SESSION 3:
LEADING TEAMS, CAUSING RESULTS
VIRGINIA BANKERS ASSOCIATION
March 17 - 19

Executive Leadership Institute 2021

EXPECTATIONS

- Level of listening – Olympic Listening

- You may have had some of this…timing, repetition, and experience change the learning

- Adults learn by participating

EXPECTATIONS

- Discussion of change for yourself, not others (no one is broken… this is about taking a step that other successful people take)

EXPECTATIONS

- "I am a Beginner." Be curious - don't critique/judge/assess what is happening – that is how smart people fail to succeed at continuous improvement or new ways of thinking. (It's not wrong, it's just not useful.)

EXPECTATIONS

- Confidentiality

- Respect

- Being Present (Devices)

EXPECTATIONS

- We are a laboratory for the work we are talking about it. For example, you are our partners for meeting the objectives.

- Others?

AGENDA

REVIEW/DEBRIEF

- What are you bringing to this group now?

OBJECTIVES

- To practice more skills in leading through change

- To understand principles and advanced skills for managing your own personal accountability

- To create and promote a culture of accountability for your teams and your organization

OBJECTIVES

- To know how to recognize "breakdowns" in accountability and move yourself and others through them to your desired results

DEFINITION OF CHANGE

- Change - (verb) to cause to be different
- Change - (noun) alteration or modification, act processor, result of changing

TRANSITION MAP

ENDINGS · NEUTRAL ZONE · BEGINNINGS

Letting go of the old ways

The nowhere between two some-wheres

A new identity or way of doing things

DEFINITION OF TRANSITION

- Transition - (noun) passage from one state, stage, subject or place to another

CHANGE...

- Change is *external* – the event, policy, process, structure that the leader/organization is trying to bring about

TRANSITION...

- Transition is *internal* – the state change puts people into, a psychological reorientation that people have to go through before the change can work.

STAGE: ENDING

- People resist losing their old way and old identity. It involves letting go of the old way; saying goodbye.

"What we call the beginning is often the end. And to make our end is to make a beginning. The end is where we start from."   ~ T.S. Eliot

LEADERS SHOULD:

- Have realistic expectations of people
- Acknowledge losses
- Be specific about what is over and what is not
- Communicate frequently and openly
- Respect the past and connect it to the future

STAGE: NEUTRAL ZONE

- People resist the confusion and ambiguity of being in limbo. What causes them?

LEADERS SHOULD:

- Provide meaning and context to what is happening
- Create temporary structures and systems to help people regain balance
- Strengthen connections between people and groups
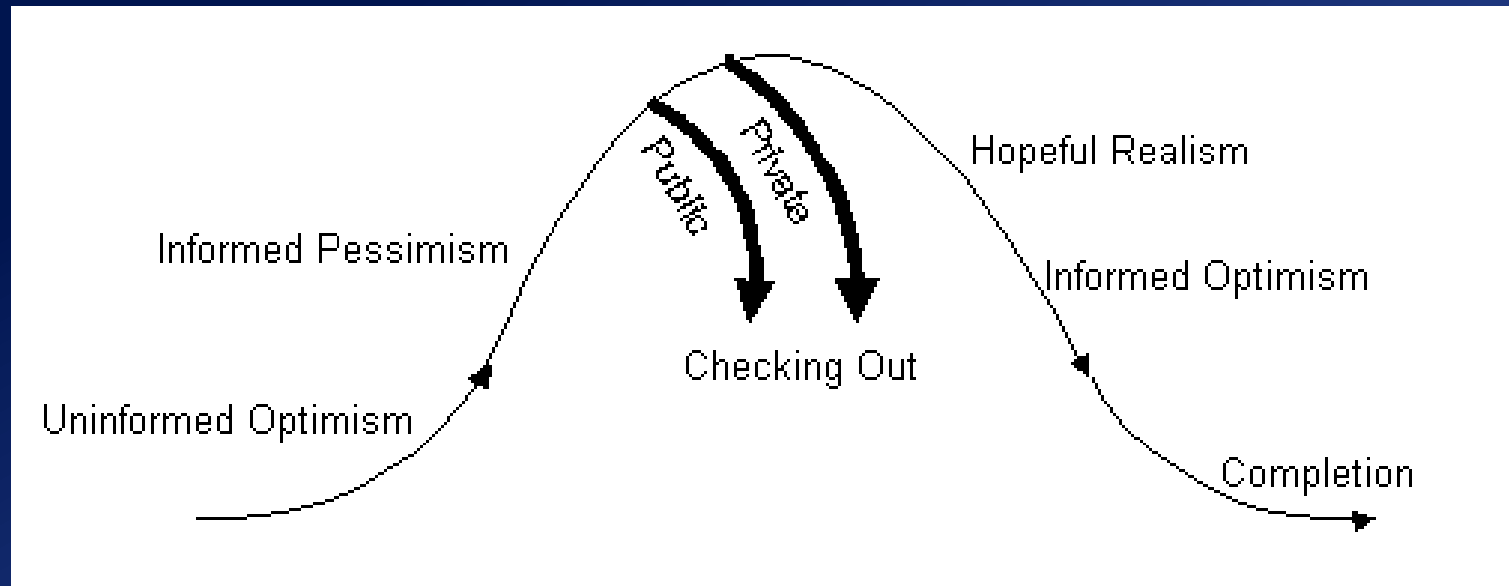- Think of ways to use this time creatively

STAGE: NEW BEGINNINGS
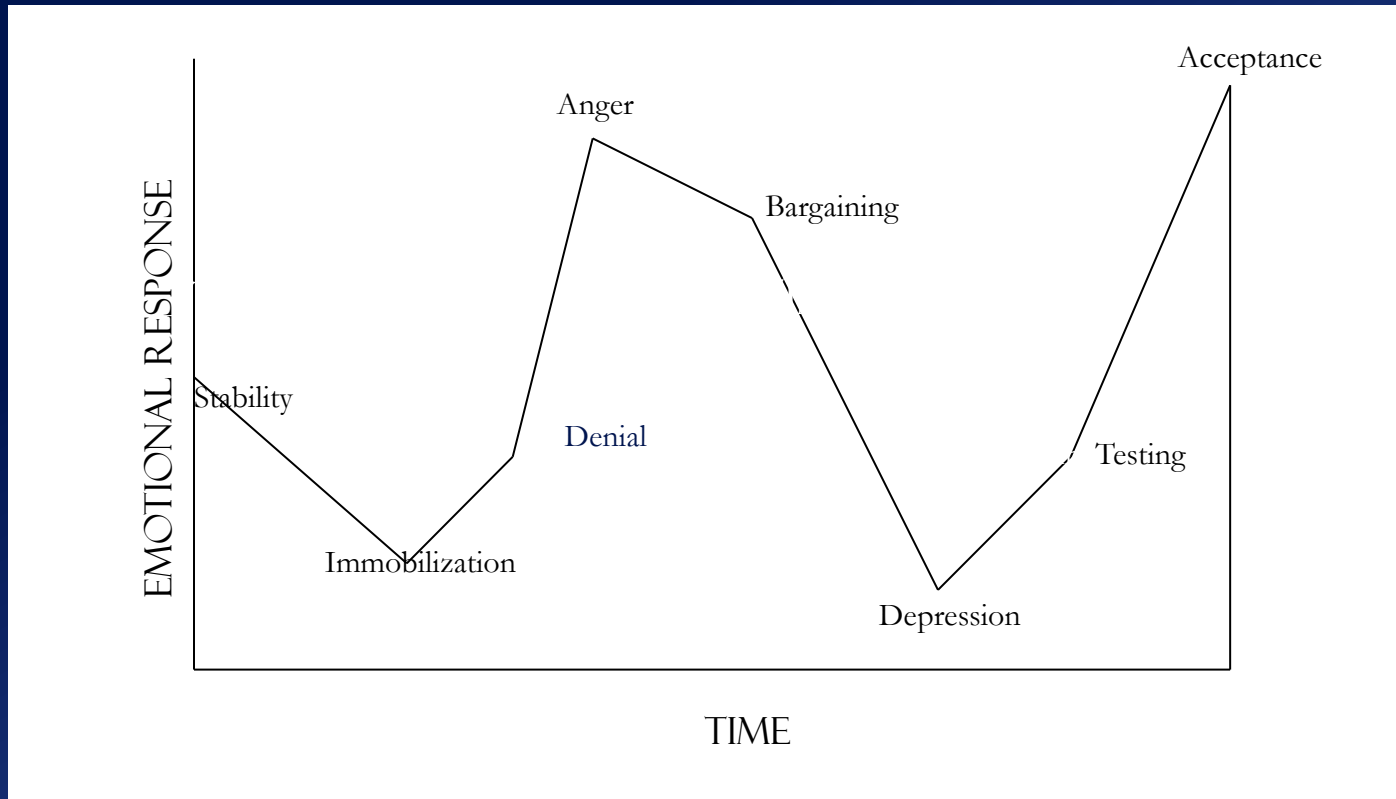
- Acceptance of the change; moving forward

LEADERS SHOULD:

- Clearly define new roles
- Develop a compelling picture of the future for people to work toward
- Develop a transition plan with events and activities to mark milestones of the transition
- Create opportunities for people to play a part in the transition and the new organization
- Reinforce the new beginning

POSITIVE RESPONSE TO CHANGE

NEGATIVE RESPONSE TO CHANGE

THE 5 "P"S

- Purpose
- Picture
- Plan
- Part
- Past

PURPOSE

- What is the reason for the change?
- Why are we doing this?
- What is the rational, logical purpose of the business model?
- How do the numbers make sense?

PICTURE

- What will things look like after the change?
- What will it look like and feel like when we reach our goal?
- What is the emotional picture of the business model?
- How will employees and/or customers behave differently?

PLAN

- What is the timeline?
- What should we expect?
- Step by step, how will we get there?
- What is the clear and measurable plan to accomplish this change?

PART

- What is each person's part during the change, transition, now and later?

- What do I need to do to help move us forward?

- What part does each employee and customer play in the plan?

PAST

- What have I been doing that I no longer will need to do as a result of the change?
- What things am I leaving behind as a result of this transition?
- What work does not have to be done at this time?
- Is there some work that should be eliminated?

Your Role as a Change Manager

- Communicator
- Advocate
- Coach
- Resistance Manager
- Liaison

FIVE ATTRIBUTES OF CHANGE-ADEPT PEOPLE

- Confidence – they focus on their strengths, develop their talents, are willing to take risks, and know their value to the organization and in the marketplace

FIVE ATTRIBUTES OF CHANGE-ADEPT PEOPLE

- Challenge – they emphasize the benefits of change and search out opportunities

FIVE ATTRIBUTES OF CHANGE-ADEPT PEOPLE

- Coping – they are adaptive, flexible and know intuitively how to "go with the flow"

FIVE ATTRIBUTES OF CHANGE-ADEPT PEOPLE

- Counterbalance – they compensate for the demands and pressures of business-related stress by developing other areas of their lives

FIVE ATTRIBUTES OF CHANGE-ADEPT PEOPLE

- Creativity – they are curious and innovative, contributing beyond the limits of their job descriptions

BREAKOUT ROOM

- Your Change Scenario

WHY DOES LEADING CHANGE MATTER?

- The top 5 causes of career derailment are:

1. Difficulty **adapting to change** (the most frequent cause)

2. Difficulty **building and leading a team**

3. Failure to **deliver business results**

4. Lacking a **broad, strategic orientation**

5. Problems with **interpersonal relationships**

ACCOUNTABILITY

DEFINE

- Gap between promises and results: execution

- Totally responsible for what happens in your world

- You are the cause

DEFINE

Webster's Dictionary

Accountability: an obligation or willingness to accept responsibility or to account for one's actions

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"Really, I'm fine. It was just a fleeting sense of purpose—I'm sure it will pass."

DEFINE

- Does it mean you are the "doer?"

DEFINE

- Your stand for others' success – like not giving up

PROVIDE THE HOW-TO'S

- Being accountable

- Holding others to account

- Working through "breakdowns"

PERSONAL ACCOUNTABILITY

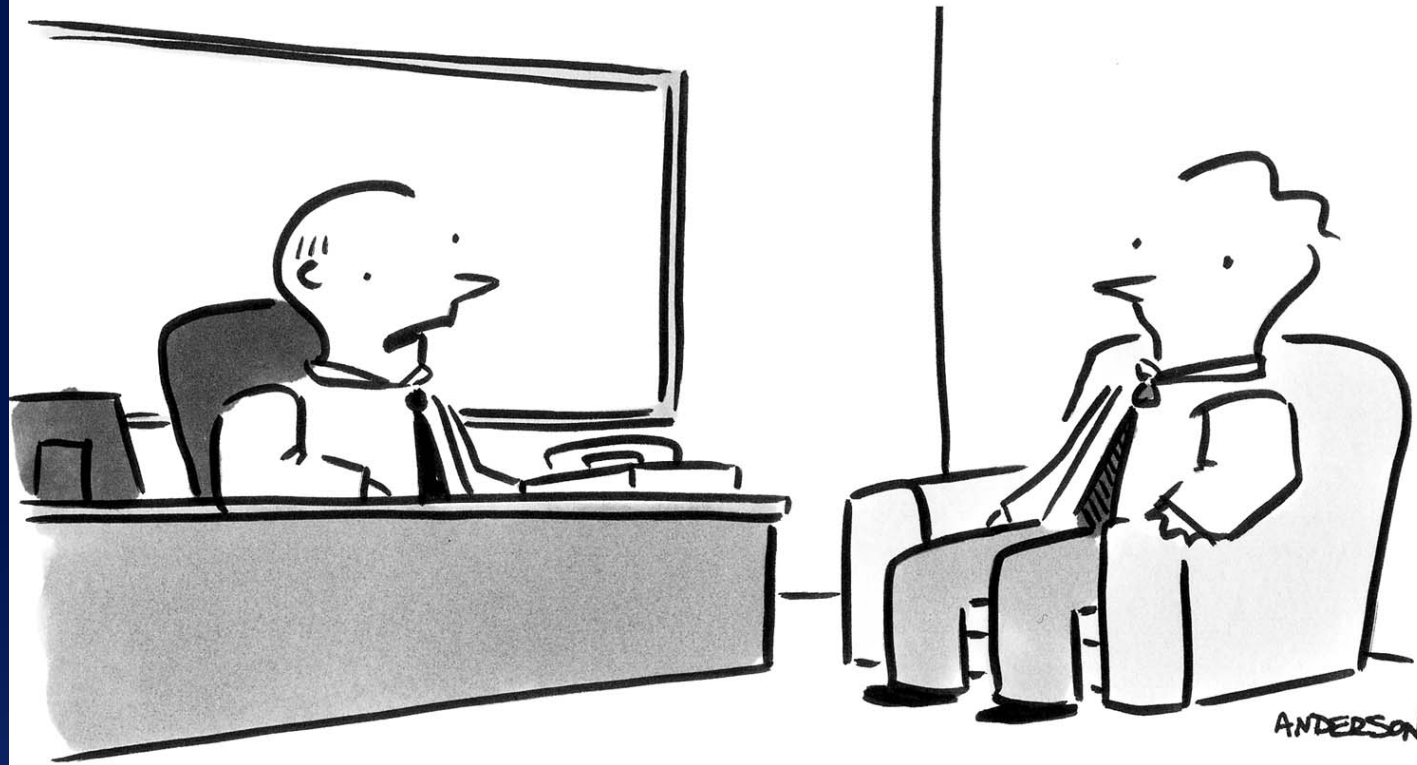- What are typical reasons we are not moving, progressing or succeeding at something?

PERSONAL ACCOUNTABILITY

- How is this different from who you are being when you are totally accountable?

PERSONAL ACCOUNTABILITY

- What is possible if there is no "wrong" in the accountability; no sense of "wrong" in the unfinished
- Just "what is missing"

"I understand what you're trying to do here, Tom, but I'd appreciate it more if you'd actually do it."

WORKSHEET: PART 1

HOLDING OTHERS TO ACCOUNT
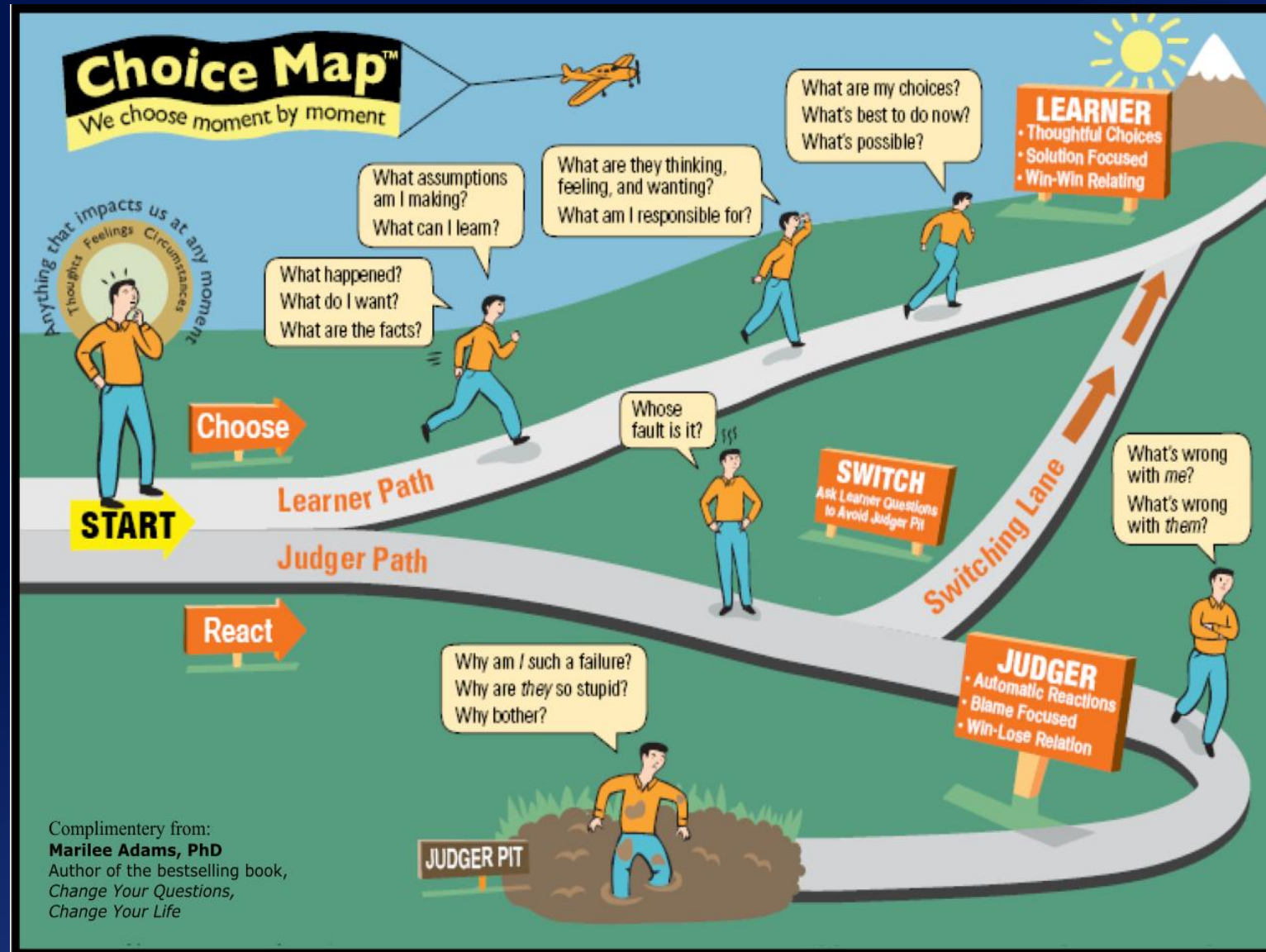
CHOICE MAP

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"I'd like you to excel."

HOLDING OTHERS TO ACCOUNT

Making Effective Requests
- Requester
- Listener
  - Yes
  - No
  - Counteroffer

HOLDING OTHERS TO ACCOUNT

Making Effective Requests (cont.)

- Who
- What
- By when
- Expected result
- Resources needed

WORKSHEET: PART 2

Research has shown that the primary reason employees do not do what they're supposed to do is because they don't know they're supposed to do it.

- Ferdinand Fournies, Why Employees Don't Do What They're Supposed to Do…and What To Do About It

WHY EMPLOYEES DON'T…

- They Don't Know Why They Should Do It

- They Don't Know How to Do It

- They Don't Know What They Are Supposed to Do

- They Think Your Way Will Not Work

WHY EMPLOYEES DON'T…

- They Think Their Way is Better

- They Think Something Else Is More Important

- There is No Positive Consequence to Them for Doing It

- They Think They Are Doing It

WHY EMPLOYEES DON'T……

- They Are Rewarded for Not Doing It

- They Are Punished for Doing What They Are Supposed to Do

- They Anticipate a Negative Consequence for Doing It

- There Is No Negative Consequence to Them for Poor Performance

WHY EMPLOYEES DON'T…

- Obstacles Beyond Their Control

- Their Personal Limits Prevent Them From Performing

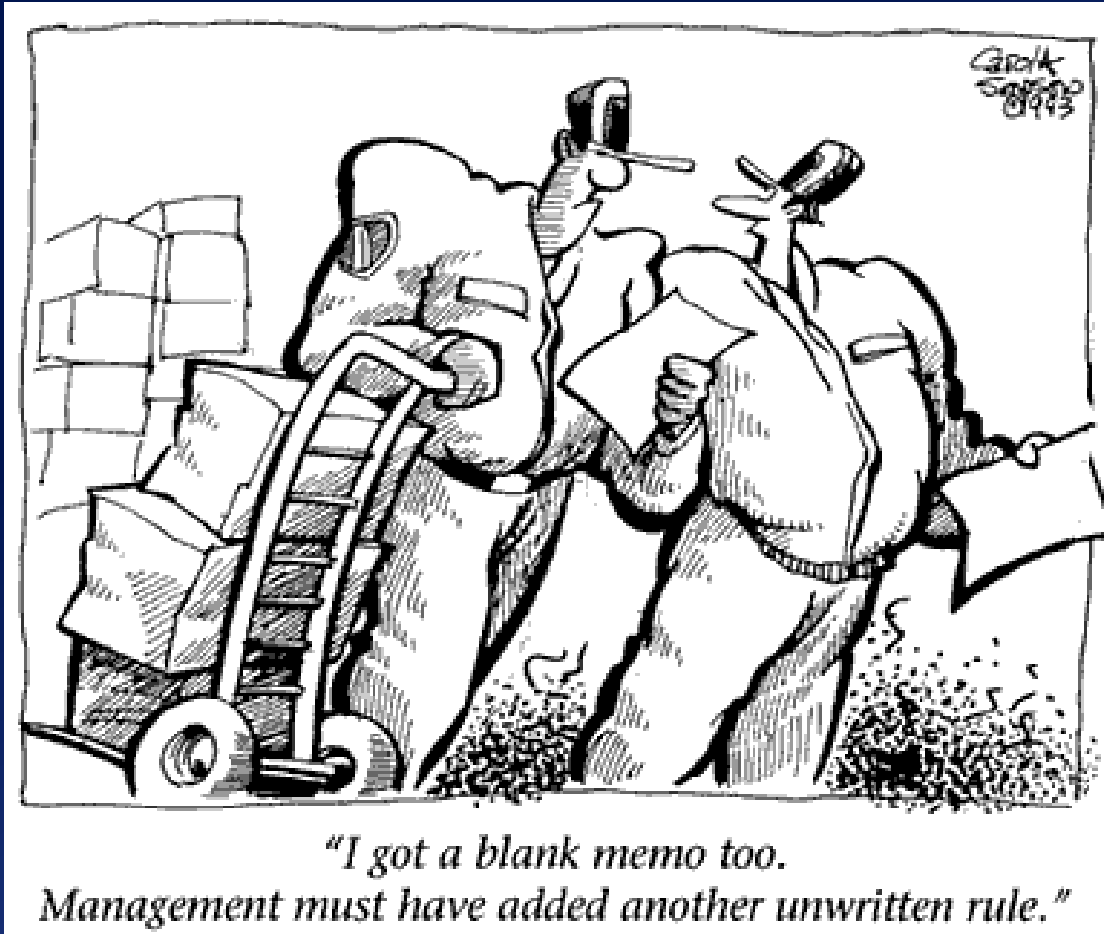- Personal Problems

- No One Could Do It

BREAKDOWNS

Working through "breakdowns"

*"It is not only what we do,
   but also what we do not do,
   for which we are accountable."*
                              ~ Moliere

BREAKDOWNS

Two major reasons for breakdowns:
- Unmet Expectations
- Undelivered Communication

"I got a blank memo too. Management must have added another unwritten rule."

BREAKDOWNS

As a leader: when working through a "breakdown":

- Keep the communication open
- Remove the blame from the situation
- Show vulnerability by sharing what is at stake for you
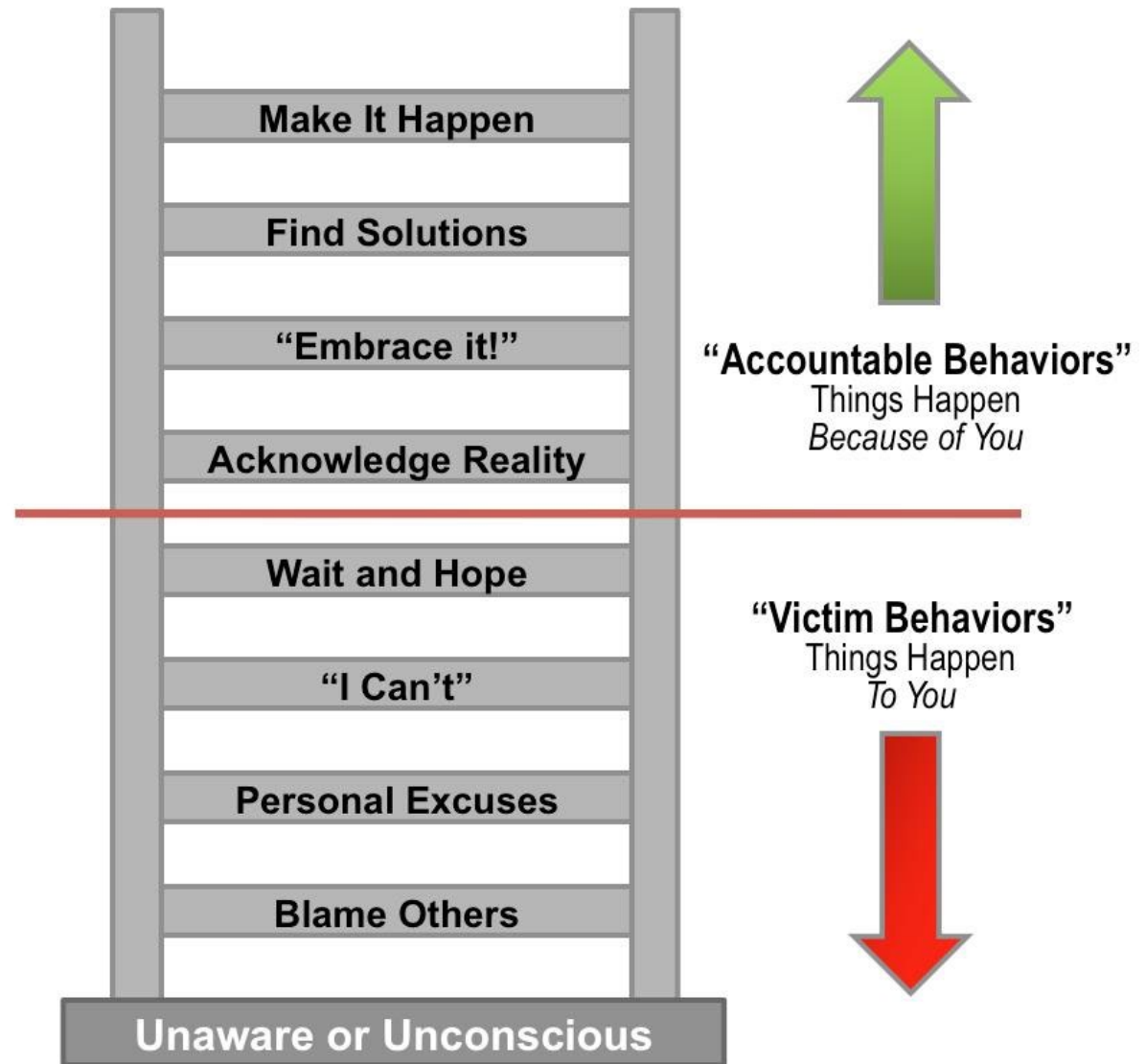- Taking a "stand"

BEING IN THE GAME

BEING IN THE GAME

- https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en

WORKSHEET: PART 3

ACCOUNTABILITY LADDER

Fix the Problem

Find/Create Solutions

Own the Problem
"Embrace it?"

Acknowledge Reality

Wait and Hope

Make Excuses
"I can't"

Blame Others

Unconscious/Unaware

CAUSING COLLABORATION

Raising the Stakes, Giving Context
- Why do we do this?
- When do we fail to do it?
- What are the costs of not doing it?

WORKSHEET: PART IV

CAUSING A CULTURE OF ACCOUNTABILITY

"Perhaps nothing in our society is more needed for those in positions of authority than accountability. Too often those with authority are able (and willing) to surround themselves with people who support their decisions without question."

~ Stephen Covey

CAUSING A CULTURE OF ACCOUNTABILITY

Constant dynamic of …

The Strategy, the People, the Operations

CAUSING A CULTURE OF ACCOUNTABILITY

- Set clearly defined results
- Have the right people in the right jobs
- Achieve results rather than do the job

CAUSING A CULTURE OF ACCOUNTABILITY

- Be accountable for the future
  - Real value and benefit of accountability stems from a person's ability to influence events and outcomes before they happen
  - People gain more from a proactive posture than a reactive one.

MARK SAMUEL'S 8 ELEMENTS OF ACCOUNTABLE ORGANIZATIONS

1. Clear vision and priorities
2. Shared ownership
3. Effective execution

MARK SAMUEL'S 8 ELEMENTS OF ACCOUNTABLE ORGANIZATIONS

4. Relentless attack of dysfunctional habits
5. Surface and resolve problems and conflicts
6. Proactive recovery

MARK SAMUEL'S 8 ELEMENTS OF ACCOUNTABLE ORGANIZATIONS

7. Measuring performance execution
8. Recognize success

CAUSING AN ENHANCED CULTURE OF ACCOUNTABILITY

Causing an enhanced culture of accountability for myself and my team (or for a major project to come or where I am not getting my desired results)

CAUSING AN ENHANCED CULTURE OF ACCOUNTABILITY

"If we want unity, we must all be unifiers. If we want accountability, each of us must be accountable for all we do."

~ Christine Gregoire

CAUSING AN ENHANCED CULTURE OF ACCOUNTABILITY

- Structures in place

- People to involve

- Context, what is at stake?

- What are the objectives?

- What stand will I take for the results? The success of others?

- Conversations to have, requests to make

- My roles and responsibilities – less of the "doer" and more of the "causer"; Others' roles and responsibilities

- How do we know it is working?

LEADING TEAMS, CAUSING RESULTS LAB

CAUSING AN ENHANCED CULTURE OF ACCOUNTABILITY

"The ancient Romans had a tradition: whenever one of their engineers constructed an arch, as the capstone was hoisted into place, the engineer assumed accountability for his work in the most profound way possible: he stood under the arch."

~ Michael Armstrong

YOUR HIGHEST AND BEST USE

1. No one else can do it

2. It is critical for the organization

3. It's uncomfortable

YOUR HIGHEST AND BEST USE

	Urgent	Not Urgent
Important	**I** (MANAGE) • Crisis • Medical emergencies • Pressing problems • Deadline-driven projects • Last-minute preparations for scheduled activities **Quadrant of Necessity**	**II** (FOCUS) • Preparation/planning • Prevention • Values clarification • Exercise • Relationship-building • True recreation/relaxation **Quadrant of Quality & Personal Leadership**
Not Important	**III** (AVOID) • Interruptions, some calls • Some mail & reports • Some meetings • Many "pressing" matters • Many popular activities **Quadrant of Deception**	**IV** (AVOID) • Trivia, busywork • Junk mail • Some phone messages/email • Time wasters • Escape activities • Viewing mindless TV shows **Quadrant of Waste**

APOLLO 13

- https://www.youtube.com/watch?v=Tid44iy6Rjs&list=PLZbXA4IyCtqoXIQDJX6ARM1eoTNAJEWCf&index=6

COACHING OTHERS TO SUCCESS

- To understand the value of growing skills in others - for you, them and the organization
- To identify the presence of commitment and capability in others to determine how to coach them

COACHING OTHERS TO SUCCESS

- To coach employees to improved performance during breakdowns in accountability
- To create engaging and inspiring relationships with others through coaching and mentoring
- To establish development and learning plans for others

DEFINITION - COACH

Pronunciation: \ˈkōch\

Definition: to instruct, direct, or prompt as a coach; to train intensively (as by instruction and demonstration)

COACHING – WHAT IS IDEAL?

"Everyone needs a coach. It doesn't matter whether you're a basketball player, a tennis player, a gymnast or a bridge player."
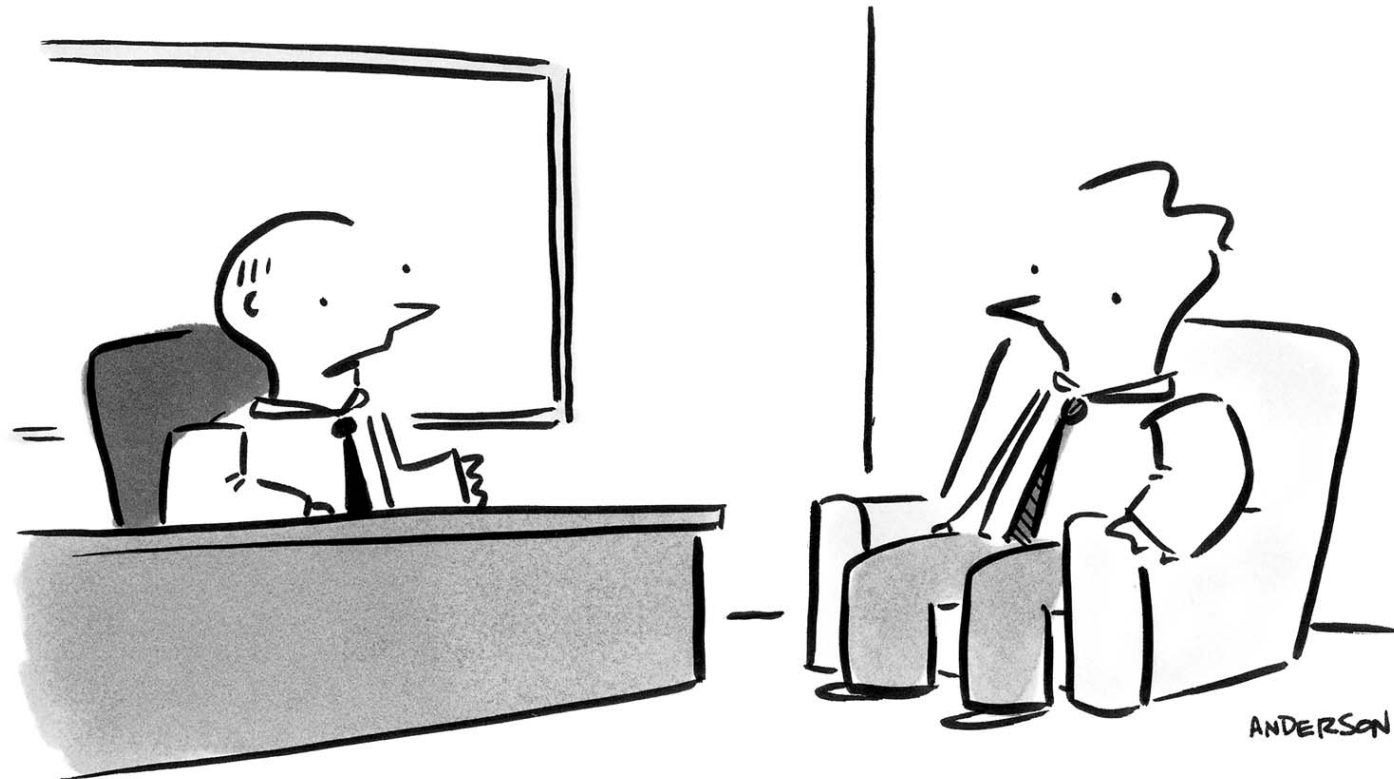
- Bill Gates

COACHING IS...

- A collaborative, purposeful discussion focused on:
  - Improving work performance
  - Enhancing the relationship

COACHING IS...

- Partnering with others to ensure they have:
  - Knowledge
  - Skills
  - Abilities to produce results

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"You're a go-getter, but what I need is more of a bring-backer."

COACHING IS…

- Addressing mistakes and problems
- Being open
- Having a future-focus, developmental approach

WHEN DO YOU COACH?

RECOGNIZING PERFORMANCE

- Promotion or change
- After a success
- Meeting or exceeding performance expectations
- Things are going well

IMPROVING PERFORMANCE

- New assignment
- New to organization
- Need a small, mid-course correction
- Patterns of behavior need to be improved or changed
- Significant breakdown
- When things go wrong

DEVELOPING FUTURE SKILLS AND COMPETENCIES

- Opportunities to develop
- Enhance specific competencies or skills
- Focus on future development
- Broaden competencies

ALLOCATING TIME FOR COACHING

- Top Performers
  - One meeting per month
- Mid-tier Performers
  - Spend most of your time with this group
- Underperformers
  - Spend up to 40% of your time with underperformers.

Source: *Sales Coaching* By: Linda Richardson pp 92-93

"The better the coaching, the higher the score."
~ Linda Richardson

MULTIPLIERS VS. DIMINISHERS

- Multipliers
  - Genius makers
  - Bring out the intelligence in others
  - Build collective, viral intelligence

Source: Adapted from *Multipliers: How the Best Leaders Make Everyone Smarter* by Liz Wiseman and Greg McKeown

MULTIPLIERS VS. DIMINISHERS

- Diminishers
  - Absorbed in their own intelligence
  - Stifle others
  - Deplete the organization of crucial intelligence and capability

THE FIVE DISCIPLINES OF THE DIMINISHER

The Empire Builder	- Hoards resources - Underutilizes talent
The Tyrant	- Tense environment - Suppresses people's thinking and capability
The Know-It-All	- Gives directives that showcase how much they know
The Decision Maker	- Centralized, abrupt decisions that confuse the organization
The Micro-Manager	- Drives results through their personal involvement

THE FIVE DISCIPLINES OF THE MULTIPLIER

The Talent Magnet	- Attracts talented people & uses them at their highest point of contribution
The Liberator	- Creates an intense environment that requires people's best thinking and work
The Challenger	- Defines an opportunity that causes people to stretch
The Debate Maker	- Drives sound decisions through rigorous debate
The Investor	- Gives other people the ownership for results and invests in their success

MULTIPLIER VIDEO

https://protect-us.mimecast.com/s/qxbKC1w3r4CMDLWILtR6M

THE RESULTS

- By extracting people's full capability, Multipliers get twice the capability from people as do Diminishers.

WHAT ARE SPECIFIC COACHING OPPORTUNITIES IN YOUR DEPARTMENT / AREA?

HOW DO EMPLOYEES BENEFIT FROM COACHING?

EMPLOYEE BENEFITS

- Coaching:
  - Promotes a partnership
  - Improves relationships and results
  - Provides opportunities for recognizing and rewarding progress
  - Sends a message that you care about individual's success

HOW DO MANAGERS BENEFIT FROM COACHING?

MANAGER BENEFITS

- Coaching is:
  - Personally rewarding when you see others improve
  - An opportunity to learn about others and yourself
  - Enables you to delegate more responsibilities
  - Makes your job easier and more efficient in the long run

ASSESSING EMPLOYEE PERFORMANCE

- What is the task, assignment, project?
- How much knowledge, experience and ability does the employee have with the task, assignment or project?

ASSESSING EMPLOYEE PERFORMANCE

- Has the person done similar tasks, assignments, projects?
- Have you seen the person do the task, assignment, project successfully in the past?
- At what level of success?

(1=Low; 5=High)

ASSESSING EMPLOYEE PERFORMANCE

- How motivated, interested, enthusiastic, confident, self-assured is the person on this task, assignment, project?

  (1=Low; 5=High)

STEPS

- What is the purpose/intention of the coaching conversation?
  - Clarify the purpose and desired results
  - Clarify the gaps/excellence in performance

STEPS

- What is the purpose/intention of the coaching conversation (cont.)?
  - Be sure to have specific examples
  - Examples should be:
    - From facts
    - Not assessments

STEPS

- Use "I" statements
- Define what you need to know
- Ask questions to involve the person

STEPS

- Describe the impact/results of the behavior/action
- Explain why it is important

STEPS

- Gain agreement for the need for improvement
- Set a follow up meeting and do it

NEUTRAL QUESTIONS

Pose neutral questions that do not put the other person on the defense:

- "What informed your decision to……"
- "What are your concerns?"
- "Will you clarify what you mean by…"

"Would you please elaborate on 'then something bad happened'?"

NEUTRAL QUESTIONS

- "What specifically do you mean by…"
- "As I understand it, the problem is…Am I understanding you correctly?"

NEUTRAL QUESTIONS

- "Let me clarify, you feel that you…"
- "So these are the key elements of the problem as you see it…"
- "In summary the main points I have heard you make are…"

POWERFUL QUESTIONS

SOLVING THE PERFORMANCE ISSUE:

- Brainstorm and evaluate the options
- Commit to 2 – 3 actions/activities
- Agree on support, evaluation criteria and follow-up

COMPLIANCE IS:

- Short-term
- Just enough effort to meet the immediate request
- May involve subtle sabotage and erode the relationship

COMMITMENT IS:

- Long-term
- May even include extra, value-added effort
- Builds relationships and trust

WORKSHEET: PART V

- Identify a person on your team that you would like to see improve his or her performance and work through the steps.

WORKSHEET: PART V

- Identify a person on your team who may be new or have a new assignment and work through the steps.

WORKSHEET: PART V

- Identify someone who has recently had a success and you have not had the opportunity to reward and recognize. Work through the steps.

KEY DIFFERENCES IN RELATIONSHIPS

	Coach	Mentor
Focus	• Boss/Coach initiates • Sets expectations for goals and results • Improves performance through changing behaviors	• Employee Initiates • Offers career development and growth strategies
Process and Approach	• Defines scope of role; determines resources; gives feedback • Acts as a guide through questioning; builds competencies; may cause discomfort	• Gives advice and direct answers; shares expertise and unwritten rules; provides networking
Source of Influence	• Authority • Curiosity	• Experience

EVALUATION

ACCOUNTABILITIES FOR APRIL

- Capstone Project – Make substantial progress
- Coaching conversation with your ELI coach
- Read Uncommon Candor