consciously sabotaging team performance _____

Ratings total: _____

Score yourself: 1–15: low level of openness; 16–35: moderate level of openness; 36–50: high level of openness

Appendix Two – Assess the Trust Levels in Your Team

Rate each statement below using this key: "0" if the statement does not apply, "1" if you do not agree, "2" if you agree slightly, and "3" if you agree completely. Then, tally the ratings and find the corresponding score at the end of this tool.

1. Every member of the team is accountable and takes responsibility for their actions, words, and responsibilities. _____
2. Team communication is open, with information sharing, team problem solving and analysis, and honest discourse without fear of retaliation. _____
3. The team leader is not a micromanager and regularly shows confidence in and respect for the team. _____
4. All team members are engaged in their tasks and are interested in participating. ____
5. No side deals and not following team-established rules, if known, are tolerated. _____
6. Every team member, including the leader, does what he or she says. _____
7. The team leader provides the necessary resources (e.g., insight, information, time, staff, money, training) to enable the team to achieve its goals. _____
8. All team members are regarded as a contributor (not just a body) whose skills, knowledge, and abilities add value to the team. _____
9. The team culture emphasizes interdependency, encouraging cooperation and collaboration among members. _____
10. Attitudinal and behavioral conflicts are dealt with immediately. _____

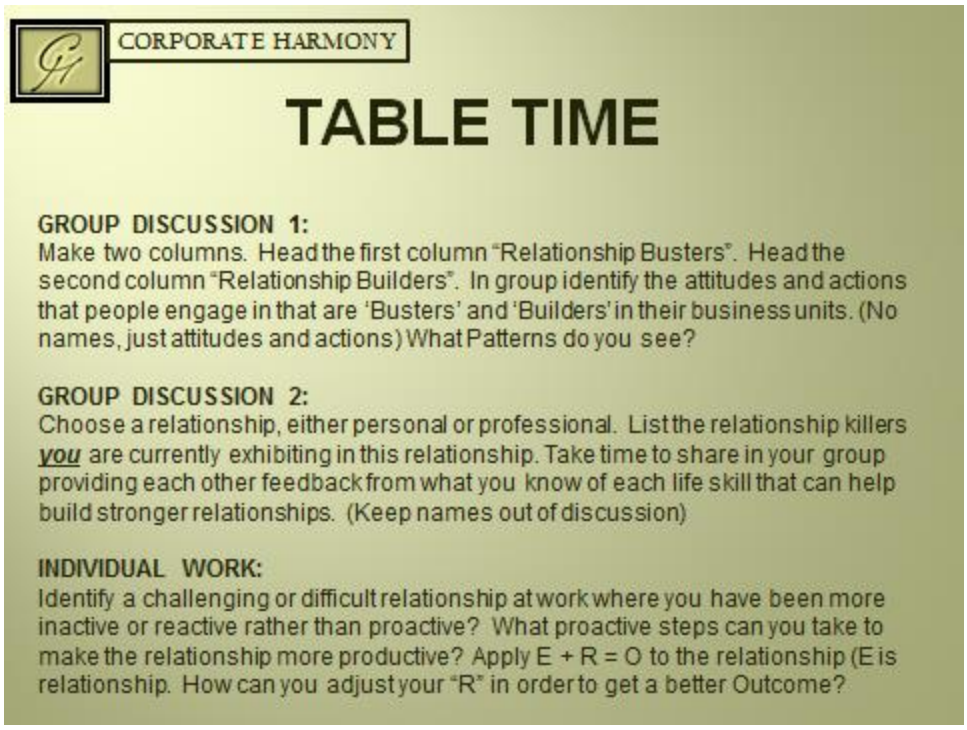
Ratings total: _____

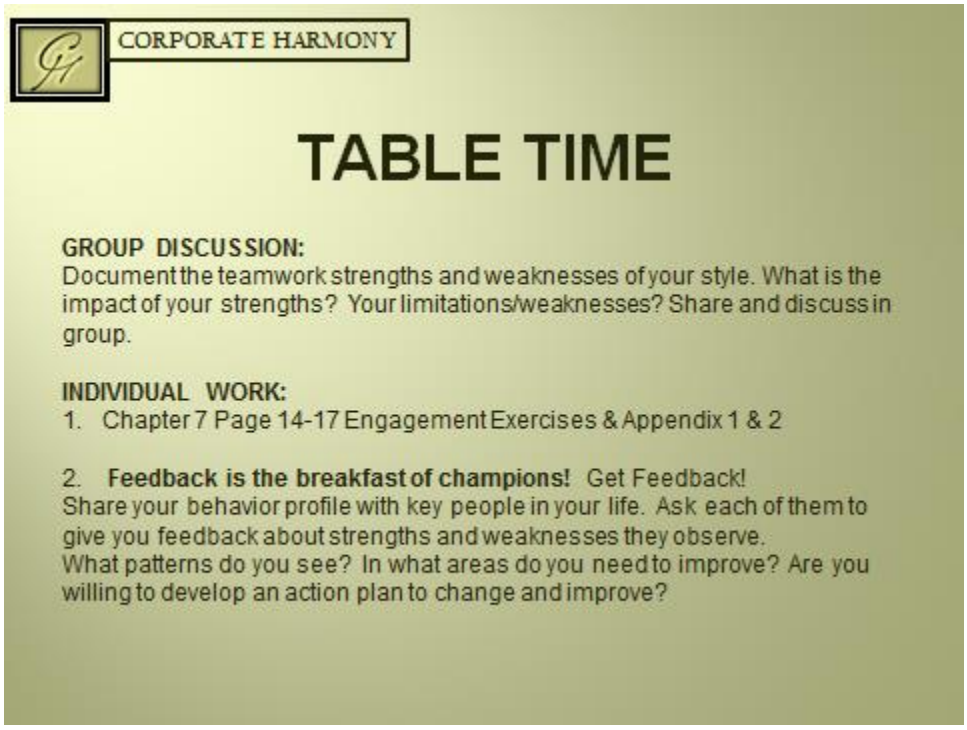
Score key:

1–10: no or low level of trust, minimal cooperation and minimal collaboration

11–20: acceptable level of trust, some cooperation and some collaboration

21–30: high level of trust, high cooperation and high collaboration


CORPORATE HARMONY
TABLE TIME
GROUP DISCUSSION 1:
Make two columns. Head the first column "Relationship Busters". Head the second column "Relationship Builders". In group identify the attitudes and actions that people engage in that are 'Busters' and 'Builders' in their business units. (No names, just attitudes and actions) What Patterns do you see?
GROUP DISCUSSION 2:
Choose a relationship, either personal or professional. List the relationship killers you are currently exhibiting in this relationship. Take time to share in your group providing each other feedback from what you know of each life skill that can help build stronger relationships. (Keep names out of discussion)
INDIVIDUAL WORK:
Identify a challenging or difficult relationship at work where you have been more inactive or reactive rather than proactive? What proactive steps can you take to make the relationship more productive? Apply E + R = O to the relationship (E is relationship. How can you adjust your "R" in order to get a better Outcome?


CORPORATE HARMONY
TABLE TIME
GROUP DISCUSSION:
Document the teamwork strengths and weaknesses of your style. What is the impact of your strengths? Your limitations/weaknesses? Share and discuss in group.
INDIVIDUAL WORK:
1. Chapter 7 Page 14-17 Engagement Exercises & Appendix 1 & 2
2. Feedback is the breakfast of champions! Get Feedback!
Share your behavior profile with key people in your life. Ask each of them to give you feedback about strengths and weaknesses they observe.
What patterns do you see? In what areas do you need to improve? Are you willing to develop an action plan to change and improve?

NOTES

NOTES

NOTES

8 Connection

Dedicate Yourself to Continuous Learning

"Let a person radically alter his thoughts, and he will be astonished at the rapid transformation it will effect in the material conditions of his life." -- James Allen

Power in Connection

Influential leadership revolves around three principles: self-awareness, collaboration, and connection. Self-awareness is a duty for all influential leaders. Collaboration is a competency. The third principle of influential leadership, connection, is the tactical strategy of influential leaders. Connection is the linkage felt between people who share a similarity, such as the same interests and concerns, friends and associates, careers, status in life, employers, and so on.

Living in the electronic age, in which social media and technological devices have taken the place of much of our daily interactions, we all appreciate the value of direct contact. The power of direct contact cannot be replaced or underestimated. It is what builds and strengthens connections. People still want and need to establish relationships, particularly in the workplace, to define or confirm their personal and professional identity and worth. Other people serve as our teachers and students, and they help us grow as human beings.

Connection increases a leader's influence among followers, and this influence in turn spurs followers to do more—improve their behavior, develop their skills and talents, work better and harder, seek and participate in collaborations or teams, and achieve greater results. In a constant changing business climate, where everything is vulnerable and in a state of flux, a strong connection between leaders and employees is especially necessary. This bond between the two parties enables the organization to rise above the challenges.

Connecting in Continuous Learning

Success in every dimension of life is related to your ability to connect with others. It is also true that your success is directly related to your ability and willingness to learn, to change, to adapt, and to grow.

Relationships by their nature require constant and consistent tending. The quality of the care you put into these relationships translates into either a negative or a positive experience. That is, every one of your interactions is perceived by the other person as good or bad. If you misbehave during a contact, that experience is considered a negative; conversely, if you conduct yourself well, that experience is counted as a positive.

Both positive and negative experiences of behavior have a cumulative effect. The more your interactions are seen as negative, the less likely you are to develop connections. If you want to increase the positive experiences and thus enhance your connections, you have to improve your behavior. The way we improve our behavior is by committing ourselves to continuous learning.

Case Study –

Connecting by Sharing Meaningful Learning Experiences

The following story exemplifies the concept of sharing meaningful, learning experiences. As mentioned earlier, these experiences determine employees' negative or positive perception of the leader. An accumulation of positive experiences will deepen the employee–leader connection, and the opposite is true for negative experiences.

Ken Melrose, a senior executive at TORO, the lawnmower manufacturer, had a poor-performing, unionized plant on his hands. The plant was failing to meet acceptable production rates and the workers did not trust management. Melrose toured the facility and spoke with the plant manager and the head of

the union. The union steward said the workforce was upset that the plant manager kept increasing the productivity rate. He argued that the workers could not meet quality objectives at the current increased rate.

Melrose made light of the steward's concerns by suggesting that he and his management team could come into the plant and meet the production rate. To Melrose's surprise, the steward called him out on this challenge.

Melrose accepted. Here is how Melrose characterized the ensuing "work" of his management team (Barna 2009, 137):

"So here we were all over the plant, about twenty of us, working side by side with the plant people, trying to put these lawn mowers together. There were these buttons that we could hit to stop the line, and they would make a yellow flash. I'll tell you those lights were going off all over the place. It looked like Christmas. The plant manager would yell out, 'What's wrong?' and somebody would yell back, 'Oh nothing. Management couldn't keep up.' "

Melrose and his team held a de-briefing learning session after this experience. The team's most amazing discovery was that the plant workers were just like them. They had the same needs, wants, cares, and concerns about life and work. When Melrose went back to the corporate office, he issued this statement: "The next time we need to cut costs or raise the line speed, we're going to do it in a way that values the line workers, because we don't want to lose them and we don't want to fight with them. It's about trusting and valuing and empowering, and having our managers recognize that everyone is important." (Barna 2009, 138)

This positive experience created a connection between Melrose and his workers. He became the leader the employees wanted to follow because he stood shoulder to shoulder with them and made them *feel* as if they are part of the team. It is an emotional response, which emphasizes a point made continually in this workbook, namely, employees relate to their leaders on an emotional level.

When leaders share meaningful learning experiences with their employees, the level of employee engagement in their work and support for the leader

just naturally go up. Employees try harder not only to meet but also to exceed behavioral and performance expectations to show their appreciation that the leader invested time and other resources to find out what they need and recognized their hard work and contributions. Einstein said it best, *"Knowledge is got by experience; all the rest is information."*

Commitment and Investment in Learning

Committing to a daily routine and process of continuous learning and personal improvement is an investment of your time, energy, and personal resources. It is one of the most effective investments you can make in your life.

Influential leaders make this investment and are constantly seeking feedback to their performance, discovering new concepts, trying out new ideas, failing forward, growing, and achieving more in their lives as a result.

"You don't have to learn nor do you have to change. You don't need to survive either!
--W. Edwards Deming

Learning is not merely the gathering and assimilation of information. Real learning involves "doing" – putting the information in action and testing to see what happens. Consequently learning is an active process of testing and applying information to obtain positive life experiences and outcomes. When the "stuff" of life happens, the events as we have been calling them, experience of some kind with these events is inevitable. Whether we learn from these events, particularly events that are created by how we choose on a daily basis, is a choice as well. Learning is a choice we have to make every day.

When an event happens, what do you do with the experience of the event? Do you react and reinforce your current unreliable, ineffective habits or do you reflect on the event and learn by acquiring new, more effective habits? Remember the "Dr. Phil" question – "How are your current habits working for you?" Learning requires that you apply your critical thinking skills, manage emotion, slow down the process of acquiring information, and be intentional about reflecting on the outcomes of each event.

As we have stated before, each individual must become the change he/she wants to see in others or in an organization. Successful organizational change, transformational change, requires effective personal transformation. Such transformation is achieved in closing the gap between what we know to do and actually engaging in effective behaviors. If you do not learn from life experiences, then you will not change. When we fail to change we fail to grow and adapt to external market changes. This is true for individual growth and performance achievement and organizational growth and achievement as well.

Importance of Continuous Learning

Continuous Learning at Individual Level --

The continuous learning of an individual would entail a behavior and perception change as he hones and develops his own thinking, skills, and knowledge. An example of this would be: knowing how to handle a new situation, expanding knowledge and skills of a particular area (ex. computer applications and new software, learning to use a new piece of equipment), and figuring out another application of current knowledge and skills.

In this level, learning requires time and effort, as well as the decision to want to learn. It would not be wise to manipulate or force any person to learn something he dislikes, because it would fail miserably. The only thing to do is to make individuals understand the value of continuous learning, and how it will not only help the organization, but most importantly, it will be a great benefit to the learner as well.

Continuous learning at the individual level can be done through seminars and workshops, trainings, coaching and mentoring, and also through actual application. On their own, individuals can learn by taking up a new course or buying self-help books to guide them as they learn a new knowledge or skill.

Continuous Learning at Team Level --

Continuous learning for teams is collective individual learning, which means that if the members of the team acquire and share new knowledge and information, then team learning takes place. In addition, continuous learning at this level also involves a set of learning processes that support and aid team performance in the form of reflections, feedback, experimentation, group discussions, and Q & A sessions. New knowledge can be in the form of a theory, tool, idea, or concept whereas a new skill can be in the form of practices.

In many progressive organizations today, teams have become the most integral element because of their capacity to create products and perform services, find solutions to problems, and make decisions; in short, teams have the power to make things happen in the organization. Continuous learning, therefore, holds a very significant place in every team that aims to succeed in what it is they were designed for; the need for it arises when teams realize that in order for them to effectively perform their specific functions, they need to acquire a new knowledge or skill. It is basically a means to an end, and if continuous learning is neglected or overlooked, it would be difficult for a team to achieve its goals.

Continuous Learning at Organizational Level

Organizational continuous learning comprises change of interaction patterns, change of policies and procedures, new culture, and new innovations and systems that have been institutionalized, which means that these are now embedded in the systems and structures of the organization, as a means to achieve overall objectives. Such changes are more felt in individuals and teams, as they are fundamentally what comprise an organization.

Impediments to Learning

Undergoing a continuous learning process entails change; one cannot learn and still be the same person, team, or organization. There is a constant evolution in the way we think and act, brought about by new understanding, new knowledge, and new skills. One of the worst phrases that you or any

other person can say is, “I already know that” because this can very well destroy any chances of continuous learning. And when there is no learning, there is no growth.

This is a list of just some of the most commonly found impediments to learning:

- No mission to guide and motivate learning
- Fear of failure
- Information overload
- Mistaking hearing for learning
- The Knowing-Doing Gap
- Preferring entertainment to education
- Resistance to change

Removing as many obstacles as possible to individual, team, and organizational learning appears to be a promising way to begin to move organizations from the state of relative vulnerability with regard to continuous learning to one of resilience.

Your individual behavior style that you identified in behavioral skill number four provides context and impediments to your learning style. For example, one of the most widely used models of learning styles is the **Index of Learning Styles** developed by Richard Felder and Linda Silverman in the late 1980s. According to this model (which Felder revised in 2002) there are four dimensions of learning styles. Think of these dimensions as a continuum with one learning preference on the far left and the other on the far right. (See Figure 8-1 on the next page.)

Whenever you are training or communicating with others, you have information and ideas that you want them to understand and learn effectively and efficiently. Your team members are likely to demonstrate a wide range of learning preferences, and your challenge is to provide variety that helps them learn quickly and effectively.

Your preferred teaching and communication methods may in fact be influenced by your own learning preferences. For example, if you prefer visual rather than verbal learning, you may in turn tend to provide a visual learning experience for your team members even though that may not be their preference or the most effective style for your team to learn, grow, and improve performance.

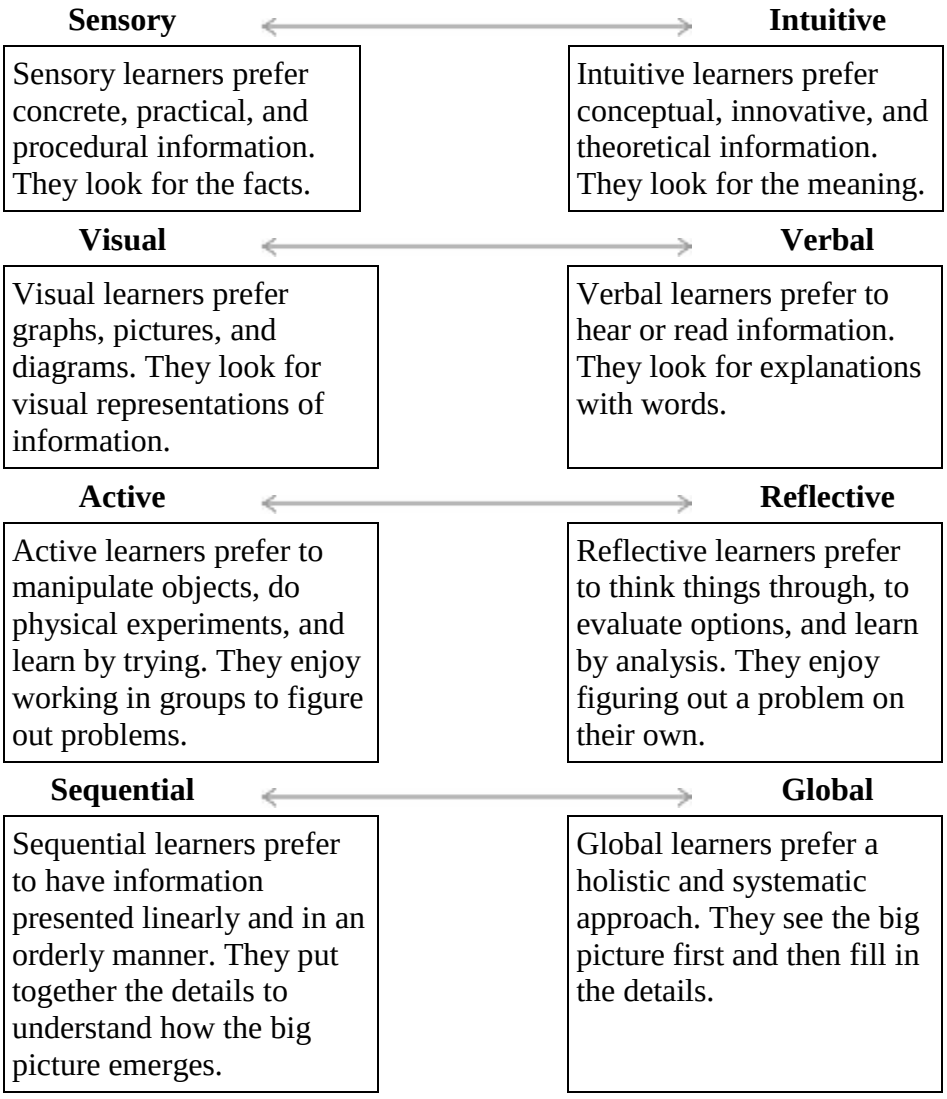
Note how the learning styles align to the individual behavior styles. The key is to provide a balanced learning experience by:

- **Sensory – Intuitive:** Provide both hard facts and general concepts.
- **Visual – Verbal:** Incorporate both visual and verbal cues.
- **Active – Reflective:** Allow both experiential learning and time for evaluation and analysis.
- **Sequential – Global:** Provide detail in a structured way, as well as the big picture.

Once you know where your preferences lie on each of these dimensions, you can begin to stretch beyond those preferences and develop a more balanced approach to learning. Not only will you improve your learning effectiveness, you will open yourself up to many different ways of perceiving the world.

Balance is the key. You don't want to get too far on any one side of the learning dimensions. When you do that you limit your ability to take in new information and make sense of it quickly, accurately, and effectively. Consider the following guide to help you maintain balance in learning.

Figure 8-1: Learning Styles Index



- **Sensory Learners** – if you rely too much on sensing, you can tend to prefer what is familiar, and concentrate on facts you know instead of being innovative and adapting to new situations. Seek out opportunities to learn theoretical information and then bring in facts to support or negate these theories.
- **Intuitive Learners** – if you rely too much on intuition you risk missing important details, which can lead to poor decision-making and problem solving. Force yourself to learn facts or memorize data that will help you defend or criticize a theory or procedure you are working with. You may

need to slow down and look at detail you would otherwise typically skim.

- **Visual Learners** – if you concentrate more on pictorial or graphical information than on words, you put yourself at a distinct disadvantage because verbal and written information is still the main preferred choice for delivery of information. Practice your note taking and seek out opportunities to explain information to others using words.
- **Verbal Learners** – when information is presented in diagrams, sketches, flow charts, and so on, it is designed to be understood quickly. If you can develop your skills in this area you can significantly reduce time spent learning and absorbing information. Look for opportunities to learn through audio-visual presentations (such as CD-ROM and Webcasts.) When making notes, group information according to concepts and then create visual links with arrows going to and from them. Take every opportunity you can to create charts and tables and diagrams.
- **Active Learners** – if you act before you think you are apt to make hasty and potentially ill-informed judgments. You need to concentrate on summarizing situations, and taking time to sit by yourself to digest information you have been given before jumping in and discussing it with others.
- **Reflective Learners** – if you think too much you risk doing nothing. There comes a time when a decision has to be made or an action taken. Involve yourself in group decision-making whenever possible and try to apply the information you have in as practical a manner as possible.
- **Sequential Learners** – when you break things down into small components you are often able to dive right into problem solving. This seems to be advantageous but can often be unproductive. Force yourself to slow down and understand why you are doing something and how it is connected to the overall purpose or objective. Ask yourself how your actions are going to help you in the long run. If you can't think of a practical application for what you are doing then stop and do some more "big picture" thinking.

- **Global Learners** – if grasping the big picture is easy for you, then you can be at risk of wanting to run before you can walk. You see what is needed but may not take the time to learn how best to accomplish it. Take the time to ask for explanations, and force yourself to complete all problem-solving steps before coming to a conclusion or making a decision. If you can't explain what you have done and why, then you may have missed critical details.

Learning styles and preferences vary for each of us and in different situations. By understanding this, and developing the skills that help you learn in a variety of ways, you make the most of your learning potential. And because you're better able to learn and gather information, you'll make better decisions and choose better courses of action.

Understanding that other people can have quite different learning preferences, you can *learn to communicate your message effectively* in a way that many more people can understand. This is fundamentally important, particularly for leaders for whom communication is an important part of creating and sustaining influence.

Take time to identify how you prefer to learn and then force yourself to break out of your comfort zone. Once you start learning in new ways you'll be amazed at how much more you catch and how much easier it is to assimilate information and make sense of what is going on. Ultimately the biggest impediment to learning is simply refusing to change.

Are You Ready to Learn

There is a pathway to learning that contains four critical steps:

1. *Exposure* – being introduced to a new idea, concept, process, or procedure. Learning begins with exposure but exposure alone is not sufficient for total learning.
2. *Practice* – practice allows the repetition of behavior to create a habit. Bad practice produces bad habits. Practice does not necessarily make

perfect but it can make a habit permanent. This is why change can be so difficult.

3. *Performance* – the only way to tell if you have learned anything is to put the knowledge you have acquired into action. A piano recital comes to mind as a demonstration of practice in action.
4. *Mastery* – mastery is the objective of all influential leaders. Mastery is the demonstration, the performance of a habit at a high level of skill. Mastery allows for maximum influence and impact in any specific area of your personal or professional life.

If you want to master a skill, you must effectively perform it. Repeated practice is essential to perfecting performance on any particular skill or task. Far too many people settle for far less in work and life by failing in the discipline to practice and master essential life skills.

It is amazing how much more successful and content a person is in life when they are willing to engage the influential leadership behavioral skills at a higher level of disciplined practice. **–** Michael E. Frisina, author of *Influential Leadership*

Action Learning Model

Professor Reginald Revans is the originator of action learning. He had invented and developed this method in the United Kingdom in the 1940s, working in the Coal Board. He encouraged managers to meet together in small groups, to share their experiences and ask each other questions about what they saw and heard. The approach increased productivity by over 30%. Later his concept was applied in hospitals where he concluded that the conventional instructional methods were largely ineffective to improving performance. Communication lapses, hierarchical organizational culture, and disruptive behavior contributed to a climate that was unsafe to engage in asking questions and sharing experience to improve performance.

The developmental model of Revans and its refinements include the following:

1. **Focus –** We are living in the knowledge and information age. The problem is that while we have a large quantity of information, we are lacking in quality information that we can turn into active performance. Pay attention to taking in only the information necessary to you achieving your goals.

2. **Emotionally engage –** We have already seen the power of emotion to drive behavior. Use this emotional leverage to get excited about and investing in your own continual learning journey.

3. **Practice, practice** – You must commit to the hard work and discipline of repetitive, effective practice. Can you think of any skill in your life that you acquired that did not require you to exercise the discipline to practice? The great golfer, Gary Player, would hit over a thousand golf balls a day until his hands were bleeding. Mastery of a skill comes with a great deal of discipline to practice.

4. **Do not equate hearing with learning** - Remember the quotation from Einstein, "Knowledge is got by experience; all the rest is information." Hearing is not doing and there is no learning without action – practice and performance.

5. **Learn from success and failure** – Failing forward is a concept written about by John Maxwell. The basic idea in "Failing Forward" is that if you can increase your numbers of failure, you will by default increase your number of successes. Maxwell encourages people to ***learn*** from their failures to prevent repeating the same mistakes over and over. How many times have you used the phrase in your own life, "When are they going to get it?"

6. **Take the time to reflect on your experience** – Have you ever heard a person say they graduated from the school of hard knocks? What are

you learning from your daily life experiences? Do you take the time to stop, reflect, and journal about what life is teaching you?

7. **Read** – The quality of your reading and the quantity of your reading shapes your inner core, your beliefs and drives your behavior. You may not realize how valuable reading a good book once a month can be to changing your life. Take your time and read for understanding, reflect on your reading and journal your action steps for change. Before you start reading anything, ask yourself why you're reading it. Are you reading with a purpose, or just for pleasure? What do you want to know after you've read it?

8. **Get a coach** - Throughout your development as a leader, you have either created change, or proactively adapted to change happening around you. In today's fast-paced business world, it's important to recognize you don't have to go it alone. A coach will guide you through the thinking process to help you understand what changes must be made to succeed in your leadership role. This process helps you outline steps toward positive change. Their role may be part investigative reporter and part sounding board to help you make the right business decisions. The training is in place to ask thought-provoking questions and provide valuable feedback to your plan. Remember that every professional athlete has a coach and they aspire to such greats as major contracts or the Olympics. Why should your journey as a leader be any different?

Different DISC Profile Behavioral Styles – Learn In Different Ways

Adapted from a post on February 5, 2012 by Janet Cortright
http://www.discprofiles4u.com/blog/2012/different-disc-profile-behavioral-styles-learn-in-different-ways/

People tend to learn differently, depending on their DiSC Profile Behavioral style. Below are examples of how each of the DiSC Profile behavioral styles can have different preferences and priorities for working within the learning process.

Scale 1 (The High D Personality)
Dominance Behavioral Style asks "WHAT?" questions: WHAT'S the point? WHAT's in it for me? WHAT'S the Bottom Line? They will be interested in seeing a syllabus or an agenda for WHAT s/he is expected to learn. The Dominant behavioral style generally has pre-conceived opinions about most any topic or subject matter. This tendency may compromise their objectivity. Dominant Behavioral Styles tend to be impatient and they like to operate at a fast pace. They have little tolerance for things that they perceive as mundane or unimportant. They love a challenge and they like to be in control. They may question the trainer, the topic, or the training methods. These tendencies can present challenges even for the most seasoned trainers.

Scale 2 (The High I Personality)
Influence Behavioral Style asks "Who?" questions. WHO else is going to be there? WHO can I socialize with? WHO recommended this training? Influence styles are generally open to new theories, new ideas, and new methods of learning. They love to have fun, and want to be entertained while learning. Group participation, where they have the opportunity to express themselves is their idea of a great learning environment. They like interaction and role playing, and they appreciate games, visuals and activities. Since they tend to have a short attention span, they will learn best if the DiSC Profile Trainingis short, fast paced and stimulating.

Scale 3 (The High S Personality)
Steadiness Behavioral Style asks "HOW" questions. HOW are we going to learn? HOW shall we go about this? HOW can we ever get all this done? They tend to be very procedural – they prefer to learn in a step by step manner. They appreciate a "show, tell, do" method of learning. Show me, tell me, let me do it! It is most helpful to them if they can observe the training, then practice the learning over and over in the presence of a coach or trainer. The actual "doing" of an activity gives them the opportunity to get comfortable with a new topic or procedure. They are receptive learners, and the most patient of all the DiSC Profile behavioral styles.

Scale 4 (The High C Personality)
Conscientiousness Behavioral Style asks "WHY" questions. WHY are we doing it this way? WHY are we expected to learn this? WHY are we using this training method? WHY, WHY,

WHY? They are very precise and analytical. They will appreciate having a plan, and staying on schedule. Facts, data and a logical approach will be important to them. They will ask lots of questions – and while their questions can sometimes come across as being critical of the training, or trainer; it is usually because they want to get it right the first time. They have a need to be factual and correct, and they want to understand what is expected of them.

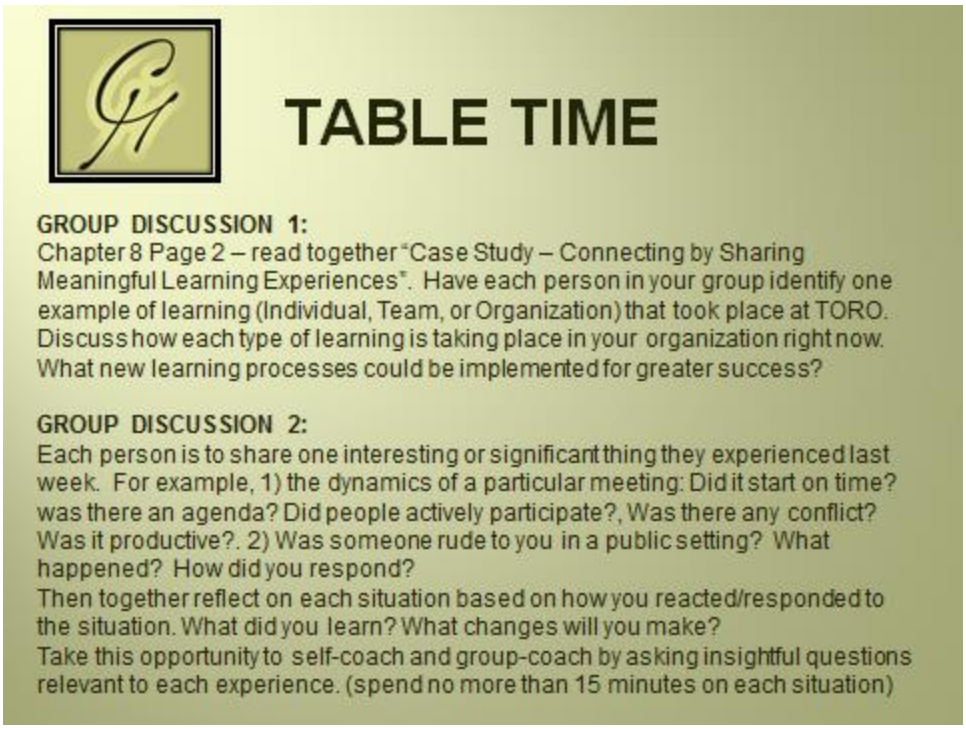


TABLE TIME
GROUP DISCUSSION 1:
Chapter 8 Page 2 – read together "Case Study – Connecting by Sharing Meaningful Learning Experiences". Have each person in your group identify one example of learning (Individual, Team, or Organization) that took place at TORO. Discuss how each type of learning is taking place in your organization right now. What new learning processes could be implemented for greater success?
GROUP DISCUSSION 2:
Each person is to share one interesting or significant thing they experienced last week. For example, 1) the dynamics of a particular meeting: Did it start on time? was there an agenda? Did people actively participate?, Was there any conflict? Was it productive?. 2) Was someone rude to you in a public setting? What happened? How did you respond?
Then together reflect on each situation based on how you reacted/responded to the situation. What did you learn? What changes will you make?
Take this opportunity to self-coach and group-coach by asking insightful questions relevant to each experience. (spend no more than 15 minutes on each situation)

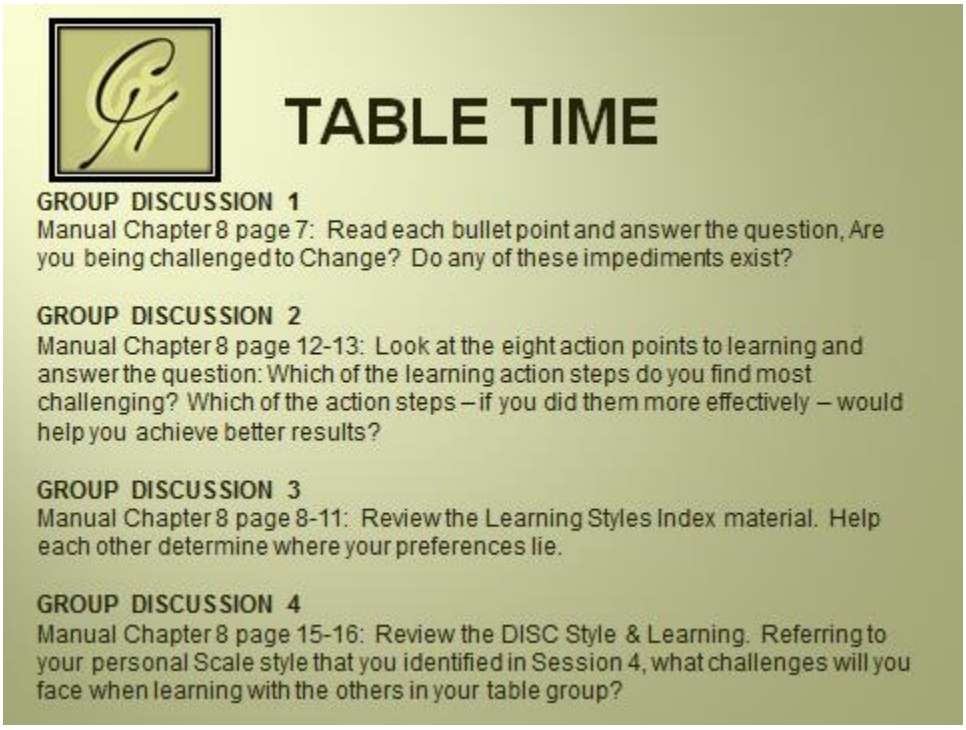


TABLE TIME
GROUP DISCUSSION 1
Manual Chapter 8 page 7: Read each bullet point and answer the question, Are you being challenged to Change? Do any of these impediments exist?
GROUP DISCUSSION 2
Manual Chapter 8 page 12-13: Look at the eight action points to learning and answer the question: Which of the learning action steps do you find most challenging? Which of the action steps – if you did them more effectively – would help you achieve better results?
GROUP DISCUSSION 3
Manual Chapter 8 page 8-11: Review the Learning Styles Index material. Help each other determine where your preferences lie.
GROUP DISCUSSION 4
Manual Chapter 8 page 15-16: Review the DISC Style & Learning. Referring to your personal Scale style that you identified in Session 4, what challenges will you face when learning with the others in your table group?

NOT**ES**

NOTES

NOTES

9 Connection

Priority Management and Pay-off Events

"When you control your thoughts you control your life. Every day you make choices about how to spend your time. Learning to invest your time wisely is an important part of controlling your thoughts and living your life well."

– Michael E. Frisina

The Time of your Life

You've heard the phrase; time is money. The reality is that time is more than money. Your time is your life. Everything you do requires time. To take charge of your life you must take charge of your time. Success is determined by how you invest your daily allowance of 24 hours. How you invest your time is a key factor in determining what you achieve in life and at work. Learn to work smarter, not harder.

Two Types of Time

CHRONOS: the Greeks used the word *Chronos* to refer to the quantity of time. It refers to duration and amounts of time, such as "that will take 30 minutes" or "the shipment will arrive in two weeks." The best representation of *Chronos* may be the phrase "the clock is running." Influential leaders pay attention to *Chronos*. They plan and manage their action within the time available. They know how much time there is.

KAIROS: The Greeks used *Kairos* to refer to the quality of time. It is time judged not by its succession or duration, but by its value. *Kairos* refers to the right or opportune moment. It emphasizes time filled with significance, such as "bottom of the ninth with the bases loaded" or "let's go out to dinner on our anniversary." Influential leaders recognize and respond to *Kairos* moments. They know what kind of time it is.

It's Only a Matter of Time

The accelerating pace of today's world places a high demand on effective time management. Investing time wisely is the daily discipline of managing your time to focus on your mission. There are 168 hours available to you every week. Investing and managing that time will help you get more done with less stress, and you will have more time to enjoy the really important things in life.

Time Wasters

There are many obstacles and impediments to effective management of priority and high pay-off events. Which of the time wasters listed below do you struggle with?

- lack of personal discipline
- unclear goals and priorities
- poor planning and unrealistic time estimates
- telephone interruptions
- meetings
- socializing and idle conversation
- disorganization
- procrastination
- indecision and delay
- failure to listen
- poor attitude, complaining, blaming
- cynicism, apathy
- not coping with change
- TV, internet, and media
- smartphones, texting
- social media

E-mail as a Time Waster (see Engagement Article)

Even the best efforts to teach employees how to manage their time are likely to be swallowed up by that formidable foe of productivity: the e-mail inbox.

Time management classes, books, websites and tools are multiplying at a rapid pace. There is: Getting Things Done, The 4-Hour Workweek, the Pomodoro Technique, the Autofocus System and more. People devote more and more time to training and adoption of new techniques, and in the end, they still don't get their work done. The fact is, time management training is ineffective. If it weren't, everyone engaging in it would be a paragon of efficiency by now. So what's the problem?

Here's what happens: After learning the fundamental principles of time management, participants go back to their natural habitat with new tools, high hopes and grand intentions…and promptly get steamrolled by their e-mail. Within days, they're back to reading and responding to e-mail as it arrives, being reactive instead of proactive, and fighting fires instead of making time to think, plan and solve problems. The ship of time management ideas runs aground on the rocks of their reality. Ask any graduate of a time management course what keeps them from implementing the concepts they learned, and they'll likely say it's their e-mail.

Four Key Disciplines

Personal discipline is the critical factor in determining how you manage your time. How you manage yourself is as important as the time management system you use. They don't make an organizing system or smartphone powerful enough to overcome a lack of self-discipline. For example, marathon runners have to have much more than natural talent to be successful; you don't begin running successful marathons without having the self-discipline to train and train properly.

Success in life as an influential leader is the same - to run well on race day you have to have self-discipline. We can see this principle at work in the life of former professional football player, Herschel Walker. When Walker began high school he was overweight and was one of the slowest kids in his high school. He decided to dedicate himself to being a good athlete, but it took a lot work and self-discipline. In one year he went from being one of the slowest kids in his high school to being one of the faster runners in the state of

Georgia. In his senior year of high school football he rushed for over 3100 yards.

You too can establish great things by mastering the following four key disciplines.

1. Prioritize
2. Organize
3. Maximize
4. Analyze

1. Prioritize

You can do anything you want – you cannot do everything you want. Invest your time with your mission in mind.

- Know your values and live your values. Influential leaders have an inner strength that comes from a foundational commitment to who they are and what they believe in. Your values are an essential goal for directing where your time goes.
- Be clear about your goals and priority actions. Know what you want to accomplish and what you need to do to accomplish it. Be intentional about where your time goes. Focus on what is important to you and to your most important goals. Without clear understanding of what you want and clear understanding of your priorities to direct you, your schedule becomes vulnerable to crisis management and the tyranny of the urgent.

Focus and Filter – Archived from "Walk the Talk."

Eat the Frog - *If you are like me, you are overwhelmed with too much to do and too little time. As you struggle to get caught up, new tasks and responsibilities keep rolling in, like the waves of the ocean. Because of this, you will never be able to do everything you have to do.*

For this reason, and perhaps more than ever before, your ability as a leader is to select your most important task at each moment, and then to get started on that

task, get it done both quickly and effectively. To help you and others be more effective and efficient, we must remember the story about frogs!

Mark Twain once said that if the first thing you do each morning is to eat a live frog, you can go through the day with the satisfaction of knowing that that is probably the worst thing that is going to happen to you all day long. Your "frog" is your biggest, most important task, the one you are mostly likely to procrastinate on if you don't do something about it. It is also the one task that can have the greatest positive impact on your life and results for you and your organization.

The first rule of frog eating is this:
If you have to eat two frogs, eat the ugliest one first.

- This is another way of saying that if you and those you lead have two important tasks before you, start with the biggest, hardest, and most important task first. Discipline yourself to begin immediately and then to persist until the task is complete before you go on to something else.

  Focus on what is a priority and filter out what is not a priority. Recognize and do what is important, rather than simply react to what seems urgent. Be mentally tough about staying away from things that distort your priorities or distract you from your mission. Invest your time in mission critical activities.

- Work is an important part of life, but don't let it consume you. Keep it in perspective. Cultivate your life away from work. Be thoughtful about your leisure. Creating an effective work life balance is not easy; it requires constant attention. But the payoff is more energy and a deeper sense of fulfillment in life at work.

  -Invest the time to build deep relationships with family and friends.

  -Get enough rest. You cannot burn the candle at both ends without eventually burning out the candle.

- Exercise regularly and eat smart. Make maintaining your physical health a part of your routine.

-Take the time for personal renewal. Make maintaining your spiritual health a part of your routine.
-Have fun. Develop and enjoy a hobby. Learn to play and enjoy life.

2. Organize

Successful people tend to be better organized than average people. In order to stay focused on your priorities, there are two things you must organize: your schedule and your work space.

- Don't just prioritize your schedule; schedule your priorities. Focus on the vital few, not the trivial many. Put first things first. The main thing is to keep the main thing the main thing.

- Organize your time around your priorities. Choose and use a system for planning and managing your schedule and use it as a master control system. Invest time every night to think and plan ahead for the next day. As the old saying goes, people don't plan to fail, they just fail to plan. Break down each goal into its individual parts, and then organize those parts into a step by step series of actions.

- Use a daily action list. Your action list is your single most important time management tool. Invest time each morning to review and prioritize your action list for the day. Rank the importance of things on your action list and then focus on high priority actions. Be disciplined about what does and what does NOT get on your list. Remember to evaluate and reassess your list daily. Learn to say no to things that have little importance but can rob you of valuable time.

- Manage CHRONOS. Be objective and honest about how much time is available and how much time projects and activities will take. Then organize and plan accordingly.

- Organize your work space. Keep your work space organized and efficient. This will give you a sense of order and you will feel more relaxed and in control of your environment and your life. Start the day with a clean work space and end the day with a clean work space.

- A place for everything, and everything in its place. Develop effective routines for reviewing and filing important information. Handle each piece of paper only once. If you are flooded with paper and "stuff" use a RRAFT system to manage what comes across your desk.

1. **R**efer it to someone else.
2. **R**ead. Establish a read shelf where you put things you want to read later.
3. **A**ct on it. This is something on which you need to take action now.
4. **F**ile it. Put it in its place.
5. **T**hrow it away. Be swift and merciless to discard unnecessary emails and paper correspondence.

3. <u>Maximize</u>

When you are focused on and organized around your priorities, you are in a position to maximize your time with disciplined action.

- *Develop the do it now habit*. Do necessary but uncomfortable tasks immediately. Ruthlessly eliminate procrastination from your life. Procrastination naturally occurs when we are faced with events that are unpleasant, complex, lengthy or uninteresting. The best time to start is now!

- *Continually ask, "What is the best use of my time right now?"* This mental discipline will help you stay focused on high priority actions. It will also help you say no to time wasters. It can also be helpful to ask, "If I wasn't doing this what would I be doing?" If the alternative action is a better use of your time, then switch!

- *Master the Four D's.* When you have more to do than you have time in which to do it all, there are four basic options.
    - Delete. Drop the task from your to do list if it is not a priority.
    - Delegate. It needs to be done, but not by you. Task it out to someone else.
    - Delay. Reschedule for a more appropriate time.
    - Diminish. Streamline the task by re-designing and creating shortcuts.

- *Do your most important work during prime time.* Schedule high priority tasks for your most productive time of the day, which is typically in the morning. Maximize your least productive time by refocusing. Take small, five-minute breaks to re-energize.

- *Find the hidden time.* Use idle time in your daily schedule and create value with that time. Some call it finding magic time. Complete some of your more simple tasks while you are on your way to or from work, waiting at a stop light, on the airplane, at the doctor's office, or before you fall asleep. Use the time to complete routine tasks, learn something new, phone a new client or read mail.

- *Invest your time as the valuable resource it is.* If you don't value your time, no one else will. Be aware of ROTI: Return on Time Invested. For every activity, ask yourself, "What is the value of this? What am I getting out of it? Can I get more value for my time? Invest more time in your success.

- *Do something every day to improve yourself.* Do not attempt to make immediate and monumental change in the way you manage your time. Work on adding simple improvements to your time management habits every day. Invest your time in the things that will make you successful. Upgrade your current skills and learn new ones. Build your productive

habits and allow them to accumulate. Continually saving five minutes eventually adds up.

4. **Analyze**

Analyze how you actually spend your time. Create a daily activity log and record how you spend your time each day for a week. Record all of your activities in 30 minute blocks of time. Each block of time should reflect exactly how you spent the 30 minute period.

After you have completed your activity log, carefully evaluate where your time goes. What patterns do you see? What is working in your time management system? What is not working? Do you need to make adjustments in the design of your system or do you need to make improvements in your personal discipline? Your time is your life. What is your time producing?
How much of your time is invested in high priority activities? How much of your time is invested in the pursuit of your mission and goals? How much of your time is being spent in low priority activities? Mark all your low priority activities with a yellow highlighter. What time wasters appear most frequently? What highlighted low priority activities can you eliminate? What can you delegate? How many 30 minute blocks of your time were fully invested in high priority tasks? How can you increase that number?

As a result of analyzing your time management patterns you should have a better perspective on where your time actually goes and where you need to improve. The challenge is to eliminate or reduce time wasters, spend less time on low priority activities and invest more time on high priority activities.

Engagement Exercises

1. Review '**4. Analyze'** above. It is highly recommended that you put yourself through the 'Analyze' process and answer all the questions to analyze the use of your time and how you manage priorities. You cannot change what you do not manage and you cannot manage what you do not know.

2. Read the following article to gain further insight how to keep from wasting time in nonessential activities like email and repetitive social networking tools.

Reference Article: *Stop Focusing on the Symptom*

Daniel Markovitz is a consultant who teaches at Stanford University's Continuing Studies Program and the Fisher School of Business at Ohio State University. He can be reached at editor@clomedia.com*. Accessed January 22, 2012.*

What's so wrong with e-mail? One might think that the solution is better e-mail software. But if software were the solution, between Xobni, Gmail's Priority Inbox, the latest incarnation of Outlook and all the other e-mail tools on the market, no one would complain about the deluge of e-mail, and everyone would be able to manage their time well.

When it comes to e-mail, we focus on the symptom, not the disease. You can organize, sort, file, color-code and prioritize your e-mail to within an inch of your life, but if you're buried under an avalanche of incoming messages, that's not going to help. If there's any hope for rescue from the tyranny of the inbox, the solution will have to address the root causes.

There are three organizational root causes for the current unsustainable e-mail situation:

1. A lack of differentiation between levels of urgency.

2. Rewarding face time – appearing to be productive over real production.

3. A lack of (or simply unrealistic) e-mail response time agreements.

Addressing these three root causes will reduce the toll e-mail takes on workers and enable them to spend more time focused on value-creating activities.

Where's the Batphone?

In the old Batman TV series, Commissioner Gordon had a special red Batphone that he could use to summon the caped crusader in an emergency. Doctors carry pagers — the real-life equivalent of Batphones — when they're on the job or on call. The purpose, of course, is to provide a special, high-priority communication channel for truly urgent issues.

At most companies today, however, all communication is crammed through the same communication channel. Whether it's a crisis with a key customer or leftover birthday cake in the break room, the messages all go through e-mail.

There should be an agreement about which channel to use, and for what purpose. For example, a policy could be made that urgent issues should only be communicated face-to-face, by phone or perhaps through text message or IM. If people know that urgent issues aren't coming through e-mail, they don't feel the need to check their inbox every time a new message arrives.

E-mail: the New Face Time

Many organizational cultures place a premium on face time over actual productivity. When an organization is spread over multiple locations, face time is most easily expressed by writing and sending e-mails at all hours and often to people who often have no need to receive the mail. The desire to show that one is working is what lies behind e-mails sent to large groups of people only tangentially involved with the issue at hand. It's also behind the infuriating "reply-to-all" emails that plague workers like electronic locusts.

What's needed is an environment that evaluates people based on their creation of value, not their creation of e-mail. Performance evaluations, despite their flaws, can be effective in helping people focus on what's important. With clear measures of what's supposed to be done, workers will be liberated from the mindless generation of pointless e-mails.

Unrealistic Expectations

Just because people can send e-mail instantly doesn't mean they ought to respond instantly. Unfortunately, many organizations haven't set clear expectations for response time to e-mail, leaving workers feeling as though they should respond to each e-mail upon arrival. The constant switching between a task and e-mail leads to a decline in effectiveness.

The vast majority of the time, the sender of an e-mail needs a predictable response, not an instantaneous one. (That's what the Batphone is for!) Organizations need to set e-mail response time agreements that are sustainable and support effective work habits.

It's Not About Time Management. It's About Culture Change

Time management training does, of course, have value. People often don't know how to manage themselves effectively, or how to use their tools (e-mail, smart phones, office software, etc.) effectively. Training them in basic time management principles and advanced software functions can be helpful. However, that training will have only limited impact unless organizations change their own cultural norms and expectations. Without that change, time management training really is just a waste of time.

Multitasking is a hot topic for researchers and practitioners alike. However, there are different perceptions of what multitasking actually entails. Researchers focus on the human brain's ability to multitask, while practitioners focus on the impact of multi-tasking the workplace. The dichotomy that comes into play is whether multitasking is performing more than one task simultaneously or toggling back and forth from one task to another.

Let's take a look at what the dictionary tells us about the meaning of multitasking:

Merriam-Webster Dictionary defines it as: *The performance of multiple tasks at one time*

Wiktionary.org defines it as: *The act of undertaking more than one task at one time*

Dictionary.com defines it as: *To work at several different tasks simultaneously*

Now, with our mutual understanding of multitasking, let's look at some facts about multitasking.

First, the human brain is not capable of performing more than one task at the same time. There are several studies that debunk this common myth.

Second, people can *manage* tasks and goals simultaneously. Productivity is obviously impacted when you are rapidly switching back and forth between tasks. However, research indicates that the brain can be trained to do so efficiently and effectively. Note that this is not the act of actually completing two tasks at the same time, but rather the ability to keep tabs on the tasks and toggle back and forth, as needed. The ability to juggle tasks and identify priorities can be beneficial to management and organizational systems.

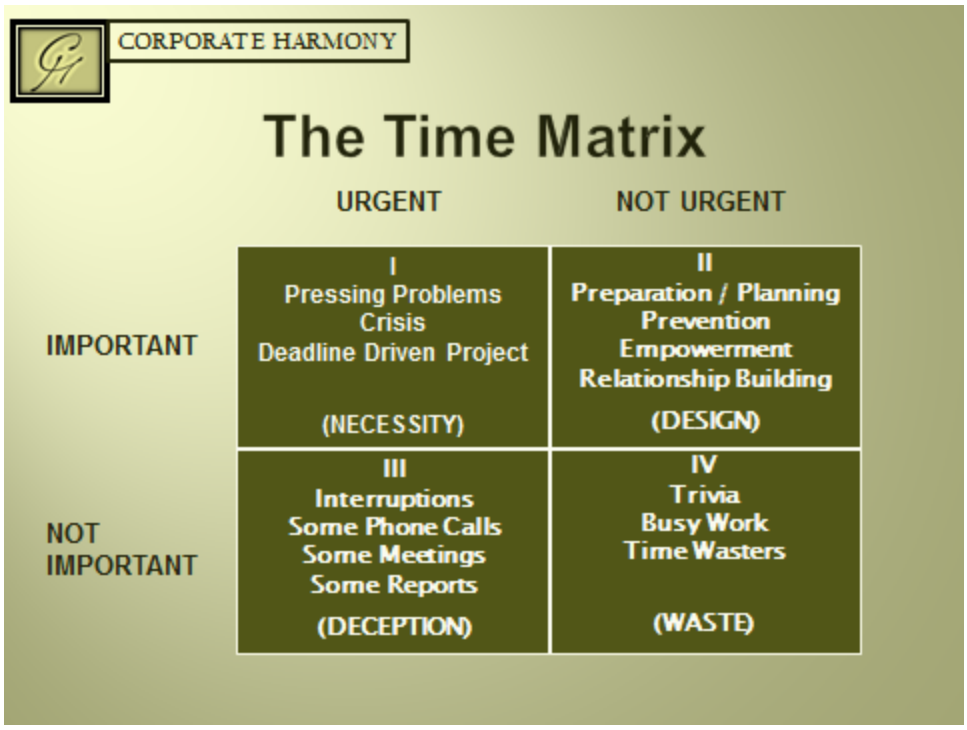
Third, technology typically serves as a distracter, not an enabler. As workers, we are overloaded with information and communication because of technology. Our tendency to tend to each email, IM or Twitter notification as it pops up is merely a distraction from performing the task at hand; it is not a means to multitask.

Last, age plays a role in the brain's ability to manage tasks. A study conducted by Vanderbilt University showed that the brain could be trained to process and respond to information, especially if done so at a younger age. The University of California at San Francisco (UCSF) researched the aging brain with regard to working memory, finding that older adults (average age of 69) have more difficulty in maintaining working memory than younger adults (average age of 24). This study also indicated that older adults could train their brain to utilize their working memory more efficiently.

The pool of empirical data about how the brain functions will continue to grow, especially as we continue to evolve as humans and depend on technology. In the meantime, you can concentrate on your *task-management* skills and forget about *multi-tasking.*

References:

1. *Copyright © 2011 The WALK THE TALK Company, All rights reserved. Accessed October18, 2011*


CORPORATE HARMONY
The Time Matrix
URGENT
NOT URGENT
IMPORTANT
NOT IMPORTANT
I
Pressing Problems
Crisis
Deadline Driven Project
(NECESSITY)
II
Preparation / Planning
Prevention
Empowerment
Relationship Building
(DESIGN)
III
Interruptions
Some Phone Calls
Some Meetings
Some Reports
(DECEPTION)
IV
Trivia
Busy Work
Time Wasters
(WASTE)

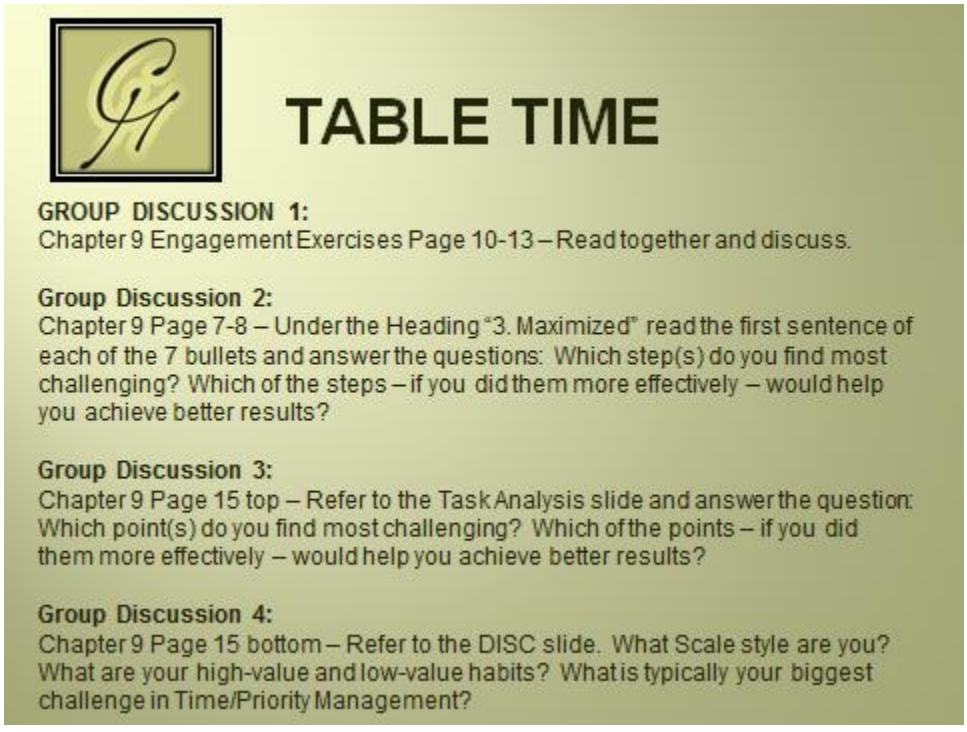
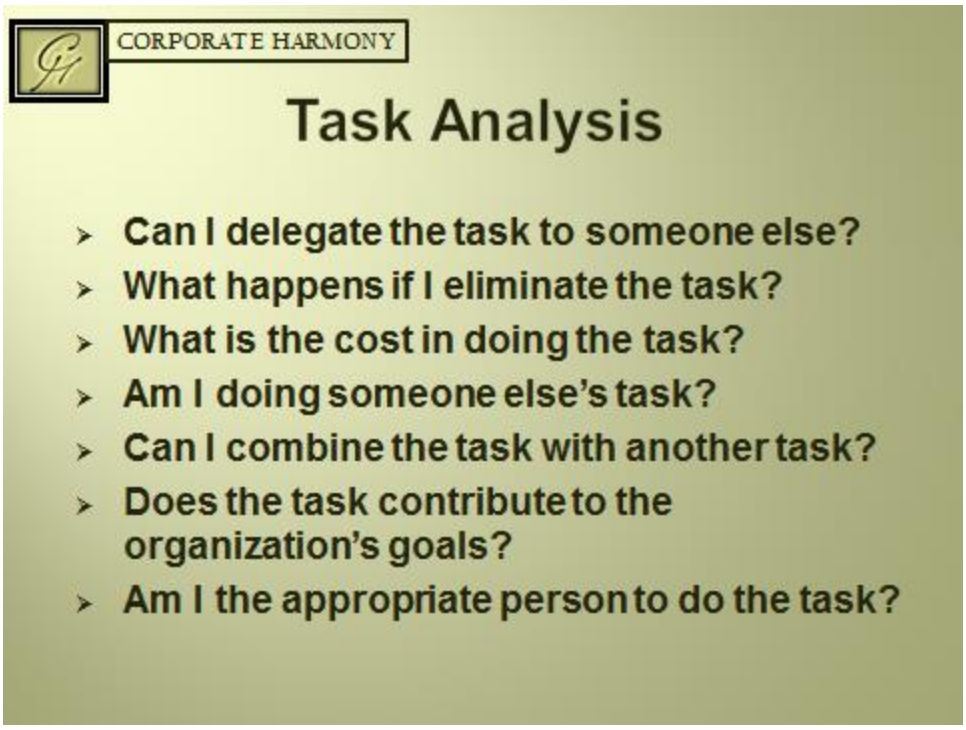
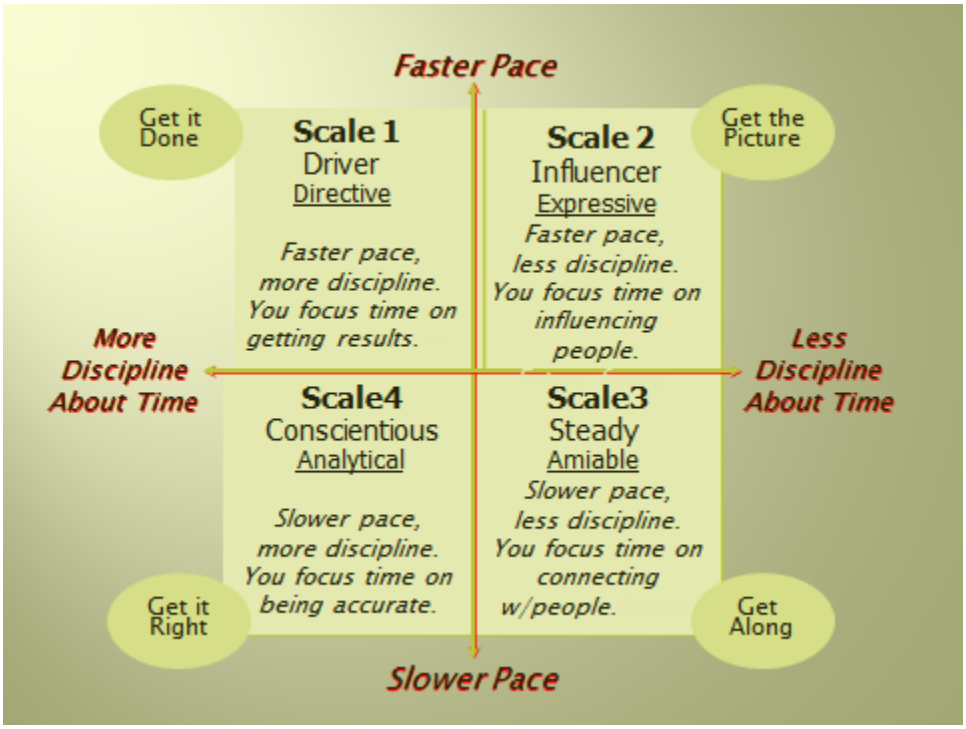


TABLE TIME
GROUP DISCUSSION 1:
Chapter 9 Engagement Exercises Page 10-13 – Read together and discuss.
Group Discussion 2:
Chapter 9 Page 7-8 – Under the Heading "3. Maximized" read the first sentence of each of the 7 bullets and answer the questions: Which step(s) do you find most challenging? Which of the steps – if you did them more effectively – would help you achieve better results?
Group Discussion 3:
Chapter 9 Page 15 top – Refer to the Task Analysis slide and answer the question: Which point(s) do you find most challenging? Which of the points – if you did them more effectively – would help you achieve better results?
Group Discussion 4:
Chapter 9 Page 15 bottom – Refer to the DISC slide. What Scale style are you? What are your high-value and low-value habits? What is typically your biggest challenge in Time/Priority Management?


CORPORATE HARMONY
Task Analysis
Can I delegate the task to someone else?
What happens if I eliminate the task?
What is the cost in doing the task?
Am I doing someone else's task?
Can I combine the task with another task?
Does the task contribute to the organization's goals?
Am I the appropriate person to do the task?


Faster Pace
Get it Done
Scale 1
Driver
Directive
Faster pace, more discipline. You focus time on getting results.
Get the Picture
Scale 2
Influencer
Expressive
Faster pace, less discipline. You focus time on influencing people.
More Discipline About Time
Less Discipline About Time
Scale4
Conscientious
Analytical
Slower pace, more discipline. You focus time on being accurate.
Scale3
Steady
Amiable
Slower pace, less discipline. You focus time on connecting w/people.
Get it Right
Get Along
Slower Pace

NOTES

NOTES

NOTES

10 Connection

Effective Communication Skills

Regardless of the size of your organization – whether it's a large corporation, a small company, a home-based business, or even your own family – you need effective communication skills if you want to succeed. The art of communication is the language of leadership. ~ James Humes

Improving the technical performance of your organization requires improving the behavioral performance of the people of your organization. Simply stated, conforming behaviors within a collaborative culture really matters. It is the difference maker for performance. A commitment to a culture of performance excellence requires system wide integration among the three key elements of connecting with people:

- Effective communication
- Cooperative attitudes
- Integrated teamwork

Do you know what activity you engage in the most as a leader or a team member? It is communication! Combine all the time you spend making and returning phone calls, sending and responding to e-mails and text messages, writing notes, memos, and reports, meeting with co-workers, customers, and vendors, making presentations, and the like, and you'll probably find that 70-90% of your total working hours involve some form of communication.

Communication is essential to everything you do in life. It is simple -- you cannot be an influential leader if you cannot communicate well. Effective communication begins or ends all forms of collaboration in our individual work environments. Yet, we have multiple excuses for

not improving our communication skills. Communication expert, Bob Biesenbach states, "In over 25 years of professional life, I've heard every excuse there is for not making communication a priority in an organization. And I've heard them from every source: indifferent leaders, risk-averse lawyers, sluggish communication departments—you name it."

The Excuse Trap

Here are some of the most common excuses for disrupting effective communication or sustaining ineffective communication. You have probably come across these in your own organization. Maybe you have even used them yourself a time or two. Here is why they are a hindrance to performance and how you can overcome them.

1. *We can make it better*

   Do documents and publications in your company routinely get caught in a perpetual churn cycle, where people offer endless edits that add little in the way of real value? That may be the sign of a dysfunctional organization. After all, if people are fussing over every detail of a speech or Web page for weeks or even months, how are they handling the really big decisions?

   These so-called perfectionists mistake changes for improvements and activity for action. So, tighten the review circle, identify the bottlenecks, and cut them out of the process. Enlist a high-level ally if necessary. Enforce quick deadlines, demand fast turnaround on approvals, and use the old, "If we do not hear from you by [x date/time], we will assume it's OK to go forward."

2. *We don't have all the information*

   When do we ever enjoy the luxury of having *all* the necessary facts at hand? Even in an age where the information spigot is wide open and

always gushing data, it's a rarity.

So don't bother waiting. Come to terms with the fact that just about anything you communicate these days is out of date the instant you say it, send it, or post it. The best you can do is to tell people what you know, when you know it, and promise to get them the rest of the information as soon as you get it. Silence is not a good alternative. Gossip abhors a vacuum and will always fill a silence gap.

3. The lawyers won't let us

Let me share a secret: A lawyer's words are an opinion. It may be a well-informed opinion, or not. Either way, it's that one lawyer's view based on his or her interpretation of the facts and the law—*and* his or her personal tolerance for risk.

Some lawyers are more conservative than others. Some have been burned badly by loose-lipped public relations people. Some are just too busy to deal with it. Some are absolutely correct. But you'll never know unless you push them a little. Sit down and negotiate. Start from the perspective of "what can we say" instead of "what can't we say." Don't accept "no comment" for an answer.

4. They'll ask a question we can't answer

So? Get over the fear of being labeled uninformed or out of the loop just because you can't answer a question. Nobody is expected to know everything, and those who try create nothing but aggravation for themselves and those around them.

Here's a simple answer for any situation in which you are unsure: "I don't know." Deliver it without apology or shame, and people will admire your self-confidence. What a delightful contrast to those who regularly demonstrate that they, too, don't know—only with 20

times the words. Of course, “I don’t know,” should be followed quickly by, “But I’ll find out and get back to you.”

5. They’ve already been told

Have they really? How and by whom? And if they have been told, do they understand? Don’t assume. We all know that a message requires lots of impressions before it sticks, but many leaders need to be reminded of this fact.

People often have a blind spot when it comes to their own communications. They can’t bear the thought that people aren’t hanging on their every word. So, one email or presentation or Web posting won’t cut it. It has to come through multiple channels and sources.

Worried about sounding repetitive or people getting bored? Honestly, we should be so lucky to get that level of attention. It's important to over-communicate, because people tend to under-listen.

6. We don’t have time

Lack of time, of course, is the mother of all excuses, and it’s certainly not exclusive to communication. The fact is we make time for the things that are important. If someone isn’t taking the time to communicate, they don’t consider it a priority.

Or as Lao Tzu, the ancient father of Taoism put it: “Time is a created thing. To say ‘I don't have time,’ is like saying, ‘I don't want to.’” Make the time to communicate. And don’t let fears, assumptions—or lawyers—get in the way.

We Cannot Over Communicate

Can we place too much emphasis on the need for open and effective communication? There are entire books, lectures, and even professional organizations dedicated to researching and improving overall communication in the workforce.

What all this attention on communication says to us is 1) it is critical to individual and organizational performance and 2) we all still struggle with open and effective communication. As stated previously, "the key predictor of organizational performance is individual leader behavior," so too it follows that the effectiveness of a leader's behavior is demonstrated in how that leader chooses to communicate with peers, colleagues, and front line staff.

Communication connects you to or disconnects you from customers, clients, co-workers, prospects, as well as family and friends. The quality of your personal and professional relationships is profoundly affected by your ability to communicate effectively.

The challenge in creating effective communication is to improve your behavioral competency to better understand the message that you actually want to communicate as the sender while adapting to the behavioral style of your intended receiver.

Making the Connection

Communication is about connecting with people. Despite our best intentions, we do not always hear what is said, and we do not always say what we mean in a way that will be easily understood. As a result, we do not always make the connection.

"What we've got here is a failure to communicate," says the captain in the Paul Newman classic film, *Cool Hand Luke*. This quotation articulates

the communication challenges endemic in most organizations and health care particularly. The Joint Commission's 2011 National Patient Safety Goals (NPSG) for hospitals include effectiveness of communication among caregivers. This communication goal is one of the original goals beginning with the first list of NPSG published by The Joint Commission indicating that sharing and coordinating critical information continues to be problematic and an area for improvement for many accredited institutions.

The purpose of communication is to get your message across to others clearly and unambiguously. The greatest obstacle to communication is the illusion that it has taken place. We think what we say is clearly understood by others only to find out later that others really do not have a clue what we intended.

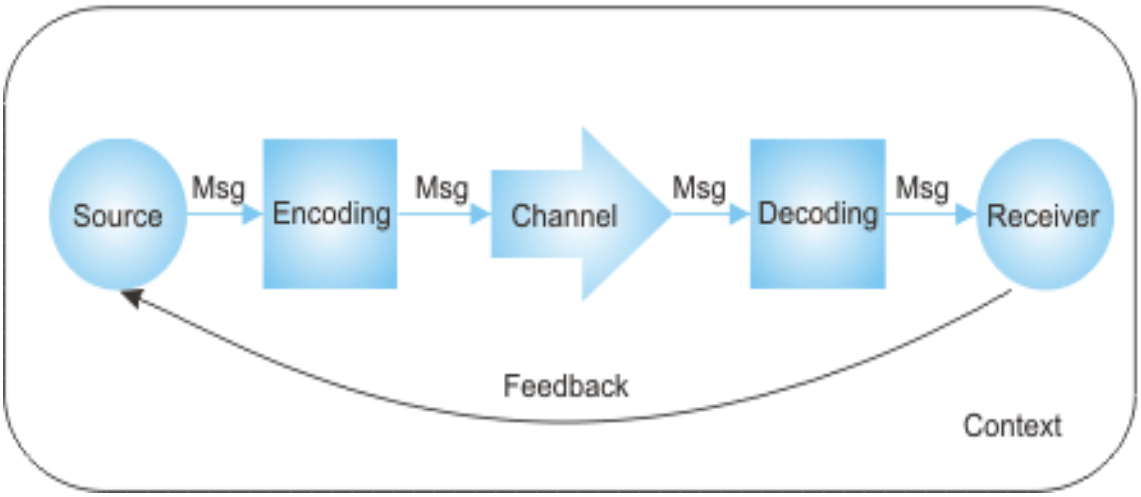
Communication is very challenging because there are so many moving parts and so many opportunities for misinterpretation. Avoiding these problems requires effort from both the sender of the message and the receiver. And it's a process that can be fraught with error, with messages often misinterpreted by the recipient. When this isn't detected, it can cause tremendous confusion, wasted effort and missed opportunity.

In fact, communication is only successful when both the sender and the receiver understand the same information as a result of the communication. By successfully getting your message across, you convey your thoughts and ideas effectively. When not successful, the thoughts and ideas that you convey do not necessarily reflect your own, causing a communications breakdown and creating roadblocks that stand in the way of your goals – both personally and professionally.

Communication barriers can pop-up at every stage of the communication process (which consists of **source** (sender)**, encoding** (message)**, channel, decoding, receiver, feedback, and context** – see the diagram below). These barriers have the potential to create

misunderstanding and confusion. To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, well-planned communications.

The Communications Process



Four Steps to Effective Communication

Your ability to communicate and connect with others is determined by how effectively you do four things.

1. Care deeply
2. Listen carefully
3. Communicate your message effectively
4. Adjust your behavior style appropriately

If you are an executive or manager

- The four steps of communication are essential for connecting with people and teams. People respond to leaders who care, listen, and communicate a clear and consistent message. People respond to leaders who are flexible in adjusting their behavior style. People resist leaders who don't seem to care, don't listen, don't communicate clearly, and who have an inflexible style.

If you are on a team

- Effective teams have people who collaborate by caring, listening, communicating, and flexing their style in order to work together to achieve a common goal.

If you are in sales

- The four elements are critical for winning the hearts of customers. People buy from people they trust. The salesperson that cares, listens, communicates effectively, and adjusts his/her style will be in the best position to win the sale.

If you are in customer service

- Providing customers with an exceptional service experience is determined by your ability to care, listen, communicate, and adjust your response to each customers particular needs and situation.

If you are married

- A healthy marriage is built on the foundation of caring, listening, communicating and adjusting.

If you have children

- The four elements are essential for connecting with kids. Children need and want parents who care, listen, communicate, and are flexible in adjusting their style.

Four Steps in Action

Step #1. Care Deeply

Caring is the ultimate connector because it creates an emotional connection with people. People don't care how much you know until

they know how much you care. People remember you not because of what you say, but because of how you make them feel. Remember that caring is not always a feeling – sometimes it is a choice. Caring is a value based decision, not an emotion based decision.

Here is the key to caring: Find out what is important to the other person and make it important to you in a way that they can feel it. The first task is to be interested, not interesting. Ask yourself: "what is important to this person? What does the situation feel like from this person's perspective?" Each behavior style has its own particular level of empathy associated with it. Styles 1 (Driver) and 4 (Analytical) will have to pay closer attention to balancing their focus from an emphasis on tasks to paying attention to people.

Step #2. Listen Carefully

Listening is about discovery. It is one of the most important ways of connecting with others. If you don't listen, you cannot communicate effectively. Listening is essential to making a positive connection with people. People do not always want or need to be agreed with; they do want to be heard and understood. Understanding occurs at the intellectual level (a person believes you understand what they are saying), and at the emotional level (a person believes you understand what they are feeling). Behavioral style 2 (Expressive) people must focus on listening more carefully as they tend to talk more and listen less.

Caring guides the way you listen. When you lack a caring attitude, you don't listen for all the facts and feelings. You listen selectively. You listen for what you want to hear. You listen for things that defend your position and weaken the other person's position. You listen from your perspective, not the other person's perspective. When you lack a caring attitude, your focus is on yourself and not on the person with whom you are trying to connect.

Listening is a mental discipline. Listening challenges are often caused by decreased attention levels (another tendency for behavior style 2-Expressive people) and increased stress levels. When you are distracted or not fully tuned in to another person and their message, you are apt to miss the intended meaning. The mind processes information at the about 400-600 words per minute, but the average speaker sends 125-150 words per minute. The differences in speed often cause our mind to drift away from listening. To improve your listening, use the FOCUS technique below:

Focus on the person. Set aside your agenda and your ego. Try to understand their perspective and particular situation. Find out what is important to that person and make it important to you.

Observe verbal and non-verbal signals. Note the person's facial expression, body language, and tone of voice. Pay attention to what the person is saying.

Clarify and verify to make sure what you are hearing is what the other person is saying. Ask great questions. Stop occasionally and summarize.

Use body language that says "I am listening and I care." Maintain appropriate eye contact. Don't fiddle with your hands or with pens or pencils. Vary your body posture during the discussion; sit up to signal alertness; lean forward to signal interest; sit back to signal reflection and a relaxed attitude.

Seek to understand facts, feelings, and assumptions.

Step #3. Communicate your Message Effectively

When you send a message - whether by speaking, writing, or other methods – you are trying to convey a particular meaning. You want the listener to hear, understand, and respond to your message and its meaning. You want to connect.

Here are some tools, tips and techniques for communicating your message effectively.

- Be prepared. Know what you want to say. Organize your thoughts and ideas.
- Be clear, be concise, and be compelling.
- Think before you speak. Smart people know what to say. Wise people know ***whether*** to say it and when to say it if they do. This includes electronic forms of communication including emails and text messages.
- Manage your behavioral responses. Mismanaged behavior creates distorted messages. Manage your emotional process:

  Focus> Feelings> Energy> Action

  Choose not to communicate when you are in a high or low negative emotional state. (Refer to chapter six on how to manage emotions.)
- Pay attention to how you communicate verbally, vocally, and visually:

  - *Verbal*: use words that communicate, illustrate, and motivate. What messages you are sending with your words? Mark Twain: "The difference between the right word and the almost right word is the difference between the lightning and the lightening bug"

  - *Vocal*: manage the inflection, tone and volume of your voice. What message are you sending with your tone of voice?

- *Visual*: engage with eye contact, body language, and facial expression. What message are you sending with your body language and facial expression?

- Eliminate audible pauses and verbal fillers such as “ah”, “um,” “you know,” and “like.” Be comfortable with silence. Learn the power of the pause.

- Listen as you communicate. Observe non-verbal responses.

- Check for understanding. Ask confirmation questions.

- Practice, practice, practice! Record yourself and listen to the playback. Get video-taped and watch the playback. There is no better way to get feedback about your communication strengths and weaknesses than to watch and listen to yourself deliver a message.

Step #4. Adjust Your Behavior Style

Effective communication requires that you learn to adjust and adapt the communication strengths and weaknesses of your behavior style. Key communication disconnects are frequently behavior style related. Each behavior style has its own unique way of communicating and connecting.

As you recall from behavior principle number four (self-awareness and your social/behavior style), your level of self-awareness in knowing your own style, the styles of others, and flexing these styles in all the various modes of communication is essential to clear and concise understanding , execution, and performance. Remember this – your behavior style affects all four elements of communication – how

you choose to care, to listen, the way you convey your message, and how you choose to flex and adapt to the styles of other people.

Summary

Communication, at a minimum, requires the exchange of thoughts, information, ideas and opinions. Communication is a necessary and essential element of collaboration and connection. It is a key characteristic of high performing organizations. It is impossible to drive and sustain performance without consistent, effective communication.

It is equally as difficult to create and sustain a highly integrated team without the same commitment to consistent, effective communication. Improving communication begins with improving our behavior. The challenge is clear. Without immediate and consistent improvement in communication, efforts to create collaborative cultures of performance excellence will continue to fail.

Collaborative teams are the performance driver of choice in today's high performing organizations. The most difficult and important issue confronting the leadership of any organization is do we have the belief (conviction), the resolve (convincing), the will (compelling), the behavior (conforming), with the right people, to become a collaborative organization. Collaboration often becomes the prey of current culture expressed in current organizational politics and the status quo of "how we do things around here." Effective communication, cooperative attitudes, and integrated teams result in collaborative diagnostic efforts essential to achieving the highest levels of performance in any organization.

Engagement Exercises

1. Do you believe you currently possess the behavioral skills essential to creating and working within a culture of collaboration?
    - Do you have a tendency to seek out opportunities to work within a group? If no, why not?

      _____

      _____

      _____

    - Are you comfortable with shared decision making or do you prefer to make independent decisions?

      _____

    - Are you aware of your behavioral/social style and its impact on your willingness and preferences to work with others or "go it alone."

      _____

    - Can you imagine the power of possibility and potential of creating a culture of collaboration and its impact on improving patient safety, quality, service, and financial performance? What advantages can you see for your team if you adopted a more collaborative approach?

      _____

      _____

      _____

2. Are you prepared to work in relationships with other people? Stanley Allen wrote, "The most useful person in the world today is the man or woman who knows how to get along with other people." Not everyone in current leadership positions has the skill to create and sustain healthy relationships. Consequently they lack the skill to create collaborative cultures.

- Have you ever considered whether you are a person regarded by others as someone who knows how to get along with other people?

  _____

- Do you find yourself in the midst of conflict and strife as a regular daily occurrence? If so, why?

  _____

  _____

  _____

- Have you ever considered yourself a person who struggles with interpersonal relationships?

  _____

- Are you ready to learn and apply fundamental principles to overcome relational blind spots that are impacting on your personal and organizational performance? What would it take for you to be more open in developing effective relationships?

  _____

  _____

  _____

3. John Maxwell said, "Our ability to build and maintain healthy relationships is the single most important factor in how we get along-in every area of life."

   - Have you ever taken time to consider your greatest moments of success and failure? Did you ever consider that your moments of success were relationship dependent? Did you ever consider that your failures were too?

     _____

     _____

     _____

   - Have you ever considered evaluating your performance as a leader based on your level of effective relationships with

peers and subordinates? Have you ever considered how the effectiveness of those relationships is impacting your personal performance and the performance of the organization? Have you ever given anyone permission to provide you feedback on the effectiveness of your relationships? If yes, what did the person tell you?

_____

_____

_____

Did you change anything about your behavior as a result of the feedback?

_____

- The growth and development of people is arguably the greatest responsibility of leadership. Are your people following you? When you have an idea how hard is it for you to get your idea across to others and get them onboard with supporting change?

_____

_____

_____

- Do you find yourself isolated from others and having to "go it alone" to get things done and make things happen? If yes, why do you think that is the case?

_____

_____

_____

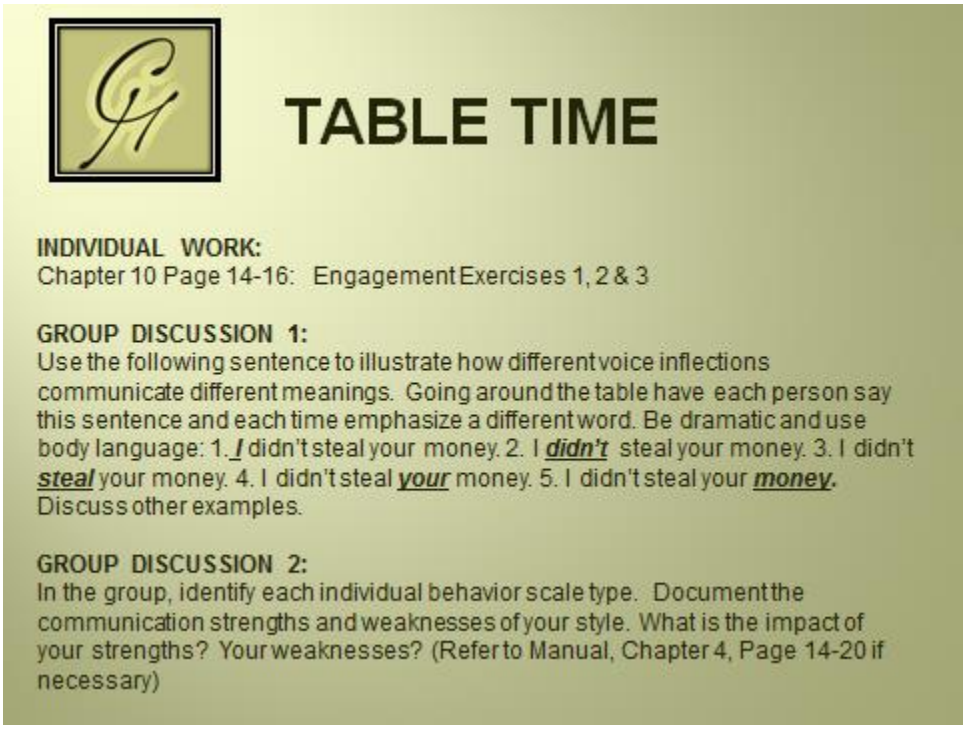
- What could you change about yourself to create a more cooperative and collaborative working relationship with your team members?

_____

_____

_____

Effective communication skills require a high level of self-awareness, the duty of influential leaders. By understanding your personal behavior style of communicating, you will go a long way towards creating positive and lasting impressions with others. By becoming an effective communicator, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success and becoming a difference maker for your organization.



NOTES

NOTES

NOTES