

Welcome!

Thank you for considering the Living As A Leader Leadership Development Series for your leaders.

This guide includes a one-page executive summary for each of the workshops in our Series. You may notice that Workshop #12, Lead By Design, is not included in this guide. This particular workshop is a culmination of the 11 workshops in the Series that precede it, hence we have no guide.

In addition to reading the executive summaries for each workshop, we would like to ensure that you have subscribed to a 30-day trial of our Living As A Leader Mobile App and watched this two-and-a-half minute overview video.

To advance to a particular executive summary, click on the links below, or simply scroll through the guide:

- Seven Most Common Mistakes Leaders Make
- Be A Great Coach
- Communicate by Design
- Understand Your Leadership Style
- Create a Culture of Employee Engagement
- Maximize Performance 365 Days A Year
- Support Yourself and Others Through Change
- Resolve Conflict
- Create Productive Meetings
- Solve Problems, Make Sound Decisions
- Focus Your Team
- Lead By Design (No summary for this workshop)

Executive Summary

The Seven Most Common Mistakes Leaders Make

Introduction: Our experience has been that great leadership is very difficult to come by. And yet, the number one contributor to a talented employee's job satisfaction is their relationship with their immediate boss.

An effective leader engages other people to deliver desired results. As leaders, we need to balance two key elements – **Accountability** for results and **Inspiration** of people.

Three key models are introduced in this workshop:

1. **The Box of Life** provides a great visual reminder that everyone comes from a different place and everyone's box is different. It's not about you. Take time to ask and listen *first*; then you've earned the right to talk. Our own expectations, based upon our life experiences, may lead us to judge others. You must stop and think before you judge.
2. **Integrity:** Leaders need to define their values in this role and then demonstrate integrity by ensuring alignment between values and actions.
3. **Giving feedback:** Leaders need to give feedback much more often than they commonly do. This is one of the leader's most underutilized skills. Employees at *all* levels (including senior leadership) wish for more feedback – both positive and redirective!

The Seven Most Common Mistakes We See

1. **Avoidance of key issues** – The number one response to a difficult situation is avoidance. Many leaders are not equipped to address key issues.
2. **Too much negative (disrespectful) feedback** – This point has a bit of a semantics issue. Negative feedback is not the same as redirective feedback. Much of the focus on negative feedback is rooted in reactive human behavior.

3. **Absence of positive feedback** – Without a deliberate mindset about positive feedback, leaders just don't think about this. The vast majority (98%) of employees report that positive feedback motivates them to work harder.

4. **Disrespectful treatment** – Many leaders are at risk of behaving disrespectfully when under pressure, especially toward employees who have less power. This is usually not intentional; humans have a built-in physiological "fight or flight" response to stress.

5. **Imbalance of accountability and inspiration** – Leaders are innately wired either to lean toward the accountability of getting work done or toward inspiring, motivating and fulfilling people *while* getting work done. We help leaders balance the scale by introducing skills necessary to execute the other half of the equation and to recognize that this will feel uncomfortable.

6. **Doing, not leading** – Almost all leaders are former high-performing individual contributors. Most leaders place high value on getting things done. At the same time, many leaders do not know what's involved in the day-to-day responsibility of leading others. It becomes easy to default to their own to-do lists.

7. **Lack of humility** – Our key message: once you've become a leader, "It's not about you."

Summary: This session focuses on helping leaders make a shift from self-centered to other-centered thinking. It helps leaders become more mindful of how they treat employees while getting the work accomplished.

Executive Summary

Be a Great Coach

Introduction: Coaching has become an increasingly popular and important leadership skill for developing people and maximizing their performance. This workshop provides leaders with a comprehensive understanding of coaching, and it equips them with a versatile process for coaching for growth and development.

Payoff: Participants will:

- Explore coaching as a highly effective “style of communication” for leaders
- Understand how and why coaching works
- Examine two different types of coaching (Coaching for Growth & Coaching for Improvement)
- Practice foundational communication skills for great coaching
- Learn a process for effectively coaching their teams and others for growth and development

Coaching is...the art and practice of using dialogue to shape, guide and grow another’s performance.

Coaching for Growth: To raise performance to higher levels through *learning, developing* and *expanding capability*.

8 Key Principles for Great Coaching:

1. Facilitate a **balanced, two-way conversation**
(rather than doing all or most of the talking)
2. Explore the **other person’s perspectives**
(rather than thinking you hold all the answers)
3. Focus on **asking questions**
(rather than on simply telling answers)
4. Create a **non-threatening environment**
(rather than overemphasizing power, authority, or right and wrong)
5. Believe that **others can change** their behavior
(rather than thinking others are “fixed” or hopeless)
6. Focus on **future potential**
(rather than on past mistakes)
7. Forge **agreements** regarding action
(rather than leaving next steps vague or assumed)
8. **Coach continually**
(rather than only at “special” times)

Coaching for Growth Process

INVITATION <i>I have something I’d like your help with. What’s a good time for you to talk for about ____ minutes?</i>	
↓	
1. WELCOME • Show thanks • Connect • Verify time	<u>Sample Language</u> <i>Thanks for meeting with me. How are you doing? (Listen.) Is this still a good time?</i>
2. SET THE STAGE • State the topic and your <i>positive intent</i> • Outline the discussion • Get reaction	<u>Sample Language</u> <i>I want to talk about (topic)... because.... I’ll briefly share some background, then I’d like to hear your thoughts. How does that sound?</i>
3. STATE THE FACTS • Briefly share background info • If none, go to Ask a Key Question	<u>Sample Language</u> <i>Here’s the situation....</i> (Keep background brief – get to the key question to create dialogue)
4. ASK A KEY QUESTION • Hand over “The Ball”	<u>Sample Question</u> <i>What are your thoughts about...?</i>
5. ASK & LISTEN • “Peel the Onion” by asking questions to understand (?) • Add your perspectives only as needed (F) • Ask about options for moving forward (?) • Add your thoughts about options (F)	<u>“The Conversation Box”</u> <i>Tell me more about.... What’s an example of...? What else? Help me understand....</i> <i>How do you want to approach this? What might be our next steps? What do you need from me?</i>
6. GAIN AGREEMENT • Verify new or modified actions/goals/behaviors • Collaborate on time-lines and follow-up • Summarize agreement	<u>Sample Language</u> <i>It sounds like you will/I will.... Am I correct about that? What timelines and follow-up can we establish? To make sure we’re clear, you will.... I also will.... Is there anything I missed?</i>

Executive Summary

Communicate By Design

Introduction: Many leaders find it challenging to coach effectively when employees or other fall short of expectations. This workshop provides leaders with a proven, versatile coaching process for conducting a firm yet respectful conversation to help people get back on track.

Payoff: Participants will:

- Learn how to confidently and competently “Coach for Improvement”
- Examine common pitfalls when coaching for improvement and how to overcome them
- Learn how to “State the Facts” clearly, directly and respectfully
- Practice and apply a six-step coaching process

Coaching is...the art and practice of using dialogue to shape, guide and grow another’s performance.

“Coaching for Improvement”: To raise performance to the level of an expectation by *clarifying, aligning* and *creating accountability*.

How to Overcome Common Pitfalls when Coaching for Improvement:

- **Avoid making assumptions** about the situation before talking to the person
- Keep your **emotions in check**
- **Consider the other person’s environment** and Box of Life
- Consider how **you might be contributing to the problem**.
- Keep in mind that **most people want to do well**.
- Remember: Your role as a leader is to **help other people succeed**.
- Be **clear, direct and factual** during the conversation.
- Be **respectful and kind** during the conversation.
- **Ask questions and listen**.

“Coaching for Improvement” Process

INVITATION <i>I’d like to meet with you for about ____ minutes sometime today. What time is best for you?</i>	
↓	
1. WELCOME • Show thanks • Connect • Verify time	<u>Sample Language</u> <i>Thanks for meeting with me. How are you doing? (Listen.) Is this still a good time?</i>
2. SET THE STAGE • State “concern” • Outline the discussion • Get reaction	<u>Sample Language</u> <i>I have a concern about something. I’ll briefly share my concern, then I’d like to hear your thoughts. How does that sound?</i>
3. STATE THE FACTS • Briefly share <i>factual observations</i> (actual behavior) • State <i>the expectation</i> (desired behavior)	<u>Sample Language</u> <i>I’ve noticed....</i> <i>The expectation is....</i>
4. ASK A KEY QUESTION • Hand over “The Ball”	<u>Sample Question</u> <i>What can you tell me about this?</i>
5. ASK & LISTEN • “Peel the Onion” by asking questions to understand (?) • Add your perspectives only as needed (F) • Share the <i>impact, consequence</i> and/or your <i>positive intent</i> as needed (F) • Ask about options for moving forward (?) • Add your thoughts about options (F)	<u>“The Conversation Box”</u> <i>Tell me more about.... What’s an example of...? What else? Help me understand....</i> <i>How do you want to approach this? What might be our next steps? What do you need from me?</i>
6. GAIN AGREEMENT • Verify new or modified actions/goals/behaviors • Collaborate on time-lines and follow-up • Summarize agreement	<u>Sample Language</u> <i>It sounds like you will/I will.... Am I correct about that? What timelines and follow-up can we establish? To make sure we’re clear, the expectation is that you will.... I also will.... Is there anything I missed?</i>

Executive Summary

Understand Your Leadership Style

Introduction: This workshop helps participants understand that leadership style greatly influences the ability to communicate effectively with others. Style awareness helps leaders understand the need for versatility in interacting with their own employees. It's critical for leaders to expand their communication style beyond their natural tendencies.

Process: This workshop applies the DISC Interpersonal Style Report to workplace situations. A key application in this model involves strengthening the leader's versatility when interacting with others of different styles.

Payoff: After completing this workshop, participants will:

- Understand the impact of different behavioral styles.
- Have an awareness of their natural style tendencies.
- Know how to accurately identify the styles of others.
- Increase awareness and tolerance of different behavioral styles.
- Apply specific strategies to work more productively with others.

The DISC Model: The DISC model divides the population into four basic interpersonal styles by using a four-quadrant model. The vertical axis identifies people as active/direct (louder, faster, interruptive, talkers) or inactive/indirect (slower paced, quieter, good listeners).

The horizontal axis identifies people as those who come to work to do a job – period – or those who consider people and relationships *while* working.

The Four Styles

Dominant Drivers are not highly relationship-focused.

- They drive toward results and get things done.
- They are efficient and to-the-point.
- They take risks and move quickly.

Tips for dealing with them:

- ✓ Do not chitchat unnecessarily.
- ✓ Be brief. Bottom-line your thoughts!
- ✓ Bring them options and likelihood for success.

Influencing Expressives sometimes talk too much and go off on tangents.

- They are creative and high-energy.
- They are good team players who bring fun to the workplace.
- They are visionaries.

Tips for dealing with them:

- ✓ Take a few moments to chat.
- ✓ Listen to their ideas.
- ✓ Don't bog them down with details.

Steady Amiables may work a bit too slowly or calmly for some.

- They are good listeners.
- They help minimize conflict.
- They work steadily toward results.

Tips for dealing with them:

- ✓ Show interest in them personally.
- ✓ Present your case in a non-threatening manner.
- ✓ Involve them and their opinions.

Compliant Analyticals may be too tied to details and take longer than you'd like.

- They are thorough and accurate.
- They provide details others may be too impatient to provide.
- They minimize risk of error.

Tips for dealing with them:

- ✓ Give them a reasonable amount of time.
- ✓ Encourage them in a respectful way.
- ✓ Do not be impulsive or disorganized.

Summary: This workshop gives leaders an opportunity to understand their predictable behavioral tendencies. It also introduces them to the other 75% of the population, who happen to be different but not wrong. The most critical outcome is that leaders understand the latter point and be willing to interact respectfully with others who are different from them.

Executive Summary

Create a Culture of Employee Engagement

Introduction: This workshop helps leaders understand the impact they have on employee engagement and introduces them to six strategies to create a culture of engagement.

Payoff: After completing this workshop, participants will:

- Understand the powerful link between employee engagement and business results.
- Know their own level of engagement and the current engagement level of their team.
- Be able to apply six strategies to create a culture of engagement.
- Have a specific action plan for improving employee engagement on the job.

An **engaged employee** is someone who:

- Is fully involved in and enthusiastic about their work.
- Focuses on their work efforts and overall productivity to benefit customers and advance the company.
- Feels a positive emotional attachment to the well-being and success of the company.
- Is committed, loyal and willing to do whatever they can for the company.

Here are the six strategies individual leaders can use to create a culture of engagement:

1. **Demonstrate Emotional Intelligence.**

Emotional Intelligence, as defined by Daniel Goleman, involves managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals.

According to Goleman, four major skills make up emotional intelligence:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

2. **Set clear expectations** so employees know what is expected of them and stay actively involved in setting their performance goals.
3. **Allow people to do meaningful and challenging work**, intentionally providing employees with opportunities to best utilize their strengths on the job.
4. **Listen to learn, not to respond.** Rather than listening to prepare a response, leaders need to ask questions that will help them learn and promote employee engagement.
 - What do you think?
 - What's your opinion?
 - How do you want to proceed?
 - What do you need from me?
5. **Be visible.** Proactively interact with direct reports as part of your daily routine. Create a visibility action plan!
6. **Reward and recognize contributions.** This goes a long way toward enhancing an employee's sense of belonging, appreciation and support.

Summary: According to Gallup, disengaged employees cost U.S. companies \$450-\$550 billion in productivity losses annually. In this workshop, leaders have an opportunity to assess their own and their team's level of engagement and gain insight on how to implement six strategies to be more effective at creating a culture of employee engagement.

Executive Summary

Maximize Performance 365 Days a Year

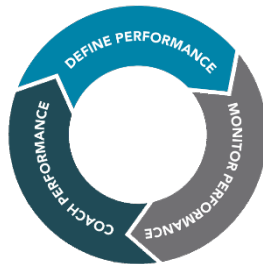
Introduction: This workshop provides participants with skills and techniques to enhance their effectiveness in maximizing employee performance, day in and day out. Participants explore three key components for maximizing performance and develop action plans to increase team clarity, motivation and effectiveness.

Payoff: After completing this workshop, participants will:

- Be familiar with the ongoing, interdependent activities needed to maximize employee performance 365 days a year.
- Understand how to define and clarify expectations and goals for performance.
- Know how to write SMART goals.
- Recognize the importance of establishing consistent monitoring strategies every day to ensure that employees are successful.
- Explore ways to apply coaching skills when reviewing and discussing performance.

Maximizing performance is a process, not an event. The three distinct elements of the leadership engine for maximizing performance are:

- Define performance
- Monitor performance
- Coach performance



Defining performance is a crucial first step in maximizing employee performance. It involves setting clear expectations and goals up front for greater results and employee success.

- What expectations do you have for your employees relative to conduct, attendance and performance?
- What key expectations would you list on an expectations charter?
- What specific performance goals must be set?
- How do you use SMART goals for success?

SMART goals ensure that goals are clear and well defined:

Specific
Measurable
Agreed upon
Realistic
Timed

Monitoring performance involves four critical activities:

- Observation
- Collection of data and feedback
- Check-in discussions
- Self-monitoring by employees

As part of monitoring, participants are encouraged to plan and enlist **documentation strategies** to use throughout the year. They are also encouraged to schedule **routine one-on-ones** with their team members. One-on-ones are formally scheduled conversations with employees that occur with a consistent cadence – weekly, bi-weekly or monthly.

Coaching performance enables leaders to help employees stay on track toward, and even develop beyond, their current levels of performance. Coaching works best when leaders coach continually – both as situations arise and at routine intervals throughout the year. Leaders who make the mistake of coaching only at review time lose valuable opportunities to grow and sustain employee motivation, engagement and performance.

Summary: A leader's chief responsibility involves getting results through others, and that is best achieved by taking intentional steps toward maximizing employee performance, 365 days a year. Defining, monitoring and coaching performance, routinely and continually, are the keys to success – for individuals, the team and the organization!

Executive Summary

Support Yourself and Others Through Change

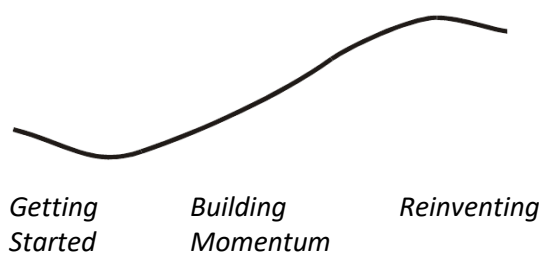
Introduction: Change is constant. Rationally, it makes sense: organizations are either changing or dying. Fundamentally, employees get it. So why is it so difficult to deal with the actual changes?

In this session, we help leaders (as leaders *and* as employees) understand the difficulties of change on an individual and an organizational level. This understanding helps leaders more effectively implement change within the organization.

Payoff: After completing this workshop, leaders will be able to:

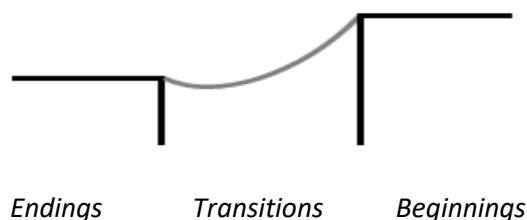
- Be familiar with the Rational Change Model as an illustration of why organizational change is necessary
- Identify current change-related challenges affecting you and your team
- Know the predictable human dynamics of change
- Be familiar with the Emotional Change Model and how to communicate during change
- Identify the four types of emotional resistance to change in yourself and others
- Prepare and conduct a change-related coaching conversation by using a six step **Coaching Through Change** planner

Rational Change Model



This model shows how an organization evolves. An organization gets started, then builds momentum, then reinvents. If it doesn't reinvent, it will eventually die. Participants have an opportunity to talk about organizations (or industries) that did not reinvent soon enough and others that have proactively reinvented their way of doing business.

Emotional Change Model



When something changes, individuals who are onboard with the change, who support it and are excited about it have crossed the bridge; they're in the Beginnings stage. Others hold on to the past – the comfort of what they've known, of what feels "right." They become entrenched in what we call the Endings stage, unable to move forward. A third group is in the Transitions stage, on the bridge between Endings and Beginnings. They may need more support or more information to fully make it across the bridge. The key is that they are working on it.

Predictable Emotions

People who are in the Endings or Transitions stages tend to resist change because it moves them away from their comfort zone. They typically respond with one of four emotional reactions:

ANGER – "They can't do this to me!"

SADNESS – "Why is this happening to me?"

FEAR – "This will not be good for me."

SELF-DOUBT – "I used to be somebody! Now I don't know where I fit."

Summary: During the workshop, we talk about what individuals need to help them begin or continue crossing the bridge. Participants also have an opportunity to work through a personal case study in their workplace or one that relates to their own struggle through change.

Executive Summary

Resolve Conflict

Introduction: One of the most common shortcomings of a leader is the inability or unwillingness to resolve conflict. This is a skill area that needs to be developed and practiced as conflicts arise before the impact escalates in terms of many key factors like retention, engagement, productivity and profitability. The purpose of *Resolve Conflict* is to help leaders move from avoidance or mishandling conflict to handling it productively, with confidence and competence.

CPP, Inc., *Michael Segovia Webinar*, 2014

- Employers in the US pay \$1 billion each year due to workplace conflict
- Managers spend 20-40% of their time responding to employee conflict
- 2.8 hours per week are spent by individual employees dealing with conflict
- Workplace conflict is a decisive factor in more than 50% of employee departures and in over 90% of cause related terminations

Conflict is:

A disagreement that escalates to a point that you can't move forward productively. Emotion is a key component.

Common reasons for conflict:

- Personal issues
- Infrastructure issues
- Limited resources
- Unclear expectations

The Thomas-Kilmann Conflict Mode Instrument is used in this workshop. There are five basic responses to conflict.

Five conflict modes are introduced based upon two factors – assertiveness and cooperativeness. The modes include: Competing, Collaborating, Compromising, Avoiding and Accommodating.

To understand how to manage conflict, we'll discuss the key components of the **Conflict Model**.

- Defining expectations.
- Agreeing to the expectations.
- Living the expectations.
- A variation/unmet expectation that occurs when someone does or says something different from what you expected, based upon your agreement.
- NER (negative emotional reactions).
Negative emotional reactions are natural responses during conflict. In contrast, planning a positive response will result in conflict being resolved more productively.

Minimize Negative Emotional Reactions

- Talk through the conflict together
- Seek areas of potential agreement
- Express ideas and feelings and urge others involved to do the same
- Offer solutions and encourage others to participate
- Focus on the facts, not on things you have heard through the grapevine
- If you criticize the best solutions others have tossed out, you are obligated to present substitutes
- Discuss expectations in the beginning
- Disagree with the idea, not the person
- Be quick to forgive
- Legitimize others' feelings without agreeing
- If you are a leader of others, provide guidance in helping them solve conflicts

Summary: This workshop creates understanding about handling conflict either productively or unproductively. It explains why conflict occurs and offers strategies to overcome it. Leaders will understand and appreciate different approaches to handling conflict and develop an action plan to address an existing conflict.

Introduction: Meetings often waste time and are painful for participants – not because they're not important, but because they're mismanaged.

This workshop arms leaders with helpful tips, tools, techniques and strategies for facilitating, influencing and supporting highly productive meetings.

Payoff: Participants will be able to:

- Identify key elements of a productive meeting
- Structure meetings in ways that heighten meeting effectiveness
- Employ meeting processes for better participation and communication
- Enlist three proven methods to effectively discuss key issues in meetings

Leaders have a responsibility for facilitating effective meetings to get work accomplished. And as participants, leaders have a further responsibility to ensure the meetings they attend are productive for everyone.

Leaders must also be adept at creating meetings that foster input and participation. The most productive meetings are participant-centered, not leader-centered.

11 Elements of a Productive Meeting

1. Excellent facilitation
2. A clear purpose
3. An agenda
4. Clear meeting roles and responsibilities
5. Recordkeeping during the meeting
6. Brainstorming and exploring
7. The freedom to disagree
8. Active listening and communication
9. Shared responsibility for disruptive behaviors
10. Ground rules
11. Action items

A Clear Purpose and Agenda for the Meeting

A clear statement of purpose tells participants why they're there and where they're going as a group. The agenda then provides additional details on what participants will do during the meeting to achieve its purpose.

Brainstorming and Exploring

Brainstorming gets diverse ideas on the table and is a great way to foster participation. It serves as a basis for effective problem solving and decision making.

The Freedom to Disagree

Some of the best ideas are born out of differing opinions. Robust conversations about differing opinions can lead to even better outcomes – a blend of many ideas. It is important that everyone feels the freedom to share ideas.

Shared Responsibility for Disruptive Behaviors

Leaders must keep meetings on track, and sometimes that means addressing disruptive conduct. Meeting participants also need to intervene when necessary – it's their meeting, too.

Action Items

Action items at the end of a meeting drive things forward and ensure the meeting is productive for everyone. Three simple questions guide an effective action item:

- *What* action will be taken?
- *Who* is responsible for the action?
- By *when* will it be completed?

Summary

Participants walk away with a vast selection of techniques and strategies they can employ to create and facilitate more productive meetings. In addition, they learn a variety of simple methods for enhancing communication, participation and engagement in meetings.

Introduction: Working in an organization involves two crucial skills – solving problems and making decisions. Yet, leaders often struggle with how to help others become better at these crucial skills.

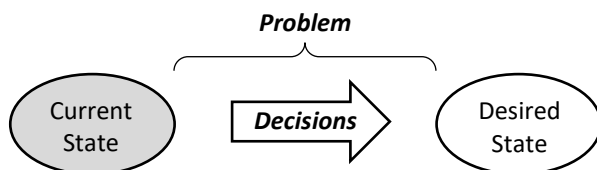
In this workshop, we explore leadership strategies, problem-solving methods and a complete problem-solving process that leaders can use to teach and guide others through problem solving and decision making.

Payoff: Participants will be able to:

- Explain the relationship between problem solving and decision making
- Build others into better problem solvers and decision makers
- Employ a five-step process for problem solving and decision making
- Demonstrate new methods for brainstorming, creative thinking and decision making

A “problem” is the gap between the current state and a desired state.

A “decision” is a commitment to a course of action to close the gap.



CIDER: A 5-Step Process for Problem Solving and Decision Making

1. **Clarify the problem** – focus on understanding the problem fully; define the desired state
2. **Identify ideas and possibilities** – brainstorm ideas and alternative solutions
3. **Decide on actions** – weigh the ideas and determine a course of action
4. **Execute the plan** – put the decisions and actions into play
5. **Review and evaluate outcomes** – gauge results against the desired state; return to earlier steps as necessary

CIDER Worksheet Questions

The CIDER process is operationalized through a set of questions provided on a worksheet. Leaders can use this worksheet for solving problems on their own, with individuals or in groups. The worksheet also works as a tool that leaders can use to teach problem solving and decision making to others.

Step 1: Clarify the problem

- What’s the Current State (problem statement)?
- What’s the Desired State (goal statement)?
- What do we already know about the problem?
(List everything we know to completely and objectively unpack the situation.)

Sample Questions

What are the known facts?
When/where did this happen?
What have we tried?
What happened from those attempts?
What obstacles are in the way?
What will happen if we don’t solve it?
Who needs to be consulted or informed?
What don’t we know about the problem?

Step 2: Identify ideas and possibilities

- What are all the ideas and possible solutions/actions we might consider?
Brainstorm freely
Involve everyone’s perspectives and ideas
Don’t analyze or criticize

Step 3: Decide on actions

- What are the pros and cons of the ideas and possibilities?
- Who will be impacted, and how? Who needs to be informed and/or consulted as a result?
- Which ideas will we try?

Step 4: Execute the plan

- Who will do what and by when?
- Who is the final decision maker?

Step 5: Review and evaluate outcomes

- What’s our follow-up plan?

Executive Summary

Focus Your Team

Introduction: The day-to-day whirlwind of activity makes it very difficult for leaders to ensure that their teams are working on what's most important. In *Focus Your Team*, participants explore methods and strategies for enhancing team effectiveness and productivity to drive the business forward.

Payoff: Participants will be able to:

- Understand the importance of “focus” for maximizing team productivity
- Know who the team's customers are and understand how that knowledge defines the team's “mission of service”
- Be armed with strategies for helping team members think differently about how and where they apply their efforts to priorities and projects
- Have a team strategy and support tools to use with team members for focus and accountability

The 3 P's of Focus:

1. **Purpose:** The team's fundamental reason for being.
2. **Priorities:** The team's core activities for activating its purpose.
3. **Projects:** The team's contributions for growth, innovation and progress.

Purpose

Who are your customers? Knowing our team's customers and what they need from us is the first step in getting clear about why the team exists.

What is your team's purpose? Purpose is tied to those we serve. Knowing our purpose provides clarity and direction about how we contribute. It also defines the scope of the team.

Co-create a team purpose statement. Involve the team to create a purpose statement that represents the “ongoing mission” of the team.

Priorities

Mindset Model #1: “Think 20%”

Remember the 80/20 Rule: 20% of the team's core activities yield 80% of the team's results. These core activities are called “Master Priorities.”

Align your team through Master Priorities

Define the 3-5 Master Priorities you want the team to focus on, day in and day out; organize them by hierarchy. Have team members do the same, then compare lists and discuss. Use the final list to help everyone organize their work and make better choices about what to do when.

Mindset Model #2: Plan the Week

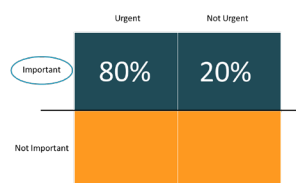
Plan and organize work using the timeframe of *the week*. The week helps to absorb the variability the day can bring and gives us more control over how to fit in our important priorities.

The Weekly List

Each week, list all activities and organize them by Master Priority. Choose 2-3 key commitments as the top activities for the week. Commitments create an inroad to accountability.

Projects

Mindset Model #3: The Eisenhower Box



Ensure the team is working “above the line” to focus on what's most important. Strive to devote 80% to Master Priorities (important and urgent) and 20% to project work (important but not urgent).

Break “Big Rocks” into little rocks

Projects, initiatives and goals are more likely to get done if we break them into manageable sub-steps. Sub-steps fit much better in a weekly plan.

Encourage and support “Time Blocking”

Schedule “20% time” for Big Rocks each week. Block time for these on the calendar and *protect the time*.

Establish an “Accountability System” through Weekly Team Review

- Team members report on (account for) their 2-3 key commitments from the previous week
- Team celebrates wins and discusses obstacles
- Team members state their 2-3 key commitments for the next week
- Leader captures new commitments