
Preparing to Lead

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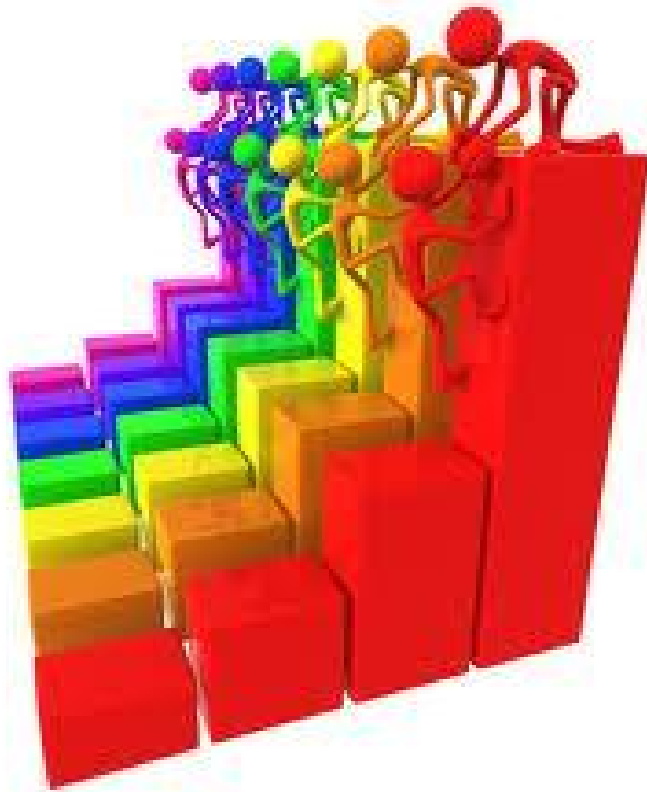


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Preparing to Lead:

The *Least* You Need to Know
to Start Leading Safely



By

Richard Grimes

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LEARNING OUTCOMES

Students taking this course will learn to:

1. List three essential elements of self-development
2. Develop a plan for building alliances with others
3. Examine their behavior to determine if there are “qualifiers” associated with them that may restrict career development.
4. View their performance through the eyes of their supervisor looking for improvement opportunities.
5. Analyze their daily performance to determine if they are actually productive or just “busy”
6. List some unwritten job expectations their supervisor may have of them
7. List some unwritten expectations their coworkers may have of them
8. Explain if they connect authentically with others
9. Analyze themselves to determine the extent of their orientation toward reality
10. Analyze their daily behavior to discover their potential for self-inflicting wounds
11. Prioritize those elements of their behavior to ensure the most successful interaction
12. Identify their personal working style to maximize their effectiveness in the workplace
13. Identify clues to other working styles so they can act flexibly for an effective interaction
14. Analyze and modify as necessary their typical emotional reaction to unsettling events
15. Explain the value of managing their reaction to an event when they cannot control the event itself
16. Explain the value in maintaining a sense of proportion when encountering disappointment so as not to harm their career plans
17. List the key elements necessary for their personal development plan
18. Break out of behavioral patterns that may be limiting their potential for career growth
19. Identify and obtain a mentor if their employer does not have a formal mentoring program
20. Identify the key elements of motivating others
21. Identify the clues associated with increasing levels of conflict
22. Get their way gracefully and pleasantly with others
23. Analyze work patterns to determine what hidden obstacles may be limiting performance.

24. Identify the positions and interests of each side in a negotiation
25. Explain why a “win-win” outcome is not the best way to look at a desired negotiation outcome
26. Apply the Cheshire cat’s lesson to productivity
27. Express desired goals with the critical trio of performance
28. Explain the value of and design “feedback loops” for workflows
29. Explain the differences between various simple statistical collection methods and apply them appropriately
30. Design an effective proposal for senior management when seeking support for major initiatives

OVERVIEW

Human Resource professionals know that the quality of the relationship between employees and their immediate supervisor is the primary factor that determines the employee's performance, productivity, and morale. The best way to recruit and retain employees is for an employer to develop the organization's leadership skills from top to bottom.



This course will be an essential tool for those employers who understand the value of developing and retaining their internal talent while not creating more problems than they solve.

The concepts presented here will get the learner off to a safe start while gaining experience regardless if the organization is public, private, or volunteer.

We say "safe" as in avoiding errors that can create problems now or in the future. The model for this course is the typical high school drivers' education program where (in theory) you learn just enough to start driving safely with minimal risk to yourself and others while you gain experience.

Many employers do not even attempt the basic learn-to-drive-before-you-get-into-traffic concept when making promotions into first level supervisory positions. They select the best technician in a particular job function on the false assumption that the person who knows most about the work is the natural person to lead the work.

Unfortunately, very few employers are willing to invest the resources necessary to develop their new leaders but are willing to risk the expense associated with high turnover, low morale, minimal productivity, and poor customer service, which inevitably result. This on-the-job-training approach to developing leadership skills usually leads to disaster.

This course is a like an experienced mentor to help them understand the workplace from a position of “been there, done that” to guide their development in a logical sequence of looking *inward* at themselves, then *outward* at the people around them, and finally, at the subtleties of the *work*, itself.

While we do not pretend it will guarantee success, we will promise that the learner will address many of key issues that business authors and thinkers have identified as critical for professional growth. There is a suggested reading list at the end of the course for those who want to get more deeply into the topics presented here.

TOPIC SEQUENCE

We designed this course from the inside out meaning that before we start dealing with issues external to you, we must help you develop the “best you” possible. Your greatest asset (or liability) in your career is *YOU as a person, not you as your skills.*

We all may know or have read about someone who may be very skilled in work, sports, politics, or the arts but has serious character flaws outside of that skill.

The company’s top salesperson who is responsible for more revenue than anyone else may not be such an asset to the company if his behavior toward female coworkers causes the spending of much company time and money investigating harassment charges from coworkers or defending him in legal actions.



Therefore, we will begin by leading you into a self-analysis and asking you to consider many facets of your character that will become more critical as time goes on. If you can work to strengthen these before you get into a leadership position (or soon after), you will have reduced many of the risks awaiting anyone in a leadership position.

After we help you become more aware of the world within, we focus on the world outside and help you deal with your coworkers. The more you can understand the reasons for conflict (and their warning signs), the greater the chance you can defuse it or avoid it altogether. As you become more skillful in simple negotiations, you will begin getting more of what you want in situations while building a strong network of supporters that you will need later in your career.

If you can understand and apply the elements of motivation, you will be able to get more cooperation from others. When you are able to list the elements necessary for an effective work team, you will be able to develop (or save) one when the opportunity comes up (it always does!)

Finally, you must understand the basic concepts of work – regardless if it is in the for-profit sector, a government agency, or a volunteer organization. In all cases, their common denominator is they exist for accomplishing something by **being productive – not just busy**. Unfortunately, the difference between those two conditions is often lost on the leadership involved.

We will also show you how to look at data effectively and select the best method of presenting it to support an idea you want to present to your leaders in a business proposal. Finally, you will learn how to analyze performance and workflows to determine if they are as effective as possible. When you can spot opportunities for improvement and present them to your leaders, you will be well on the way to getting into your first leadership position.

If you are able to understand and apply all of the concepts presented in these three critical areas of work – understanding yourself, understanding others, and understanding the work – you will be an example of the wise man’s description of good luck: **“Good luck is what happens when preparation meets opportunity.”**

LOOKING AT YOU

If you do not possess self-awareness, you risk creating career-damaging traps for yourself that will *always* come back to haunt you at the worst possible times. If you will spend a little time doing some introspection and changing now, you can keep yourself from stepping into many self-created problems later.

You can be assured that life, family, friends, and work will also throw plenty of problems at you that you never expected – so why add anymore to the pile than necessary?

YOUR THREE ESSENTIAL ELEMENTS

Look around you and think about the people that you know who are successful. For this course, we define “successful” as those people who *maximize their skills and talents through benefiting others with minimal negative impact on those around them.*

We do not define successful as how much money they have or the extent of their power and influence. Think about some of America’s largest companies during the late 1990s such as Enron, HealthSouth, Arthur Anderson, Tyco, and WorldCom. Their leaders earned millions of dollars annually and they personally held enormous power within their organizations and the business community around them. Now, years later, what do they all have in common? Their leaders have been charged with various kinds of criminal activity, been publicly disgraced, and some are even serving jail sentences.

Were they successful? Sure, and they also successfully ran their companies to the brink of extinction, destroyed the retirement hopes for thousands of employees, wiped out billions of dollars of investments for stockholders, and ruined the lives of many innocent people associated with them or their companies. In all cases these were people of extraordinary talents who also possessed fatal flaws that brought them down.

If we can help you identify three essential elements of success, *and you act on them*, there is a strong likelihood you can enjoy true success without the self-destructive traits they had.

#1 COMPETENCE

You must be competent in the eyes of your supervisor/employer.

Your supervisor – who is your direct link upward to the organization – must think you are competent in something. It may be specialized knowledge about the business or a particular field of interest that is useful for the business such as in-depth knowledge about computers, a photography hobby, writing the newsletter for your church or volunteer organization, or an ease in public speaking although your job description may not involve any of those right now.



If your leader can count on you to write or make suggestions for a report he or she must submit, then you are competent in their eyes even though writing reports may not be what the company currently pays you to do.

However, if your specialty were an ability to name every number one song and the artist in the last 10 years, there would not be much value in that from a business perspective unless your employer was in the music business.



this...Think about

List the specialties you have that can be used at work. (These can also be interests such as checking data, teaching others to do things, a joy in meeting new people, or planning events that you never considered as specialties.)

How can you make these specialties available to your supervisor?

If you do not have any specialties now, what work-related interests (see above) do you have that you can develop into specialties?

How and when will you start developing them?

#2 BUILD ALLIANCES

You must be able to build alliances with others.

You must focus on being as helpful to others as possible without thinking about “what is in it for me to do this?” If you can develop an honest attitude of service to others, you will begin leveraging your efforts into greater results than you could have achieved alone.

You can develop that service attitude by asking yourself as you look around, “How can I make it easier for them to do (or get) what they are doing (or need)? Easier to get the information they need; easier to get the results they need; easier to contact my department or my company?”

This is not about “networking” which usually amount to a group of contacts who rely on each other for information sharing or help. Rarely, though, do these networks help members move up and out of the network. An alliance, as we use it here, is about offering a hand to others when possible because at some point, someone will offer a hand to you.

Some people call this “paying it forward” and the premise is that if someone does something nice for you, rather than paying them back, consider doing good deeds unexpectedly for others as the payment. This investment in those around you will reap unexpected benefits when you least expect them (and probably most need them.) Of course, this premise assumes that you believe life is fair and that, ultimately, everyone ends up where they deserve. This also assumes you believe there is a power greater than us that “keeps score” of our actions and eventually settles the balance sheet of life.

Think about other departments with whom you must interact as you do your work. What opportunities exist for improving the communication and workflows between you? What work problems are there within your department that your supervisor may allow you to analyze for possible solutions? (Even if your leader does not have any for you to look at, the fact that you asked can work wonders for your



career.) What value would there be in people seeing you as a very valuable contributor to making their work life a little easier?

If you can help others see you as helpful and interested in their success, too, as you search for your own, you will learn the critical habit of building alliances that will become more essential as you move up in the organization.



Think about this...

What alliances have you developed so far in your workplace by being as helpful as possible?

What alliances have you developed so far in your life outside of work by being as helpful as possible?

Who are others with whom you can build an alliance by being as helpful as possible?

#3 DO NOT INFLICT PERSONAL WOUNDS

You must develop the ability to not inflict wounds on yourself or have “qualifiers” mentioned when people describe you.

An Associated Press article in January 2007 (“2 in 5 supervisors don’t keep their word, FSU study finds” by Brent Kallestad) reported these results of a survey from the Florida State University’s Business School that are classic examples of self-inflicted wounds:

- 39% of workers said their supervisors failed to keep promises
- 37% said their supervisor failed to give credit when due
- 31% said their supervisor gave them the “silent treatment” in the past year
- 27% said their supervisor made negative comments about them to other employees or management
- 23% said their supervisor blamed others to cover up mistakes or to minimize embarrassment.
- 4% said the supervisor invaded their privacy

In every case, the action of the supervisor diminished the level of trust between him or her and their employees and IT DID NOT HAVE TO HAPPEN. All of these are examples of self-inflicted wounds.

In addition, how many people do you know with special skills or talents that always come with a qualifier statement? For example, “he is our best project engineer but he is also such a jerk that no one else on the team can stand him.”

Or maybe, “she sings so beautifully that it almost makes you forget you can’t tell her any secrets that you don’t want spread around.”



These qualifiers are always self-inflicted and guaranteed to limit the success of the individual.



Think about

What qualifiers do you think are associated with you?

How can they limit your success?

What will you do about them?

If you are having trouble coming up with some, ask a few of your close friends after first explaining to them that you are trying to identify and eliminate any traits that may hold you back.

Caution – do not ask them if you are not capable of dealing with the response honestly without argument! If you start to argue with them, you can forget ever hearing about anything useful from them in the future.

YOUR JOB IN THE ORGANIZATION

It is useful for you to look at your job in the organization from the perspective of your employer and ask yourself, “If I had to be rehired every day, would they hire me back every morning based on what I did the previous day?” (Of course, the corresponding question from you would be, “Based on my relationship with my supervisor as of the end of work yesterday, would I want to work here again today?”)



Think about this...

Describe here what you are paid to do in terms that include the quality that is expected of your work, the quantity that is expected, and the time available to do it. (For example, “I am expected to process 10 documents (quantity) an hour (time) with no errors (quality).”)

(If you are having trouble identifying all three elements of quality, quantity, and time, this may be a reason why you and your leader do not share agreement on your productivity. This would be an excellent opportunity to talk with your supervisor and get those three elements clarified in your mind.)

What other aspects of your job do you think are important to your success but may not be listed in the job description? (This would be a good question for discussion with some coworkers.)

What about these:

- How do you deal with disappointment? Do you accept it, try to understand why it happened and move on or do you focus on it, keep talking about it, and have trouble moving past it?
- How do you react when you make a mistake? Do you try to learn from it, deny that it happened, or try to fix blame on anyone but you?
- What do you do when someone confides in you about some gossip? Do you pass it on or does it end with you?

- What about the politics and “in crowd” that always exists within any organization? Do you spend much time concerned about them; do you complain to anyone who will listen that it’s so unfair that they exist; do you try to get into their circle; or do you accept it as a part of work life and move on?
- Where would your “reliability score” fall on a grade from 0-10 if your co-workers could respond to that question anonymously? How much can they count on you to be on time, keep a promise, or be accountable for your responsibilities?
- When you see opportunities for improvement in the work process, what determines whether you tell anyone:
 - If there is something in it for you
 - If you like your supervisor
 - If it will make the work easier for everyone
 - Something else – what?

Why do you think we are asking you these questions? (These traits may help you move ahead faster or slow and even halt your career advancement regardless of how well you perform in your formal job function.)

YOUR CHARACTER

Dr. Henry Cloud, author of *Integrity* that we mention in additional reading on page 114, identifies these as some of the traits essential to success in the workplace (and life itself.) Look at each one and ask yourself how your peers would rate you if they could answer anonymously.



Think about this...

- The ability to connect authentically which ultimately leads to trust.

Connecting “authentically” means, in Dr. Cloud’s terms, is dealing with the people as they are without regard to race religion, sex, age, OR WHAT THEY CAN DO FOR YOU IN RETURN. If you help someone because you *genuinely want to help them*, then you connect authentically.

With whom have you connected authentically recently? (This does not have to be in the workplace.)

What led you to make that connection?

Do you think that was a rare occurrence or common?

Who has connected authentically with you recently? What was your reaction to what they did? If they were a coworker, would you be willing to help them in return sometime without them asking for help?

What do you think this statement about trust means: **“Trust is historic”**?

How does that relate to you?

- The ability to be oriented toward the truth (which leads to finding and operating in reality)

How well are your hopes and dreams anchored in truth/reality? The example we think of here is the television show, *American Idol*, and viewing the tryouts. While there are certainly people who have dreams of being successful singers and have the skills to support them, there are obviously many others who also have a dream but are not in touch with the truth; i.e., the reality that they have

absolutely no talent at all. Any viewer watching some of those tryouts as they screech and scream in a strange variety of costumes and outfits must ask himself or herself, *“What are they thinking? How can they believe they actually have the talent to get on to a singing show?”*

Are your career hopes and dreams solidly anchored in the truth (reality) or are they based on some false hopes that deny reality? Can you accept the fact that being tone deaf and unable to carry a tune will actually keep you from winning a singing contest?

Another risk of not living in reality is the danger that it can seriously harm you. Jim Collins, the author of



“Good to Great” interviewed retired Admiral James Stockdale, USN, who served on active duty in the regular Navy for 37 years, most of those years at sea as a fighter pilot aboard aircraft carriers.

Shot down on his third combat tour over North Vietnam, he was the senior naval service prisoner of war in Hanoi for 7-1/2 years - tortured 15 times, in solitary confinement for four years, leg irons for two.

Mr. Collins asked which prisoners did not make it through the years of prisoner-of-war confinement. His reply, *“Oh, that’s easy. The optimists!”* When the author admitted he did not understand, the Admiral clarified by saying, *“The optimists were the ones who said, ‘We’re going to be out by Christmas.’ Christmas would come and go. Then they would say, ‘We’ll be out by Easter.’ Easter would come and go. Then it would be Thanksgiving and Christmas again. And they died of a broken heart.”*

Then he turned to the author and said, ***“This is a very important lesson. You must never confuse faith that you will prevail in the end – which you can never afford to lose – with the discipline to confront the most brutal facts of your current reality, whatever they may be.”***

Another consideration is our self-imposed limitations. How many times have you heard someone (or you) say something like, *“I’m too old to learn aboutor...I’m not smart enough to understand that...or...I never finished high school and can’t...”*

A fact of human nature is that ***if we argue hard enough for our own limitations, we will always have them.***

What limitations have you imposed on yourself as an excuse for why things are not working out for you? (Something like, “My schedule is so busy I don’t have time for _____.”)

What opportunities do you think you have missed in life because of these self-imposed barriers? What do you plan to do about them? Can you keep these barriers and still expect to achieve all of the things about which you dream?

Do you expect to move upward in your career without formal or technical education beyond high school just by wishing for it or thinking you somehow ‘deserve it?’

Do you actually think your propensity for unusual styles of clothing, personal appearance, or dress will not slow down your advancement at work?

Do you really think that arriving for work just in time, taking every minute available for lunch and breaks, while being the first out the door at the end of the day will help your career?



The truth/reality is simply fulfilling the job description is the *least you can do* to remain employed. If you want to move upward, you must show your employers that you are worthy of consideration. In addition, you must extend yourself first without asking for what you will get in return if you want to be successful. While there is no guarantee that you will be successful if you do this, it is virtually guaranteed that you will not move upward if you do not.

- The ability to embrace, engage, and deal with the negative. This is about your ability to deal with things that do not work out as you wish. Maybe you did not get the amount of a raise that you were expecting or some other ‘good thing’ that was supposed to happen did not.

Do you get angry about the result and start talking about how there is “no justice, the boss doesn’t like you; the boss has favorites, etc.” or do you ask yourself *what led to your assumption that a good thing was supposed to happen?*

There is a statement in logic theory **that there are no wrong conclusions, just faulty premises.**

This means that a wise person will not waste time whining about the wrong (in their mind) conclusion but will, instead, immediately begin to examine the factors (premises) that they thought would lead to the expected conclusion. This may lead to better preparation next time or clarification of assumptions that were not true to begin with.

The better you become in learning why things did not turn out as you expected will help you develop habits for success in the future. **The wise person welcomes problems because they are an opportunity to learn something new!** (If everything worked out just as you expected, what new things would you have learned?)



Think about this...

When did something that was important to you not work out as you expected?
How did you react? What possible errors did you make in your assumptions?
What did you learn from the situation (or what could you learn if you went back and examined the premises more carefully?)

How will you act differently in the future when a similar situation comes up? **(Remember, you cannot do things the way you always have and expect different results!)**

YOUR IMPRESSION ON OTHERS



Many people have probably not considered what it is like (in the eyes of others) to work with them. Like the famous cartoon character, Popeye, they think, “*I am what I am and that’s all that I am...*” and consider nothing more about it.

In reality, the *experience* of working with you can range from someone thinking, “*What a jerk!*” to “*Wow! What a nice person. I’m glad I met him (her)!*” You may be asking yourself, “*Why should I care what kind of an experience I create when working? I’m paid to work – not to create an experience.*”

In today’s world, that may not be entirely true. In fact, the more positive of an experience that you create when interacting with others may do wonders for your career or, at least, make your existing job create less wear-and-tear in your own life and maybe expand your career opportunities, too.

Although your job may not have the words “*customer service*” in the title, anyone with whom you interact – ***within your organization or from the outside*** - is a customer. Whether they pay for your services (such as in a profession) or your services are included in your salary (as part of a project team or member of the workforce), there is still the service provider (you) and the service customer (the person receiving your goods or services) relationship present.

We can explain all of this much better if we take a customer service viewpoint. If you will take that perspective through this section, you will understand the message we are trying to convey and maybe get people to like working with you.

Suppose your retirement dinner from your organization were held tonight. What would you want people to say about you as an employee and co-worker? What specific behaviors of yours can you list that would guarantee people will say that?



Let us begin.

This section is *not about customer service* because service is a 'given': it is the **LEAST PEOPLE EXPECT** when they deal with a service provider. Instead, it is about their *experience* during the *delivery of that service*.

For example, if they go into a bank to make a deposit, the *least they expect* is for the teller to take their check or cash, deposit it to their account, and give them a receipt. The service that the bank is in business to provide is the *least the customer expects*. If the teller just does that, it is nothing special from the customer's perspective.



However, their *experience while in the bank during the transaction* is what matters because they will do one of three things:

- **Forget it** because everything about it was *expected and mundane* (ordinary, routine, or nothing special) and completely forgettable!
- **Remember it** because parts of it or everything about it was *unexpected and positive*
- **Remember it** because parts of it or everything about it was *unexpected and negative*

Do you think there is a connection between the amount of unexpected and positive (or negative) elements in an encounter and the extent to which it is considered positive or negative?

Why?

Do you think it takes an equal number of unexpected **positive or negative** elements to make an experience positive or negative?

Why?

(Just one negative aspect of an encounter can nullify all of the positive aspects in the minds of some people. Why take a chance?)

MOMENTS OF TRUTH

In 1986 Jan Carlzon, the former president of Scandinavian Airlines, wrote a book, Moments of Truth. In his book, he defines the moment of truth in business as this:

"Anytime a customer comes into contact with any aspect of a business, however remote, is an opportunity to form an impression."

From this simple concept, he took an airline that was failing and turned it around to be one of the most respected airlines in the industry.

Some examples of "moments of truth" in his book about the airline business are:

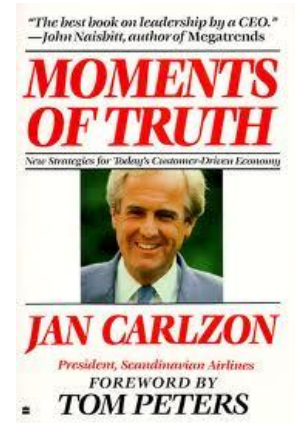
- *when you call to make a reservation to take a flight,*
- *when you arrive at the airport and check your bags curbside,*
- *when you go inside and pick up your ticket at the ticket counter,*
- *when you are greeted at the gate,*
- *when you are taken care of by the flight attendants onboard the aircraft, and*
- *when you are greeted at your destination.*

These moments can be taken farther into categories we will call:

- *Magic Moments* (something **unexpected AND POSITIVE** happens)
- *Miserable Moments* (something **unexpected AND NEGATIVE** happens)
- *Mundane Moments* (something **expected AND ORDINARY** happens)

Which ones do you think are remembered most (circle)? **Magic Miserable Mundane**

What will people usually do after having a **Magic** or **Miserable** experience?



The Power of Pleasing People

- Consumers will spend up to 10% more for the same product with better service
- When people received good service, they will tell 9-12 other people about it.
- When people received poor service, they will tell up to 20 other people about it.
- There is an 82% chance customers will stay if their complaint is handled quickly and pleasantly.

What are some potential “moments of truth” in your business from an **external** (someone from outside your organization) customer’s perspectives and how do you think the customers would rate them? Use symbols for the reaction as: **Magic = “+” Miserable = “x” Mundane = “?”**

Description Of A “Moment Of Truth”	Typical Rating	Reason For That Rating
1		
2		
3		

What are some potential “moments of truth” in your business from an **internal** (someone from inside of your organization) customer’s perspective and how do you think the customers would rate them? Use symbols for the reaction as: **Magic = “+” Miserable = “x” Mundane = “?”**

Description Of A “Moment Of Truth”	Typical Rating	Reason For That Rating
1		
2		
3		

What are some potential “moments of truth” **WHEN DEALING WITH YOU** from an **external customer’s** perspective and how do you think the customers would rate them? Use symbols for the reaction as: **Magic = “+” Miserable = “x” Mundane = “?”**

Description Of A “Moment Of Truth”	Typical Rating	Reason For That Rating
1		
2		
3		

Is there room for improvement?

Why do you think so?

What description would you like it to be?

What will you start doing **differently** (and when) to get “moments of truth” involving you closer to the level you want?

What are some potential “moments of truth” **WHEN DEALING WITH YOU** from an **internal customer’s** perspective and how do you think the customers would rate them? Use symbols for the reaction as:

Magic = “+” Miserable = “x” Mundane = “?”

Description Of A “Moment Of Truth”	Typical Rating	Reason For That Rating
1		
2		
3		

Is there room for improvement?

Why do you think so?

What description would you like it to be?

What will you start doing **differently** (and when) to get “moments of truth” involving you closer to the level you want?

ONCE AGAIN... THE BASICS



The basic elements of getting people to like working with you include:

1. Developing a “customer” friendly attitude
2. Expanding your definition of service
3. Reconsidering who your “customers” are

Developing a Customer Friendly Attitude

- I. Think about one of the functions that define your job. (For example, if you do administrative work, you probably look for particular documents, interact with people, meet with your supervisor or coworkers, answer questions, etc.)

List some of the steps involved with that function. If it involves interaction with another human being (**internal or external**), identify that person by position or title. (For example, if meeting with someone from another department to discuss a common problem, the meeting would be scheduled and held, business conducted, action items identified, follow-up issues identified, and possibly the next meeting scheduled.)

The job function I am describing is: _____

Steps	What I Do At This Step	I Interact With... (Job Function)	How I Interact (Call, email, fax, etc.)
1			
2			
3			
4			
5			
6			
7			
8			

II. Look at the steps above where you interacted with someone and analyze that interaction.

List the number of the step above when you interact with someone in your normal job duties.

Step	How I Interact (Call, email, fax)	What Do You Typically Say or Do During This Interaction?	How Would You Describe Your Relationship With That Person? Why?

Is there room for improvement in your relationship with those people you mentioned earlier?

What is in it for you to improve it?

What could you do to improve it?

What would you expect as a result of working to improve it?

When would you start doing that?

How can you “establish a relationship” with a customer when you are facing a deadline, short-staffed, over worked, underappreciated, etc?

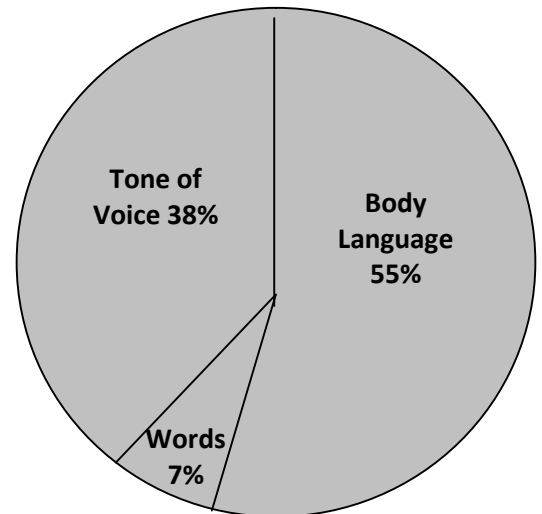
(You can still choose to be polite, smile, and pleasant because they DID NOT CREATE THE PRESSURE on you. Your reaction to the environment is always your choice – no one else controls it.)

OTHER OPPORTUNITIES FOR SELF-HELP OR SELF-HURT

Here are other opportunities to prepare yourself for the opportunities that may await.

One very important opportunity is your body language. We say so much more with our body language than we do with our spoken language.

How can you tell when someone with whom you work isn't really happy to see you even when they do not say anything?
How do you act when you see someone you are not happy to see?



This graphic shows the percentage of the message we send with various parts of our behavior. How can you tell when someone on the telephone is not happy that you called even when you cannot see him or her? Which of those clues (above) do you probably display when you are not ready to deliver a “magic moment” of customer experience?

When you display them, how does that impact your value to your employer? Why should you consider your impact on the customer and your value to the company?

VISUAL MESSAGES

How does “staring” differ from “looking at?” Would you rather have a coworker stare at you or look at you?

Keep that preference in mind when you deal with your customers.

When a customer is upset, what should you consider about eye contact?¹



Your body posture and behavior can tell the customer so much about your interest in them. What messages do behaviors like these send to the customer?

- ✓ Leaning back or stepping away
- ✓ Turning your body away from the customer
- ✓ Looking past them at the clock or someone behind them
- ✓ Checking the vibrating cell phone to see who is calling
- ✓ Looking at their watches repeatedly
- ✓ Always a big sigh before answering the question
- ✓ Clicking a ball point pen open and closed while they talk to you
- ✓ Virtually no body movement, no facial reaction, and staring straight ahead

What do **you** do to convey you really are not interested in listening to someone?

¹ Be careful with eye contact when a customer is upset because strong eye contact is, for many people, a challenge requiring a response. This is not the time to get them more agitated. Also, allow them to vent a little while telling them what you CAN do instead of what you cannot do which is probably what set them off to begin with.)

MY SPACE AND YOUR SPACE



“*Personal space*” is the distance that feels comfortable between you and another person. If someone moves too closely into ours, we tend to back away.

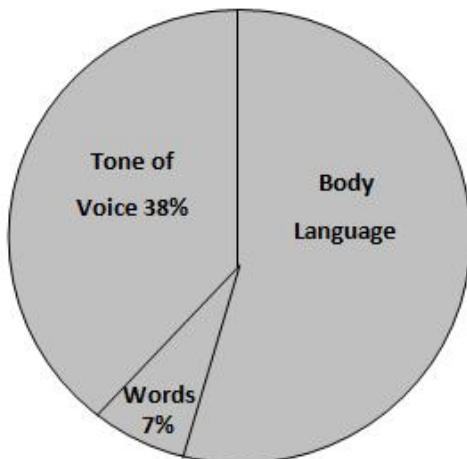
How can you tell if you are invading a customer’s space? What should you do?

How can someone tell if they are invading your space? What can you do?

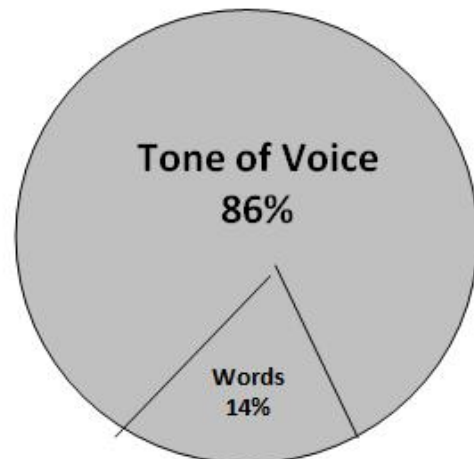
PHONE TONE & OTHER BEHAVIOR

Earlier we talked about the importance of body language when we can see the customers but how do things change when we talk to them on the telephone?


FACE-TO-FACE



OVER THE TELEPHONE



Read these statements and put emphasis on these underlined words:

1. **“Thank you for calling (your company, your department, however you normally answer the telephone). This is (your name). How may I help you?”** (What does that sound like?)
 2. **“Thank you for calling (your company, your department, however you normally answer the telephone). This is (your name). How may I help you?”** (What does that sound like?)
 3. **“Thank you for calling (your company, your department, however you normally answer the telephone). This is (your name). How may I help you?”** (What does that sound like?)
 4. **“Thank you for calling (your company, your department, however you normally answer the telephone). This is (your name). How may I help you?”** (What does that sound like?)
 5. **“Thank you for calling (your company, your department, however you normally answer the telephone). This is (your name). How may I help you?”** (What does that sound like?)
- 

DEALING WITH ANGRY CUSTOMERS

How do you handle calls when the caller is angry, difficult, or has a complaint? Here are some things to keep in mind for now. We will get into more detail later.



- **Empathize** (*"I can see how that would be frustrating."*) You are not agreeing with them – just demonstrating you are listening.
- **Apologize** (*"I am sorry you had this problem."*) Remember agreement DOES NOT mean you admit guilt. It is just agreeing this is a frustrating situation.
- **Stay positive** (They are angry at the problem, not you!)
- **Take responsibility** for finding a solution
- **Confirm your understanding** (*"Let me make sure I understand this correctly..."*)

Then you can:

1. Do not overreact to "trigger words" or phrases (Such as, *"Doesn't anyone there know what they're doing?"*)
2. Listen completely to the complaint
3. **DO NOT BLAME ANYONE!** (Not you, the caller, the company, or the department even if you know who did it)
4. Paraphrase their comments and ask questions to make sure you understand the situation (this also demonstrates to them that you were paying attention.)
5. Offer solutions and alternatives (if possible). An alternative gives the caller a sense of power and calms them. Why? (They feel like they have a choice.)
6. Confirm the solution with the caller and make sure they agree on what has been decided.

YOUR WORKING STYLE

You probably have many customers with whom you get along very well because they seem to be a lot like you! Maybe it is the way they present their problem or the way they respond to your answers that makes you think you have a lot in common.

Additionally, there are probably many with whom you feel absolutely no connection and it is difficult to deal with them successfully. The reason may be that your individual *working style* –the way you interact with the world – is similar to some of your customers’ working styles and very different from some others.

Before we can help you deal effectively with the various customers you have, it is important that you know what your working style is so you can identify theirs. Once you are able to understand the clues and characteristics of the four major working styles, it will become easier for you to become flexible in your approach to customers who display a different style than yours.

SELF-ASSESSMENT SURVEY

We all are *combinations of the four various working styles* and, depending on the situation, we may display different aspects of our individual style.

For example, at work we may allow the “take charge” aspect of our personality to lead while after work, with friends, we may pull back the take-charge element and bring out the “friendly and feelings” aspect of us. Please remember this – we are a blend of these styles and the one that we call upon most is our working style.



Circle the response in the following questions which is most likely how you would respond. The answers are neither right nor wrong. Just base your responses on how you are today, not how you think you need to be or want to be in the future..

1. When talking to a customer or co-worker....

- a. I maintain eye contact the whole time.
- b. I alternate between looking at the person and looking down.
- c. I look around the room a good deal of the time.
- d. I try to maintain eye contact but look away from time to time.

2. If I have an important decision to make....

- a. I think it through completely before deciding.
- b. I go with my gut instincts.
- c. I consider the impact it will have on other people before deciding.
- d. I run it by someone whose opinion I respect before deciding.

3. My office or work area mostly has....

- a. Family photos and sentimental items displayed.
- b. Inspirational posters, awards, and art displayed.
- c. Graphs and charts displayed.
- d. Calendars and project outlines displayed.

4. If I am having a conflict with a co-worker or customer....

- a. I try to help the situation along by focusing on the positive.
- b. I stay calm and try to understand the cause of the conflict.
- c. I try to avoid discussing the issue causing the conflict.
- d. I confront it right away so that it can get resolved as soon as possible.

5. When I talk on the phone at work....

- a. I keep the conversation focused on the purpose of the call.
- b. I spend a few minutes chatting before getting down to business.
- c. I am in no hurry to get off the phone and don't mind chatting about personal things, the weather, and so on.
- d. I try to keep the conversation as brief as possible.

6. If a co-worker is upset....

- a. I ask if I can do anything to help.
- b. I leave him alone because I don't want to intrude on his privacy.
- c. I try to cheer him up and help him to see the bright side.
- d. I feel uncomfortable and hope he gets over it soon.

7. When I attend meetings at work....

- a. I sit back and think about what is being said before offering my opinion.
- b. I put all my cards on the table so my opinion is well known.
- c. I express my opinion enthusiastically, but listen to other's ideas as well.
- d. I try to support the ideas of the other people in the meeting.

8. When I make a presentation in front of a group....

- a. I am entertaining and often humorous.
- b. I am clear and concise.
- c. I speak relatively quietly.
- d. I am direct, specific, and sometimes loud.

9. When a customer is explaining a problem to me....

- a. I try to understand and empathize with how she is feeling.
- b. I look for the specific facts pertaining to the situation.
- c. I listen carefully for the main issue so that I can find a solution.
- d. I use my body language and tone of voice to show her that I understand.

10. When I attend training programs or presentations....

- a. I get bored if the person moves too slowly.
- b. I try to be supportive of the speaker, knowing how hard the job is.
- c. I want it to be entertaining and informative.
- d. I look for the logic behind what the speaker is saying.

11. When I want to get my point across to customers or co-workers....

- a. I listen to their point of view first and then express my ideas gently.
- b. I strongly state my opinion so that they know where I stand.
- c. I try to persuade them without being too forceful.
- d. I explain the thinking and logic behind what I am saying.

12. When I am late for a meeting or appointment....

- a. I don't panic, and I call ahead to say that I'll be a few minutes late.
- b. I feel bad about keeping the other person waiting.
- c. I get very upset and rush to get there as soon as possible.
- d. I apologize profusely after I arrive.

13. I set goals and objectives at work that....

- a. I think I can realistically attain.

- b. I feel are challenging and would be exciting to achieve.
- c. I need to achieve as part of a bigger objective.
- d. Will make me feel good when I achieve them.

14. When explaining a problem to a co-worker whom I need help from....

- a. I explain the problem in as much detail as possible.
- b. I sometimes exaggerate to make my point.
- c. I try to explain how the problem makes me feel.
- d. I explain how I would like the problem to be solved.

15. If customers or co-workers are late for a meeting with me in my office....

- a. I keep myself busy by making phone calls or working until they arrive.
- b. I assume they were delayed a bit and don't get upset.
- c. I call to make sure that I have the correct information (date, time, and so on).
- d. I get upset that the person is wasting my time.

16. When I am behind on a project and feel pressure to get it done....

- a. I make a list of everything I need to do, in what order, by when.
- b. I block out everything else and focus 100 percent on the work I need to do.
- c. I become anxious and have a hard time focusing on my work.
- d. I set a date to get the project done by and go for it.

17. When I feel verbally attacked by a customer or a co-worker....

- a. I tell her to stop it.
- b. I feel hurt but usually don't say anything about it to her.
- c. I ignore her anger and try to focus on the facts of the situation.
- d. I let her know in strong terms that I don't like her behavior.

18. When I see a co-worker or customer whom I like and haven't seen recently....

- a. I give him a friendly hug.
- b. I greet him but don't shake his hand.
- c. I give him a firm but quick handshake.
- d. I give him an enthusiastic handshake that lasts a few moments.

1 a Driver b Amiable c Analytical d Expressive	4 a Expressive b Amiable c Analytical d Driver	7 a Analytical b Driver c Expressive d Amiable	10 a Driver b Amiable c Expressive d Analytical	13 a Analytical b Expressive c Driver d Amiable	16 a Analytical b Driver c Amiable d Expressive
2 a Analytical b Driver c Amiable d Expressive	5 a Driver b Expressive c Amiable d Analytical	8 a Expressive b Analytical c Amiable d Driver	11 a Amiable b Driver c Expressive d Analytical	14 a Analytical b Expressive c Amiable d Driver	17 a Driver b Amiable c Analytical d Expressive
3 a Amiable b Expressive c Analytical d Driver	6 a Amiable b Analytical c Expressive d Driver	9 a Amiable b Analytical c Driver d Expressive	12 a Analytical b Amiable c Driver d Expressive	15 a Expressive b Amiable c Analytical d Driver	18 a Amiable b Analytical c Driver d Expressive

Write your score for each of the four types here:

Driver = _____ Amiable = _____ Analytical = _____ Expressive = _____

Working styles from *Personal Styles and Effective Performance: Make Your Style Work for You* by David Merrill and Roger Reid (Chilton, 1981)

Although there are only four distinct Working Styles, each of us is a combination of them in varying amounts. Very few people exhibit a pure strain of the Working Style.

We want you to be able to understand the four basic styles so you can identify the dominant style within the mixture in each person you encounter.

DEMONSTRATING OUR WORKING STYLE

Our everyday behaviors can go a long way to identifying our style. If you are observant, you can pick up clues from:

What people say - How they say it

How they act - Their work environment

What People Say: How do you express yourself? Do you use colorful phrases, “down home-isms”, or larger-than-life expressions, or do you tend to say things in a more modest, low-key manner? The types of words you use and the way you use them is a direct reflection of your working style.

How they Say It: Do you speak quickly in your normal mode and speed up even more when you get angry? Or do you speak slowly and distinctly and grow quieter if you get angry? Does your voice have a lot of inflections and tonal changes or does it stay essentially the same regardless of the topic? Is there excitement in your voice or more calm and relaxed? The way you speak tells people as much about you as how you say it.



How they Act: Have people ever said to you, “If we hold your hands, you won’t be able to talk!” Do you gesture broadly when you speak or do they rest quietly in your lap or at your side while you speak? Do people have to move quickly to keep up with you or do you stroll at a leisurely pace? Your body movements are a very natural aspect of your working style.

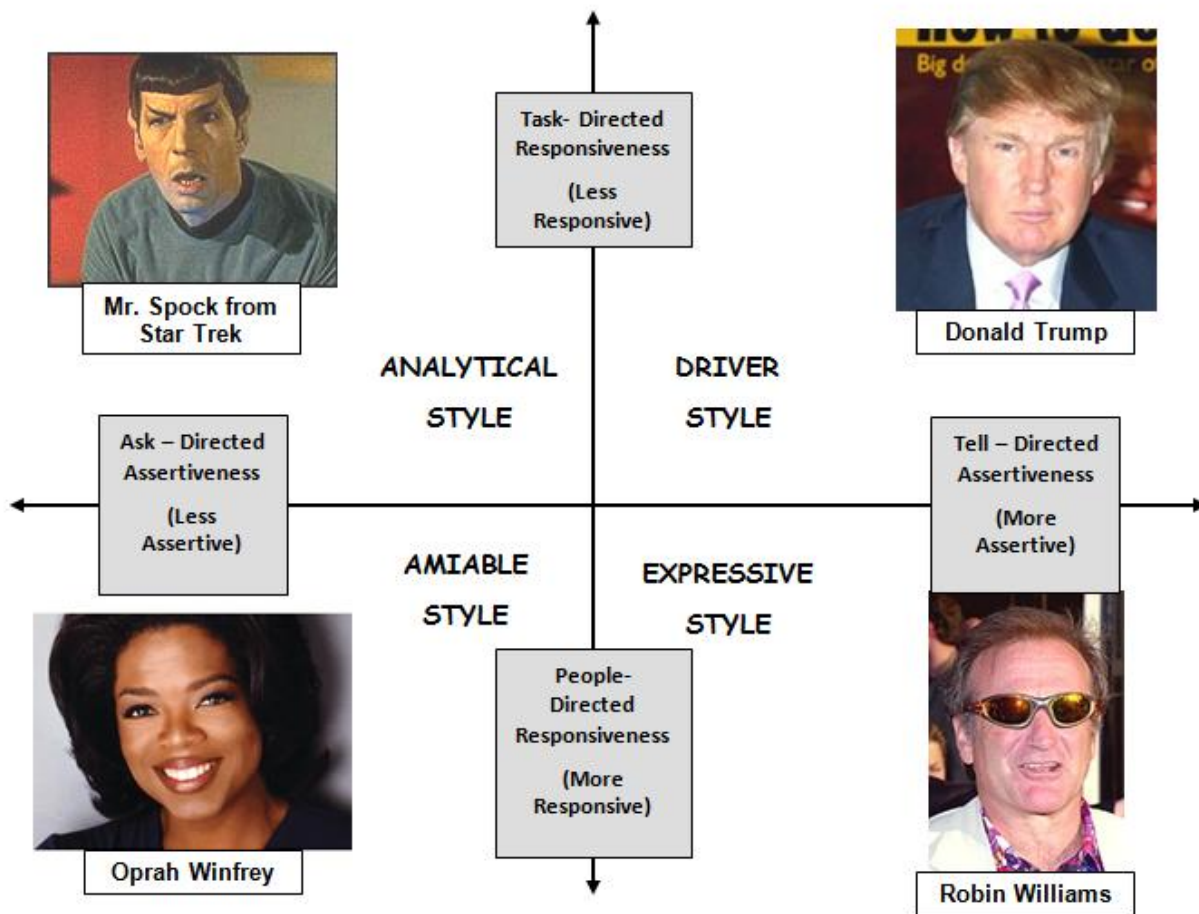
The work environment: Do you have reports, files, and papers strewn over your desk or is it neat and tidy? Are your pictures of your family casual or formally posed? What about the wall decorations? Are they achievement oriented (#1 in the golf tournament) or (attention seeking) “here’s the governor and I at a luncheon?” The office environment can tell a lot about the inhabitant to an alert observer.

THE WORKING STYLES GRID

The concept of Working Styles is based on where people fall along two behavioral ranges. These ranges address:

- How (or the extent to which) people **assert** themselves to others (outgoing communication meaning whether they typically ‘tell’ or ‘ask’) and,
- How (or the extent to which) they **respond** to others with focus more on people or task issues.

Here is a grid to help visualize it and these are famous people who exemplify these traits:



THE ANALYTICAL STYLE



Although a fictional person, Mr. Spock of (Original) Star Trek fame is the classic example of an analytical (even to an extreme).

(Or Sheldon Cooper for “Big Bang Theory” TV fans.)



Their working style has a low degree of assertiveness as they listen more than they speak (in reality, not TV) and a low degree of emotional expression. People with this style *focus on facts more than feelings*. They evaluate situations objectively and gather plenty of data before making a decision. They prefer an organized work environment where they know exactly what is expected of them.

They are often perceived as deliberate, constrained, and logical. They tend to be good listeners who follow procedures, carefully weigh all alternatives, and remain steadfast in purpose. They are seen as disciplined, independent, and unaggressive, and as people who are likely to let others take the social initiative. They may be perceived as conservative, businesslike, and persistent in their relationships with others. Strongly risk-averse and pursue their goals only after they have compiled plenty of data to support a project's purpose, practicality, and policy. For them, the *process* is as important as the outcome.

Here are some of the phrases often used to describe **Analyticals**:

- Seem technically oriented, often seeking structure, certainty, and evidence before making decisions (show them the warranty!)
- Appear quiet and unassuming; may show little emotion when dealing with others (they are listening much more closely than it appears)
- Tend to take little social initiative with others; may remain guarded until a strong relationship has been developed
- May push to extend existing ideas and procedures before going on to something new
- Will meticulously check every word and term in a contract or agreement before signing it

Their office environment probably includes:

- Minimal wall decorations. If there are some, they are probably off-the-shelf graphics, nothing frivolous, everything is utilitarian
- If there are documents on their desk, they are neatly stacked and everything looks orderly
- Family pictures, if any, are formal portrait settings, not candid shots of vacation, the dog, etc.
- There are probably charts, graphs, or other statistical measurements in their office.

Strengths of this style include:

- Seem able to approach problems on the basis of facts and logic and to create solid solutions
- Tend to make the most practical decision by being thorough and open to ideas
- Like to discover new ways of solving old problems
- Often productively competent in working out a problem and in getting a job done right

Self-development opportunities for this style include:

- Realize that their need to collect data it makes it difficult to meet a deadline
- Their need to have zero errors makes it difficult to provide an estimate or make an off-the-cuff suggestion
- Their need for orderliness makes it uncomfortable when someone with whom they are working jumps from one topic to another randomly

Strategies for dealing with them

- Meet their need for data by providing charts, graphs, warranties, or statistics. Always check your data first because they will.
- Give them some room for error when asking for an estimate or opinion otherwise you will never get an answer because they are still collecting data. For example, ask for an estimate “with a 95% confidence level.” If you give them an ‘out’ (95% instead of 100%) so they do not have to be perfect, you allow them to reduce their inner drive for error avoidance.

- Set some preliminary milestones so you can check on progress instead of an all-or-nothing final date. Their drive for perfection and analysis of data may cause them to get so bogged down in the details they lose track of the overall schedule.
- Support their principles and thinking; provide evidence and service; and answers that explain HOW as often as possible.
- When explaining something, proceed in a logical sequence and do not make any leaps of logic.

THE AMIABLE STYLE

Oprah Winfrey has been called, “America’s Beloved Best Friend” on the Academy of Achievement’s website. Although very successful as a business woman, she has built her fortune on being perceived as a caring and friendly person.



She, as an amiable, is often seen as quiet, unassuming, and supportive. Perceived as a warm, friendly listener who seem easy to get along with, she attracts people who enjoy personal contact and shared responsibility (“teamwork” is something they enjoy.). They tend to pursue goals by first establishing strong personal ties (first the personal relationship then the business relationship.) They may be perceived as avoiding risks and decision making unless they have strong support or data to back them up.

They like time to build relationships and to seek support and feedback from others before they make decisions (“Where do you want to go to lunch? What about you?” they will ask everyone in the group but make no decision themselves for fear of offending someone.) They are very cooperative in their interaction with others because they want to be liked and “fit in’.

Phrases frequently used by people to describe amiables like Oprah include:

- Seem to accept others, placing a high priority on getting along
- Appear quiet, cooperative, and supportive as they seek approval
- Seem easy to get to know and work with
- Tend to minimize interpersonal conflict whenever possible

Their office environment probably includes:

- “Happy” decorations including candid pictures of family & friends
- “Have a Nice Day” slogan variations
- Probably some clutter giving it a comfortable and homey feel

- Some emphasis on teamwork in an award, a slogan, or books on the shelf dealing with relationships and or communication

Strengths of this style include:

- May help others and provide positive strokes for other people's work and accomplishments
- May have a deep sense of loyalty and dedication to those in their work and peer groups
- Seem able to communicate trust and confidence in other people
- Function very well on teams and other social settings
- Tend to make people feel comfortable about themselves

Self-development opportunities for this style include

- Amiables often have trouble asserting themselves and making decisions quickly.
- Generally, they don't like confronting disagreement with co-workers
- Must resist the temptation to base everything on feelings and more on results.
- Their reluctance to deal with conflict means that they don't always get what they really want.
- Their frustration about not resolving such issues can turn into resentment that is directed toward the same co-worker in later interactions.

Strategies for dealing with them

- Use a friendly tone of voice while making frequent eye contact and smiling
- They seek approval – provide it as much as you can.
- Use no aggressive or no dramatic gestures because this may be seen as unfriendly
- Speak slowly and in soft tones with moderate inflection (because that's how friends talk with each other)
- Use language that is supportive and encouraging with guarantees and assurances

THE DRIVER STYLE



Donald Trump is a billionaire real estate developer that has amassed a fortune through owning key New York properties (i.e. Trump Towers), and Atlantic City casinos. He has gained fame for his flamboyant deals, his runs for President, and his supermodel love interests.

He is the consummate Driver because he is results-oriented, tending to initiate action and give clear direction. Drivers seek control over their environment and want to know the estimated outcome of each option when making deals. They are willing to accept risks, but want to move quickly and have the final say. They love competition – especially when they win. In relationships, they may appear uncommunicative, independent and competitive and tend to focus on efficiency or productivity rather than devoting time and attention to casual relationships. They seldom see a need to share personal motives or feelings.

Drivers feel most comfortable pursuing their goals when they're in charge and taking the initiative. They are often seen as thriving in situations in which they can create plans and have others carry them out.

Drivers are frequently described as:

- Heartless, bottom-line oriented, will make direct eye contact as a way to intimidate to exert influence
- Able to move quickly and briskly with purpose while others hurry to catch up
- Speaking forcefully and fast-paced using terms such as will (not should), can (not try), and sounding very certain of themselves
- They seem to make things happen, take risks, and view problems as just another challenge.

Their office environment probably includes:

- Planning calendars and project outlines displayed in their offices
- Wall decorations include achievement awards (“#1 in the golf tournament)
- Furniture is “executive” style and of the best available (or best they can afford)

- Probably many communication methods available because they want to stay in touch, solve problems, and keep moving people ahead toward goals.

Strengths of this style include:

- The ability to take charge of situations and make quick decisions are what often make drivers high achievers.
- They put a single-minded focus on the goals they want and are not afraid to take risks to accomplish them.
- Often confident and strong-willed and like to initiate, control, and serve as own motivator
- Appear efficient, hardworking, results-oriented, and direct and to the point

Growth opportunities for this style include:

- When feeling stressed, drivers can be so focused on getting things done quickly that they can overlook details and make mistakes.
- They may push aside their own and other's feelings to get the job done, which can create tense situations with co-workers.
- Because of their hard-driving, competitive nature, drivers can sometimes become workaholics.
- Their failure to consider the feelings of others can drive off a lot of good employees from their organization

Strategies for dealing with them:

- Don't waste their time – get to the point and be efficient
- Allow them to build their own structure when possible
- Give them choices between options and probabilities – allows them to be 'in charge'
- They measure value by results – show them how your product achieves results

THE EXPRESSIVE STYLE

If the description of an Expressive is *“often excitable, fun-loving, and talkative; loves an audience and applause or recognition may be a cherished reward”*, then Robin Williams is the perfect example.



Expressives are motivated by recognition, approval and prestige. They are very communicative and approachable, while freely sharing their feelings and thoughts.

They move quickly, continually excited about the next big idea, but they often don't commit to specific plans or see things through to completion. They are better with strategy than the tactics needed for execution. Like drivers, they enjoy taking risks.

When making decisions, they tend to place more stock in the opinions of prominent or successful people than in logic or research. Though they consider relationships important, the Expressive's competitive nature leads them to seek quieter friends who are supportive of their dreams and ideas, often making relationships shallow or short-lived.

Phrases like these are often heard when describing Expressives:

- Appear to be risk-takers, competitive, and spirited
- Often futuristic, creative, and inspirational
- They are out-going, spontaneous, persuasive, gregarious, and humorous
- They see the “big picture” but don't care much for the details
- Their approach toward projects may be, “Ready, FIRE, aim!”
- They think quickly and are more solution than process (like analyticals are) focused

Their office environment probably includes:

- Pictures that shout “look at me” such as with celebrities, unique locations (The Golden Gate Bridge), or exciting events such as skydiving. (The Driver's pictures would should competition or

achievement like #1 in the golf tournament. The Expressive's would be '*Here are the Governor and I playing golf*'.)

- Bright colors
- Candid pictures of the family and their dog
- Many different projects or topics that they are working on

Strengths of this style include:

- Their lively nature allows them to motivate and generate excitement in others.
- They work at a fast pace and are good at building alliances and relationships to accomplish their goals.
- They are well suited for high-profile positions that require them to make public presentations, such as trainers, actors, salespeople, and so on.
- Like to share dreams and may stimulate creative exchange of ideas

Growth opportunities for this style include:

- When upset, they can often communicate their feelings with considerable intensity, and if criticized, they may lash out with a verbal attack.
- They may seem overwhelming to less assertive styles, because when they're enthusiastic about an idea, they press for a decision and may overlook important details.
- They may need to stay with a project longer than just the initial start-up phase to make sure everyone understands the concept
- Rely less on intuition at times and dig for more facts

Strategies for working with them:

- Start by focusing on generalities rather than on details.
- They usually respond well to playful people who focus on the big picture.
- It's important to make direct eye contact, having energetic and fast-paced speech,
- Be sure to allow time in the meeting for socializing, talking about experiences, people, and opinions, in addition to the facts
- Ask about their intuitive sense of things will help

- Support your ideas with testimonials from people whom they know and like
- Paraphrase any agreements made and maintain a balance between fun and reaching objectives



If you had a large project, the four styles would broadly work like this:

- The *expressive dreamer* designs it and lays it all out
- The *take-charge driver* leads it and makes it happen
- The *amiable team builder* keeps the workforce together
- The *analytical data manager* maintains the records and documents

BACKUP STYLE

Many people, when under stress, usually revert to their “backup style” of behavior.

For example, back on page 43, you learned that people fall into two broad categories of assertiveness: more or less assertive. The more assertive types are the **Drivers** and **Expressives**; the less assertive one are the **Amiables** and **Analyticals**.

Under stress, people will become more of whichever assertive styles they are.

- The **Drivers** become more demanding (their controlling trait);
- **Expressives** attack verbally (their verbal and quick thinking abilities);
- **Amiables** give in and put their personal feelings aside because maintaining the relationship is important;
- **Analyticals** withdraw into a shell avoiding the situation.

WORKING STYLE FLEXIBILITY

Working Style Flexibility means if we can find a way to approach the other person *in a way most like their working style*, we increase the odds we can communicate effectively with them depending on our skills.

The greater our attempt to see the world through their eyes will make them like to work more with us.



Suppose you were an **Analytical** (Mr. Spock) having to deal with an **Expressive** (Robin Williams). From our guidelines on dealing with the various working styles, here are some of the strategies to use when working with them.

The Client as an Expressive

- Start by focusing on generalities rather than on details.
- They usually respond well to playful people who focus on the big picture.
- It's important to make direct eye contact, having energetic and fast-paced speech,
- Support your ideas with testimonials from people whom they know and like

You as an Analytical

- Meet their need for data by providing charts, graphs, warranties, or statistics. Always check your data first because they will.
- Support their principles and thinking; provide evidence and service; and answers that explain HOW as often as possible.
- When explaining something, proceed in a logical sequence and do not make any leaps of logic.

Can you see what a disaster it would be to use the **Analytical** approach of providing a lot of data and statistics first when an **Expressive** just wants generalities? Or when the Expressive just wants the “big picture” and the Analytical insists on the logical sequence without making any leaps of logic?

Flexibility means that “you temporarily adapt so you can be successful in the encounter”; *it does not mean becoming the other style.*

The most successful fishermen look at the world *from the perspective of the fish.*



They ask, “*What kind of water conditions, visibility, temperature, depth, and light is best?*”

What about time of day? Which is best, incoming, outgoing, slack, or flood tide? What is their favorite bait?”

The more they can “become the fish”, the more they will catch.

REVIEW

Think of someone with whom you work and identify their working style.

- What clues do you notice?
- Based on those clues, what is their probable working style?
- How should you approach them?
- What is your working style?
- What potential conflicts are there between your style and theirs?
- What will you do to avoid these conflicts?

YOUR EMOTIONS

There are too many self-help books about emotions on the market for us to get into another rehash of all of the same topics although there is a need to consider a few very specific elements from an employment perspective.

Separate the behavior from the emotion

If you are ever asked to describe behavior you have witnessed, do not use words that describe emotions or attitudes and be sure to focus on behaviors.

For example, do not say a co-worker was “rude and unprofessional” when he or she hung up on the customer *because there are no universal definitions of rude or unprofessional*. The chance that someone else would understand the extent of the situation exactly as you meant when you said rude and unprofessional is very slim and someone may think you are trying to paint a worse picture than it was.



However, if you said, “her voice became louder, her face got red, and then she slammed down the telephone”, you will be more accurate and credible because everything you said was an observable behavior. Anyone else witnessing the event would agree that her voice did get louder, her face became redder, and she hung up the telephone forcibly.

Whether or not they would agree it was rude is not addressed because being rude is subject to opinion. Everyone will agree to what they saw (behaviors), but may not agree to what it means (rude or well deserved?)



Think about this...

Think about someone you have seen recently (in real life, television, or the movies) become very agitated and act out. Write out a description of the situation using behavioral or objective terms as much as possible.

1. **Although you cannot control the unexpected, you can control your reaction to it.**

Sometimes bad, undeserved, unwelcome, or unexpected things will happen to us without warning: that is just part of life and we cannot do much about them.

However, we can do something about the way we react to them. The wise person will remember that the reason for the reaction will soon be forgotten by coworkers and management but they may remember your reaction to it for years to come depending on the event and how you reacted.



Think about this...

Think about a recent situation at work, home, or in the community where you reacted in a way that you later regretted. What do you think was the impact on others as they watched your performance? How long do you think they will remember it? If you could replay that event, what would you do differently?

If you had acted differently, what do you think the witnesses would think about you now?

2. **Maintain a sense of proportion and do not ‘globalize’ when disappointed**

Everyone has probably had a friend who was very dramatic over seemingly small matters or about those with which we have no control.



For example, we may have known someone who could not get her braces off before the school dance as she had planned and become nearly hysterical sobbing to her friends, “it’s the worst day of my life – my life is over – I just want to die, etc.”

Obviously it is important to that girl but is it really worse than the car accident she was in when she was younger, or will her life not continue past 16 years of age?

Of course not and she probably felt all the drama was necessary to demonstrate her disappointment. But, from an observer’s perspective, what does it tell us about her ability to handle disappointment?

If a similar disappointment happened at work and she over dramatized for all to see, what lingering memory would any member of management have if they had witnessed it? What would they think of her prospects as a future leader?



Think about this...

Think about a recent emotional outburst that you witnessed that was very dramatic and, in your opinion, way overdone. If that person were a coworker of yours, what affect would that performance have on your opinion of their ability to handle pressure within the department?

If you were their supervisor and they put on that show at work, what would be your reaction?

3. **Learn the ability to adapt to a changing world without wearing blinders.**

Have you ever heard the saying, “you can’t go home again?” Obviously, it does not mean that you cannot physically travel back to your home, of course, but rather that home will never again be for *you now what it once was*. Your childhood friends have grown up, their (and your) view of the world has broadened (we hope) and our interpersonal relationships are now diluted with the experiences we had AFTER we all went our separate ways. Obviously, we are not the same people at our high school reunion that we were when we graduated ten years ago.

Unfortunately, some people are not able to move past their “glory days” whether it was in their youth or when they were an “all star” producer in the department years ago before we introduced computers. If you are not willing to adapt and stay current with the organization’s plans for growth or its innovations in technology, policies, and procedures, you are effectively asking to be left behind when the next reorganization occurs.

If your response is, “It will not happen to me because I have been here too long”, or “My job is too important – I am the only one who knows how to do this”, then you are wearing blinders and living in the world as IT WAS.

Think about this situation. Historically, before the 1970s, the Swiss were the center of the world trade for watches. They made the finest watches with their artistry of miniature gears, balance

wheels, and all of the associated machinery that made a watch work. They owned hundreds of patents on the mechanisms and believed they were invincible.

Moreover, when one of their imaginative designers came up with a design that used the vibrations of a quartz crystal to move the watch hands instead of the fine springs they had always used, they laughed and never even filed the patent because, in their minds, that is not how watches are “supposed to work.”

Later that year, a representative from Texas Instruments saw that new design at a trade show and discovered that the inventor did protect it with a patent. The rest is history as more than 98% of the world’s timepieces are now “quartz” watches. (Your watch is probably quartz and is a descendent of that Texas Instruments discovery.)

The point of that story is, “Do not ever assume it cannot happen to you because it can.” Do not wear blinders to the changing world and be sure to keep asking yourself, “If I applied for my job today, would they still hire me?” That question becomes more important as time passes between when you were in your glory days of the past and the reality of today.

Describe a time when you had to adapt to a change in your life that may not have been comfortable but was necessary for your continued growth.

What enabled your decision to adapt and not fight the change?

Describe the situation of someone you know who did not adapt well to a change and has brought on problems for themselves ever since.

What do you think kept them from adapting gracefully?

4. Learn how to lose gracefully and smartly.

This goes back to the reality that in life we end up losing more often than we win. We do not necessarily mean BIG LOSSES all the time but smaller ones like not getting the parking space we want, having to send two dozen resumes out to get one interview, not finding the perfect outfit we wanted when we go shopping. More often than not, things do not always go our way.

A good guideline to remember is Kenny Rogers' song, "The Gambler" when he told us,



"You gotta know when to hold 'em,

Know when to fold 'em,

Know when to walk away,

And know when to run!"

Many times, in life, things just do not work out and we must learn to accept that. We must "know when to fold 'em" and "know when to (gracefully) walk away." Unfortunately, many people who are not well-grounded in reality have trouble letting go of things (or situations) and keep trying to force their desired outcome - which only makes the situation worse. Losing gracefully means you have learned when to "fold 'em" and when to "walk away" to resume making progress in your life without being anchored to an outcome that is not going to change.



Think about this...

Describe a time in your life when you did not know when to fold 'em and walk away.

What problems did that cause for you?

Why do you think you did not know when to fold 'em?

What is different about you now? Why?

Losing "smartly" requires the strength to do some introspection and remembering what we said earlier about **there are no false conclusions, only faulty premises**. If you understand and believe that, then you can become "smarter" by asking yourself what mistakes you made with one of the premises that led to your faulty conclusion (the undesirable outcome).

Perhaps you did not get the promotion or choice assignment that you wanted. Instead of whining and complaining that, you were cheated, or that "office politics" had a hand in the decision, ask yourself, "were you REALLY as deserving of the desired outcome as you thought you were?" Maybe you need to ask an objective (and honest) friend who is familiar with the situation if they can help you see something you may have overlooked.

Perhaps the other person *actually was* more skillful in doing the job or had a greater knowledge of the work. In addition, even if you were cheated or office politics had a hand in the decision (but you cannot prove it), the outcome will not change regardless of how much you whine, complain, or threaten. SO WHY WASTE THE ENERGY DOING SO?

Now your choice of response may also include asking yourself, “Do I really want to work in a place where things like this can happen?”



Think about this...

Describe a situation in your life when you did not get the result you expected.

What possible flaws were there in your assumptions that led to the faulty result?

Describe a time in your life when you went back, examined your original assumptions (the premises), and discovered a flaw in them before the faulty result occurred.

YOUR ACTIVITY: BUSY OR PRODUCTIVE



Just as there are three critical elements necessary for fire (fuel, heat, and air), there are three critical elements necessary for **productivity** (which is much different from just “being busy”): **quality, quantity, and time.**

Occasionally we will abbreviate them into QQT as we discussed back on page 19.

Productivity means people clearly understand how error-free the work must be (quality), how many products you require, and by when (time.) People whose activities are not defined by those three critical elements risk having their supervisor question their productivity, which is never good for high career aspirations.

If you cannot define those three elements in your work, be sure to ask your supervisor to clarify them for you. It will assure that you are being productive (not busy!) and give your supervisor an unexpected treat when you take the initiative to ask (which ALWAYS looks good for a career plan!)

Write a description of one part of your job that uses the elements of *quality, quantity, and time* to define the requirements. (If you have trouble defining each element, ask your supervisor for some ideas.)

Write a job description using *quality, quantity, and time* that would be useful in providing expectations to teenagers about cleaning up their room.

PLEASE NOTE THIS: If you do not know if your activities are “busy” or “productive”, *there is a strong possibility that your career may not grow as quickly as you would like.* Make sure you always know the difference, are always being productive, and can prove it to anyone by describing the quality, quantity, and time elements of your task.

YOUR DEVELOPMENT PLAN

There are three distinct references we must make to lay the foundation for this next section on self-development.

1. One is, *"Be all that you can be!"* This was the recruiting slogan used by the US Army for many years. It appealed to those who felt they were not already making the most of their skills and potential and wanted to explore some opportunities that may lead them to becoming all they could be.
2. The second comes from physics. It is the Second Law of Thermodynamics which states (paraphrased) that a *"closed system winds down over time if there is no outside energy coming into it."*
3. Finally, the third part of a children's story that goes, "One day Alice came to a fork in the road and saw a Cheshire cat in a tree. *"Which road do I take?"* she asked. *"Where do you want to go?"* was his response. *"I don't know"*, Alice answered. *"Then"*, said the cat, *"it doesn't matter. When you don't know where you are going, any road will take you there."* (Lewis Carroll, *Through the Looking Glass or the Adventures of Alice in Wonderland*)



What do you want to be doing in your career in five years? What field of knowledge would you want to know a lot about? What kind of accomplishments would you like to have accomplished?

What do you want people to say about what it is like to work for you?

What do you want people to say it is like working with you?

BE ALL THAT YOU CAN BE

Before you can think about moving ahead, it is essential that you look back over all of the topics we mentioned earlier to eliminate (or reduce as much as possible) the negative impact of any habits, beliefs, or idiosyncrasies you have identified within yourself so you are not doing anything to restrict your development.



Think about this...

Next, consider this statement that we introduced back on page 22: *“Argue for your limitations and they are yours.”*

Write here what you think that statement means.

List here any self-imposed limitations that you can remember you had since childhood. (If you are having trouble thinking of any, complete this sentence for as many different situations as you can think of: *“If only this were different about me (or my situation) _____, I could do (or have) this _____.”*)

Learn to keep asking, “What else?” A caution here is that we are not focusing on material or selfish things such as “what else have you gotten me for my birthday” or “what else are you going to do for me?” We mean, instead, think of it in terms of expanding yourself by asking, “What else can I learn now that I know this?” or “What other uses can I find for this skill or knowledge that I have?”

Grow your potential like a garden by keep asking yourself, “What else?” As soon as you stop looking to expand your horizons, you become frozen in time and the world will pass you by.

What skills or special knowledge do you have that you have not used for a while?

Where could you apply some of your existing skills or knowledge (perhaps in a non-conventional manner) that would benefit your employer?

What skills or special knowledge have you always wanted to have but, for some reason, have never gotten around to pursuing them?

THE SECOND LAW OF THERMODYNAMICS

This law states (paraphrased) “a closed system winds down over time if there is no outside energy coming into it.”



Think of a lighthouse keeper as being in a “closed system” back before the days of radio, television, and the Internet.

His job required him to live on an island offshore and keep the light bright and shining at night. There was virtually no contact with other humans and, even if he had an extensive library, there were still limitations to his potential for emotional, intellectual, and sociological growth. In short, over time, he would “wind down” without some external input of energy from other people to keep his (internal) system developing.

A modern day example of this is people who become so self-absorbed in their world that they almost become a closed system. All they can talk about is sports, the talk shows, fashions, etc. to the same people over and over, or spend most of their time on the internet’s MySpace (Its webpage describes it as “A Place for Friends”) or Facebook (“A social utility that connects you with the people around you”). They keep checking their friends’ entries or uploading pictures and stories from their lives to share with everyone else while precious, irreplaceable minutes of their lives keep ticking away.

While it is certainly important to have friends and interact socially with them, an obsession with being so focused on these non-developmental interests will stunt your potential for career growth. Spending hours surfing the net checking to see who said what, what they look like, or the latest gossip reinforces the closed system that prevents personal growth. Without taking frequent and consistent steps to expand their knowledge of the world around them and develop new skills and interests with others that we do not know, these individuals run the risk of limiting their personal development.

A student of this course should ask themselves (if he or she, too, is a frequent visitor to these ego sites or spends most of their free time talking about the same things with the same people), “When

considering all of the time I spend focused on these social topics, reading about others and uploading material about me that others may or may not care about, *how much more employable am I now than I was before I spent so much time talking about my team, gossip, or visiting those sites?*” If the honest answer is ‘none’, you have an opportunity for improvement.



Think about this...

If there are a finite numbers of hours allotted to your life, which would serve your desires better to move ahead in your career?

- Continue spending most of my non-sleeping time interacting socially with my peers who are pretty much just like me as we spend more time doing the same things over and over
- Break out of that non-developmental cycle and take your future in your hands by some honest introspection of your talents (and weaknesses) and developing your strengths as much as possible while minimizing the potential impact of your weaknesses on your career

Your “developmental muscles” are just like your physical muscles: the more you use them, the more they will grow! You must take the initiative **TO CREATE YOUR OWN OPPORTUNITIES!**

THE CHESHIRE CAT'S LESSON

How does the conversation between Alice and the Cheshire cat (page 63) relate to your personal development?

(All this talk about developing yourself will be just *busywork* instead of *productivity* unless you have an idea of where you want to go.)

We suggest that you not focus on a particular *position* (department supervisor or making a specific salary) in the future as a target but rather on a specific *preparation* that would make you the best candidate for that position if the door of opportunity opened.



This is because you cannot control when that opportunity will come. Typically, we become frustrated when we think we can control things when, in reality, we cannot. (Our eagerly awaited golf outing is finally here and the biggest thunderstorm of the season arrives at the same time. While we are certainly disappointed, there is no reason to become agitated because we cannot control the weather. We can only control our reaction to it. Look back at the topic on page 57 as a review.)

You can control, however, the extent of your preparation for that moment when the door suddenly opens. When that happens, will you be invited in or will you hear, “Thanks but we are not interested” as the door closes in your face?

So, you can identify your destination by asking yourself, “What skills and knowledge should a person in that position have” and then set out your personal quest to acquire them.

FINDING A MENTOR

www.dictionary.com defines 'mentor' as

1. a wise and trusted counselor or teacher.
2. an influential senior sponsor or supporter.
-verb (used without object)
3. to act as a mentor: *She spent years mentoring to junior employees.*
-verb (used with object)
4. to act as a mentor to: *The brash young executive did not wish to be mentored by anyone.*

Many organizations realize the value of having a mentoring program as an excellent way to preserve their "human capital" (collective corporate knowledge), retain talented younger employees, attract new employees, and develop their future leaders internally with little expense. This is a great idea if an individual is (a.) fortunate enough to be in an organization where a program like this exists and, (b.) fortunate enough to be invited to participate in it.

However, the reality is (a.) most organizations do not have these programs and (b.) a motivated individual does not have to be at the mercy of the employer to determine whether he or she has a mentor even if the organization has such a program. If your organization does not, ***why not select one (or more) for yourself?*** It is easier to do than you think.

What traits do most people have in common regardless of age, sex, race, national origin, etc?

(*They love to show how much they know, they love to get attention, and they want to be valued* are three common traits.)

Now we will look at you:

1. What are the skills or knowledge from the previous section (page 67) that you identified as important to your professional growth and development?

2. Who are the people within your organization that you think possess these skills now?

3. How can you get them to share these with you?

One way would be to look at the situation from their perspective and ask yourself, “Why would they want to share their skills and knowledge with me?” If you do not come up with any answers, ask yourself, “Why would I want to share any special skills or knowledge I have with someone else?”

(Possible reasons may include:

- Ego – it is nice to be considered as an ‘expert’ in something
- Self-esteem – it makes you feel good to help others
- The concept of legacy – it’s nice to think that you can leave something behind
- Helping others – watching them become something new and better as a result of your gifts)

Our point here is this: *the same reasons that would motivate you to help someone else will probably motivate them to do the same thing for you.* All you have to do is give them the chance to experience the gratification they seek (ego, self-esteem, etc.) by working with you.

When you think about it, **YOU ARE DOING THEM A FAVOR, AREN'T YOU?**

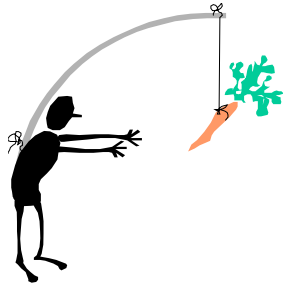
LOOKING AT OTHERS

Now that you have spent some time looking inward, it is necessary to consider the people around you because, if you truly want to become a leader, the more you understand about dealing with others, the greater your chances of enjoying your role in management.

Although there are many specific topics that could be discussed in a course preparing someone for leadership, they all share these four common threads:

- Understanding why people would *want* to do something, not *have* to do something. There are two kinds of employee performance: actions done through a sense of *commitment* where people usually go above and beyond the expectations and actions done through *compliance* where people do just enough to get by. Both of these are a part of **motivation**.
- Anytime two or more people work together, regardless of how strong their relationship, there will inevitably be **conflict**. The more that a future leader knows about the warning clues that conflict is present and bubbling below the surface calm in a group, the better he or she will be prepared to deal with it before it rises to extremes.
- A key component of leadership, whether formal or informal, is the **ability to get your way with others** and having them satisfied with allowing you to do so. While formal authority can always compel people to act in most circumstances, they will act in a mode of compliance and you rarely get the quality of effort you want. But, if you can skillfully identify and address their needs, then you will get more commitment from their behavior and their results will be much better.

UNDERSTANDING MOTIVATION



What is “Motivation”?

“To provide with an incentive; move to action; impel.”

--The American Heritage Dictionary, 3rd Edition

ASK YOURSELF, “What incentive do I have to work for my employer?”

(If you are not sure why you work for your employer instead of doing the same job for someone else, you may not be the best example of a leader for your employer and employees. The best leaders know why they work for their leaders and their example shows it.)

What incentive does each of your coworkers have to work for your employer?

(The better you understand the world from your coworkers perspective, the better you will understand what it would take to lead them – not “boss” them.)be able to lead them.)

What incentive would each of your potential employees have to work for you?

(You must know your strengths and weaknesses first before you try to lead others. This way, you can work on improving your strengths and minimizing your weaknesses.)

Why are we asking you these questions?

(Many surveys have shown that most employees do not stay with (or leave) their employers, they stay with (or leave) their supervisors. What do you think?)

Complete these sentences based on your current work situation.

“LIFE WOULD BE GREAT IF MY EMPLOYEES WOULD ONLY.....”

(Sample) ...Just do the work we pay them to do!”

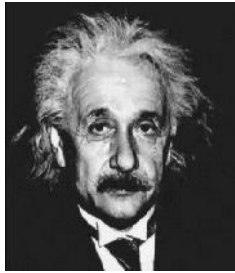
“WHEN THE BEST BOSS I EVER HAD DID THIS (specify what it was they did), IT HAD THIS IMPACT ON ME AND MY WORK (specify the impact)”

When the best boss I ever had did this...	It had this impact on me and my work performance....
<i>Defined her expectations of my work in terms of quality, quantity, and time</i>	<i>It increased my confidence that I knew what she wanted. That allowed me to improve my productivity because I did not have to guess at what she expected.</i>

What relationship do you see between how you want your employees to act and the impact on you and your work by the best boss you ever had? *(This should help you realize that the way the best boss you ever had treated you had a great impact on your motivation and work product.)*

Why do we ask this question at this point in the course? *(To help you realize that your behavior as a leader has a major influence on your employees’ actions)*

What can YOU start doing differently RIGHT NOW that can help you get what you want from your employees’ behavior?



Albert Einstein said once, "Insanity is doing things the way you always have and expecting different results."

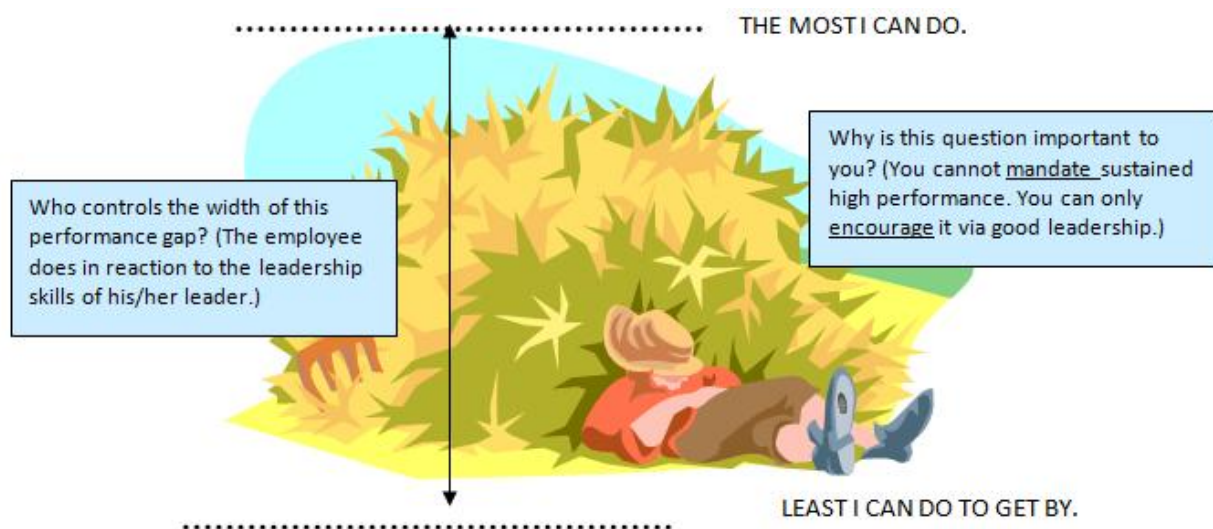
How does his statement apply to your preparation to lead?

(You cannot expect to change the results of your behavior without changing the behavior itself.)

THINK ABOUT THIS: When you were in school, did you know the *least you could do to get by* and not get in trouble at home? How did you discover this?



WHO DETERMINED WHETHER YOU DID THE LEAST YOU COULD DO TO GET BY OR THE MOST YOU COULD DO?



"What is the difference in contribution between a top-performer and a below average performer at the same pay-grade?" (Answer =100%+) "What is the difference in pay?" (Answer = Between 5-10%)*

-1998 American Compensation Association "Attracting and Retaining Critical Talent Conference"

A survey of 2,000 managers.

What Does This Possibly Mean? (It means there must be something more than just pay motivating top performers if their contribution – productivity – is over 100% more than below average performers but they only make 5-10% more salary.)



Think about this...

QUESTION: If people were paid 10% more, would they provide 10% more productivity?

If you think so, how long would they sustain that increased productivity?

When in your career has your work productivity increased with an increase in pay
AND STAYED AT THAT HIGHER LEVEL?



THE COMPONENTS OF MOTIVATION

If you want to motivate someone to improve performance over a period of time, these are the essential elements that you must make sure are present *in the mind of the employee*.

1. **Tell me what you expect of me** in measurable terms (quality, quantity, time or **Q, Q, T**) that reduce the risk of my confusion.



2. **Give me a chance to perform** (and learn from my mistakes, too.)

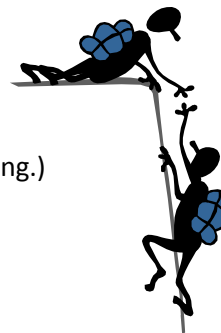


3. **Let me know how I am doing as I go along...** (Do you remember the report cards you got in school every 6 weeks? You did not have to wait until the end of the year to learn if you had passed or failed the grade.)



4. **Give me help and guidance when I need it.**

(However, do not hover over me or make me feel stupid for asking.)



5. **Reward me** with pay or praise when I succeed.

(Recognition is a powerful motivator. A wise leader finds out what kinds of recognition are important for his or her employees and makes an effort to reward them with something that has meaning to them when they achieve great things.)



Fill in this table *as honestly as you can* about the way your leader treats you.

Use a rating scale from 1= Lowest to 5=Highest

Component of Motivation	Rate your Supervisor from 1-5
My supervisor tells me what he/she expects of me in measurable (Q, Q, T see page 19) terms.	
My supervisor gives me a chance to perform (and learn from my mistakes).	
My supervisor lets me know how I am doing as I go along.	
My supervisor gives me help and guidance when I ask for it.	
My supervisor rewards me with pay or praise when I succeed.	

Now think about your work attitude in relation to the picture on page 73 of the boy sleeping in a haystack. Based on your scores from the table above where you measured your motivation based on the way your leader treats you, **is your work closer to commitment by doing as much as you can or to compliance by doing the least you can to get by?**

You should now understand the relationship between the performance of the employee and their treatment by their immediate supervisor. If you want highly productive employees, you must do everything you can to get high scores from them in the survey you just completed above.

WHAT WOULD MOTIVATE YOUR EMPLOYEES?

“WHEN YOUR EMPLOYEES GET WHAT THEY WANT, YOU’LL GET WHAT YOU WANT!” ---Zig Ziglar
Motivational speaker

What do you think that phrase means? What could employees want?

We will do an exercise on next to explore this concept farther.

UNDERSTANDING CONFLICT

These are some common beliefs about conflict: what do you think?

“The presence of conflict is the sign of a poor leader!”

“Conflict” used in a competitive way to generate new ideas or increase productivity to meet an earlier deadline can be a good thing and the sign of a wise leader.



“Anger is always negative and destructive.”

Anger *can become* negative and destructive if allowed to develop and grow.

“Conflict, if left alone, will take care of itself.”

Not necessarily. We believe leaders should always *be aware* of conflict within their groups but *not always involved*. Sometimes it can take care of itself.



“Conflict must be resolved immediately.”

Once again, not necessarily. This is like the one above that *can become* a problem but is not automatically one requiring the leader’s intervention.

A wise leader will observe and see if the participants can work out their own differences. After all, the leader will not always be there to act as a referee.

THREE STAGES OF CONFLICT

There are three stages of conflict ranging from simple irritations to something potentially dangerous. A wise leader-to-be will become familiar with these stages, the behavioral clues associated with them, and remain vigilant watching for them.

STAGE ONE – IRRITATING DAILY EVENTS”

CHARACTERISTICS OF STAGE ONE

You MUST LISTEN FOR these clues:

- Comments are focused on “non-human” topics (machinery, weather, traffic, the “system [computers, the organizational culture, procedures]” etc.)
- Words are in the present tense (“*This copy machine is out of paper!*”)
- More focus on a solution than the problem (“*This copier is out of paper: where is the supply so I can refill it?*”)



WAYS TO HANDLE STAGE ONE CONFLICT

Initiate a response that examines the situation. (“*Looks like the copier’s out of paper. Do you know where the stock of it is?*”)

Ask if the reaction is proportional to the situation. (Is anyone carrying “baggage” from previous situations? How would you know? Hint: What tense are they using to describe their position? “*You know, all it needs is new paper. Why not save your ranting and raving for the big deals and just put in some new paper?*”)

Identify points of agreement and work from these points first and then identify the points of disagreement. (“*I agree with you that it seems like no one else restocks the copier but you. But at least we can rely on you.*”)

STAGE TWO – WIN-LOSE RESULTS



Challenges Requiring “Win-Lose” Results”



CHARACTERISTICS OF STAGE TWO

You must LISTEN FOR these clues:

- Words are in the past tense (“*This copier never has paper in it! It’s always empty!*”)
- Comments are focused on “human” topics (machinery maintenance person, weather man, traffic – a particular driver, the “system [computers service people, the organizational culture - a particular person within it, procedures – a particular person who doesn’t follow them]” etc. “*I hate people who can’t even restock a copier run they run it out of paper!*”)
- More focus on who caused the problem – or allowed it to happen - than a solution (“*The copier on this floor needs paper. Who is supposed to keep it full?*”)

Important considerations for Stage Two:

Coping strategies DO NOT WORK because **people are the problem** and the conflicts do not go away.

Self-interest is very important. “CYA” (“*Cover Your Assets*”) is a survival strategy. People take sides, take notes, and keep score. Alliances and cliques may form. An “us” vs. “them” mentality develops.

Discussion of issues and answers are futile because **participants and the problem have become too closely entangled**. (Similar to a heated political discussion.)

Participants deal in terms that are more general. You will hear about the phantom “**them**” and comments as “**everyone** thinks...”, “**always**...” and “**never**” increase in frequency. Each side is reluctant to provide facts without asking, “How will you use this information?” **TRUST IS VERY LOW!**



WAYS TO HANDLE STAGE TWO CONFLICT

Create a safe environment to discuss the situation which includes:

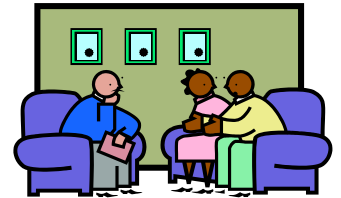
- Make the setting informal
- Establish neutral turf
- Have an agenda so there is focus on an outcome

A generic agenda would be one in which both sides agree to take some of the responsibility for reducing the conflict. An easy way to do this is to get each side to “trade” something. (Note: Never say, “**GIVE UP**” something because that implies losing!)

*“Sam, maybe we can work a way to resolve this. Would you be willing to **trade** proof-reading of your work before you give it to Sue if she will stop making comments about your work quality?”*

This way, neither side thinks the other won something and you, the leader, still get the peace and harmony you want.

Be hard on facts, soft on people. Take time to get every detail. Clarify generalizations. Who, by name, are “they”? Are you sure that “always” or “never” is accurate?



Do not let the participants sit across from each other. Arrange to get them sitting beside each other across from you. (Sitting across from each other so they make eye contact can start it all again.)

Do the work as a team sharing in the responsibility of finding an alternative everyone can live with. Stress the necessity of equal responsibility in finding resolution. *Why should you not carry this load for the participants?* (Because then it becomes **your** solution for them and they have nothing invested in making it work.)

Focus on points of agreement to find a middle ground. Do not suggest that each side “concedes” something because that implies “giving in”.

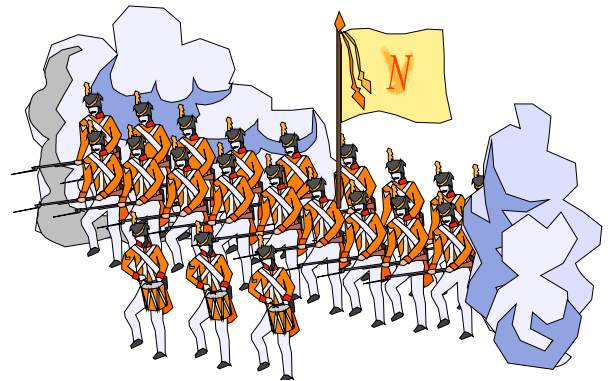
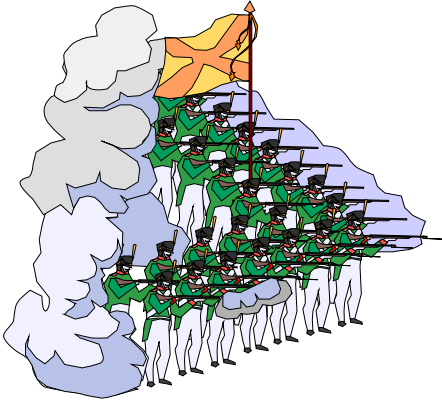
1. *“Do you agree that this bickering is becoming an aggravation for the two of you? If so, maybe we can work a way to resolve this. Sam, would you be willing to **trade** proof-reading of your work before you give it to Sue if she will stop making comments about your work quality?”*

Take as much time as necessary to reach agreement without forcing concessions or issues.

Avoid voting to resolve issues because that leads to a “win – lose” result. (The only way to avoid having hurt feelings by voting is if you are assured of a unanimous decision before you begin!)

STAGE THREE – ELIMINATING THE “ENEMY”

ELIMINATING “THE ENEMY”



CHARACTERISTICS OF STAGE 3

The motivation is to “get rid” of the opponent, not just win. Being right and punishing wrong become consuming goals. The competing parties identify “insiders” and “outsiders”. “You are either with me or against me!” Leaders emerge from the group to act as representatives. You equate your position as doing “*what’s good for the organization!* [“**I have to fire you for the good of the organization.**”.]”

Specific causes of the problem get lost in the emotion. Many newly recruited team members may not know the origins of the conflict.



TRUST IS NON-EXISTANT!!

WAYS TO HANDLE STAGE THREE CONFLICT

- An outside intervention agent or team (a neutral person or department) is required as a mediator so neither side feels this third party favors the other.
- Details are critical to a thorough understanding of the situation by the mediator.
- You must allow sufficient time to get a true picture of both sides of the case.
- The mediator can ask each side to present their case (without comment from the other) and identify the results they would like to achieve in this process.
- The mediator puts the responsibility on the two teams to find areas of common agreement or trade in search for an agreement.
- Not every participant on both teams may be at Stage 3. Try to break off members at lower stages and redirect their energies away from this situation.

WARNING

Successful resolution at this level frequently means that something or someone must go! Do not be surprised if that is the “price” for a team to grant concessions.



CONFLICT ASSESSMENT CHECKLISTS

STAGE ONE CONFLICT		YES	NO
Are the individuals willing to meet and discuss facts?			
Is there a sense of optimism?			
Is there a cooperative spirit?			
Does a "live and let live" attitude typify the atmosphere?			
Can participants discuss issues without involving personalities?			
Can the participants remain in the present tense?			
Is the language specific?			
Do solutions dominate the efforts?			
What else?			
STAGE TWO CONFLICT		YES	NO
Is there a competitive attitude?			
Is there an emphasis on winners and losers?			
Is it hard to talk about problems without including people?			
Is the language in generalities?			
Can you identify these statements in their conversations:	"They..."		
	"Everyone is..."		
	"You always (or never)..."		
	"He always (or never)..."		
Is there a cautious nature when issues are discussed?			
Can you detect a "CYA" attitude among participants?			
Does either party make an effort to "look good" or play a political game?			
STAGE THREE CONFLICT		YES	NO
Are attempts being made to get rid of others?			
Is there an intention to hurt someone?			
Have obvious leaders or spokespersons emerged?			
Is there a choosing of sides?			
Has corporate good become identified with a set of special interests?			
Is there a sense of "holy mission" on the part of certain participants?			
Is there a sense that things will never stop?			
Has there been a loss of middle ground allowing only "right or wrong", "either / or", or "totally black and white" options?			
WHAT ELSE?			

GETTING YOUR WAY - NICELY

Getting your way can be accomplished ONLY IF THE OTHER SIDE THINKS YOU ARE CONSIDERING THEIR INTERESTS, TOO. In other words, they are asking themselves, “*Why would I want to do this?*” while listening to you explain what you want from them.

There are fundamentals of successful negotiating that you must keep in mind:

- Helping them get what they want will help you get what you want.
- There are no “win-win” situations because, by definition, for one side to win means the other side lost. Focus instead on the *degrees of satisfaction* present for each side. (We will talk more about this later.)
- There are two elements in a negotiation: **positions and interests**. Positions are the fixed items such as a specific date for delivery, a specific price, a specific tonnage of product, etc. while interests are the reasons behind the scene that you must identify for a successful outcome.

POSITIONS VS. INTERESTS



There is a house for sale (by owner) in a neighborhood where you have wanted to live and you are looking to move into that area.

Here are two possible scenarios that could occur which will demonstrate the difference between negotiating from *positions* or from *interests*.

Positions are the **visible facts** about the deal such as price, delivery date, quantities, terms and conditions of the sale. Interests are the **invisible reasons** behind the positions.

If you take time to find out as much as you can about the invisible reasons behind their pricing, delivery dates, quantities, and terms and conditions, you may be able to offer alternative options that will still satisfy them and allow them to be more flexible on their positions.

Negotiation #1 - A Focus on POSITION

Your Comments	The Owner's Comments
How many bedrooms and baths?	3 bedrooms and 2 baths
How old is it?	It is 13 years old.
How much are you asking?	\$195,000
We wouldn't want to pay more than \$175,000.	That's your choice but it won't be enough for this house!
Maybe we could go to \$180,000.	I might consider \$190,000.
I wouldn't go much higher!	I won't go much lower!
<p>At this point, it may break off entirely or antagonisms begin to develop because one side starts thinking the other side is trying to take advantage of them. The relationship turns into a competition and becomes personal about whether one side can persuade the other to give in.</p> <p>The chance of a successful negotiation becomes very slim.</p>	

Negotiation #2 - A Focus on INTERESTS

Your Comments	The Owner's Comments
This looks like a very nice house you have. May I ask why you want to sell?	It has been a great house for us but I have been relocated and we are trying to sell here and get settled there before school starts.
How many bedrooms and baths?	3 bedrooms and 2 baths
How old is it?	It is 13 years old.
How much are you asking?	\$195,000
I'm sure it's worth every bit of that and you'll eventually find a buyer. However, if it were a little less, we would be very interested in it and it may help you get on with getting your family moved and settled before school starts in your new neighborhood.	Well, our interest is more about getting on with our lives than staying here hoping the right buyer shows up. How much less would it have to be for you to be interested?
We wouldn't want to pay more than \$175,000 but we have excellent credit and my lender has already approved us to this amount and assured us it would go through quickly!	That is a lot below what we were thinking. I guess I can come down a little if it closed quickly but I really could not go below \$185,000.
Maybe we could get up to \$185,000 if the appraisal supports that much. If it's more, it's still \$185,000 and if it's less, the price will match the appraisal if we agree to buy it.	That sounds fair. It is a deal!

In this example, the buyers have already done their homework by looking at real estate listings in this area to get a feel for the market value of the house. Although the market value and final sales price aren't directly tied together, it will give them a feeling of whether they can afford to be looking in this area. Also, this means they do not have to start with the position (price).

Once they know they can afford it, they talk with a lender to get an approved limit so they can speed the paperwork afterwards in case they find a seller that wants to move quickly.

By asking the seller why he/she wants to sell, they are trying to determine the interests behind the price. If the seller had said, *"Our family has grown and we're looking for a smaller house"*, they may not be as much in a hurry to sell as the relocaters and be firmer in their pricing.

Since they took time to determine the sellers' interest of getting to their next neighborhood in time for their children to get registered for school, they were able to touch those interests (**words in bold blue**) by making the statements they did.

This also gave the seller a graceful way to reduce the price to speed the sale without appearing to be "beaten down" by an aggressive buyer.

The more time spent trying to identify the other person's interests behind the deal will give you more opportunities to **present various options** that may appeal to the seller.

Here is another situation that should help you understand the different between positions and interests.

You are a department manager who had a key project leader go on leave and will be out for the next 8 weeks. The executive sponsor for an important department project just told you that it has changed from a "hold" status (why the former project leader was able to take leave) to "active" and she wants it ready for implementation ASAP. As the manager, you have met a consultant that you believe could do the job and want to call her/him in to negotiate a contract for this project.

This is confidential information known to you as the **Department Manager**:

- You can only spend \$10,000 and do not want to "borrow" against any other accounts or projects you have planned. You have a 6-week deadline on this project.
- You would like to get it back in 4 weeks in case it needs rework before the deadline.
- It would be nice to have a reliable resource like this consultant you can count on for unexpected events just like this.
- It would be good to see how they work on a small project like this before you consider them for larger ones.

The consultant likes the manager and thinks he/she would enjoy working there. **This is the consultant's confidential information:**

- You normally charge \$20,000 per month and do not have anything else planned for that month.
- It would be great to “get your foot in the door” with this company but do not want to appear too anxious.
- You fear that going below your normal rate will set a dangerous precedent that will keep future billings here lower than you would like.
- It will take about \$11,250 worth of expenses to complete the project and you want to make at least \$8,000 of clear profit.

Negotiation #3 - A Focus on POSITIONS

Department Manager	Consultant
I have a short term project in your specialty that I need completed in one month. (The project is described to the consultant.) Are you available and how much do you charge?	Yes, I am available and can do that for you. My monthly rate is \$20,000
I'm sorry but \$20,000 is way beyond what I have available? I only have \$9,000. Will you take any less?	I may be able to come down a little but certainly not that far.
The discussion becomes a 'give and take' as each side tugs on that \$20,000 amount. The manager is trying to pull it down and the consultant is trying to keep it up without looking like they are giving in too easily. They may or may not reach a satisfactory agreement.	

Negotiation #4 - A Focus on INTERESTS

Department Manager	Consultant
I have a short term project in your specialty that I need completed in one month. (The project is described to the consultant.) Are you available and how much do you charge?	Yes, I'm available and can do that for you. My monthly rate is \$20,000
I'm sorry but \$20,000 is way beyond what I have available? Can you help me understand what all goes into that amount? (These are the invisible reasons behind the position.)	Well, there will be a significant amount of expenses doing this project in relation to duplication, administrative support, leasing some specialized equipment, and of course,

<p>I don't want to know what your profit is but if there is a way we can provide the duplication and administrative support you need plus allow you to use our equipment, would that reduce your expenses, still allow for your profit, and come within the \$9,000 that I have available?</p>	<p>there's the profit I need to stay in business.</p> <p>Yes, let me look at it a little more but I think that will work.</p>
<p>The manager has been able to get what he/she needs by taking time to find out the invisible reasons behind the position (price). If they had started with the position (price), they may have never gotten off of it. By focusing on interests, a lot of alternative options become apparent and each ends up with what they want.</p>	

LOOKING AT WORK

Now that you have had a look inward and understand more about dealing with others, we will turn our attention to the workplace and help you understand some universal (whether in a for profit, non-profit, or volunteer setting) concepts about:

- Performance and productivity (we touched on this earlier when we asked if you were being busy or productive)
- Understanding data and workplace measurements (the more you understand different statistical methods, the better prepared you will be to help with forecasting demand and productivity requirements in your department)
- Constructing a business proposal for when you want to persuade management to try something new
- Analyzing employee performance problems that may be keeping you or your coworkers from being as productive as possible.

. UNDERSTANDING PERFORMANCE AND PRODUCTIVITY

The Cheshire cat's response (page 67) is a model for much of the difficulty with defining performance in the workplace today as employees hear phrases like these:

- "Make it look very professional"
- "I know you will do a great job!"
- "Make sure they get their money's worth."
- "I will need that report in a timely manner."



Think about this...

What vague directions do you hear daily?

How do you know when you have met their expectations?

How do those vague directions make you feel?

Nearly every article written about performance always includes the concept of

SMART goals (From Paul J. Meyer's "Attitude Is Everything") According to this, goals should be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**angible.

While that certainly encompasses the overall concept of performance and gives people another acronym to use even when they are not sure what it all means, it leaves out a critical component: **how do we measure subjective items or activities such as:**

- Team work
- Communications skills
- Customer service
- The best cake in a baking contest
- The best picture in a photography contest

In this course, we will not mention performance without associating it with productivity because productivity is why employers pay people for work. They do not pay for just doing things ("performance") but for doing things *with a destination in mind* – productivity.

THE CRITICAL TRIO



Just as there are three critical elements necessary for fire (fuel, heat, and air), there are three critical elements necessary for **productivity** (which is much different from just "being busy"): **quality, quantity, and time.**

Occasionally we will abbreviate them into QQT.

Productivity means people clearly understand how error-free it must be (quality), how many you require, and by when (time.)

IT'S SHOWTIME

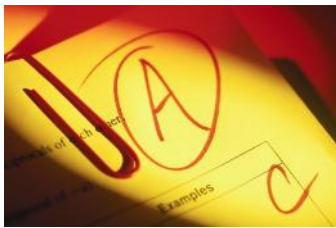


Another aspect of performance is **allowing the employee to work alone to master the skill**. You must also be willing to let them fail as part of the learning process.

(NOTE: "Letting them fail," means you still provide a safety net so they do not harm the organization, someone else, or themselves. Still, many people learn best from a trial-and-error approach. If you do not believe this, what is the first thing most people do when they see a "Caution: Wet Paint" sign?)

FEEDBACK LOOPS

People must be to tell how they are doing without having to wait to be told (especially from the boss.) There must be a feedback loop in the work process that allows the employee to self-monitor their progress.



Think back to when you were in school. Did you have to wait until the report cards came out before you knew how you did that semester or were there ways for you to keep track?

The grades you got back on tests, reports, and homework plus staying out of trouble and making sure you were not excessively late or absent created a "feedback loop" that let you know how you were doing without having to ask the teacher everyday.

In addition, the teacher gave you the system for grading at the beginning of the school year. The system may include how many days you be could absent without hurting your grade; the progressive scoring range such as <65 = F; 65-70 = D; 71-80 = C; 81 – 90 = B; >90 = A; a term paper weighted to count as three grades; the midterm test counts half of the final grade; etc.

With that feedback loop, you could track your own progress and had an answer every time your parents would ask, “How are you doing in school?”

ESTABLISHING SMART GOALS

Now we will start using some of the performance and productivity concepts we mentioned earlier in the establishment of meaningful Specific, Measurable, Attainable, Realistic, and Tangible goals.

Specific means using as many of these six “W’s” as you can. Who (is involved?). What (do I want to accomplish?) Where (Identify a location); When (Establish a time limit); Which (Identify requirements and constraints); Why (Specific reasons, purpose or benefits.)

Measurable can take many forms but the essential information you must know is, “How will I know I am making progress?” and “How will I know when I have finished?” The essential elements for this are quality, quantity, and time (QQT).

This is why announcing a goal such as, “*My goal is to improve the relationship between our departments*” is a waste of time unless you have measurables that will tell you:

- The extent of the current relationship
- The minimum acceptable level for the ‘improved’ relationship
- How we will know if it is getting better, worse, or not changing
- The actual goal to achieve or do we just keep working at it? (This is Alice’s problem when she talks to the Cheshire cat. When you do not know where you are going, any road will take you there.)



Attainable – The goals must be realistic enough that you can actually attain them. Setting a goal to lose 50 pounds before your high school reunion next month is not attainable *because it is not realistic* outside of possible extreme surgery.

“Attainable” means there are no laws of science (such as losing 50 pounds in 30 days) or society (we can drive across the city in 20 minutes if we take a shortcut down the airport’s main runway) preventing it from happening. The fact that it has never happened to you but has happened to other people means it can be done but only you can determine if it can be done BY YOU! (For example, not everyone has won a marathon race but some people have. If you are physically able to compete in a marathon, it may take a lot of practice and will power but it is attainable by you.)

Realistic (*in the mind of the person doing the work*) – The person must feel they have some chance of success or they will not bother trying. (This is very much like attainable.)

Tangible - They must involve his/her *doing something* that they can observe and measure. A goal that calls for “Understanding how a travel expense voucher flows through the Accounting Department” is useless because you cannot measure **UNDERSTANDING** in a meaningful way.

It only becomes useful if he/she must **do something** that demonstrates his/her understanding such as, “explain in writing the complete workflow of a request for travel reimbursement from the time Accounting receives it until they deposit the money into your account.”

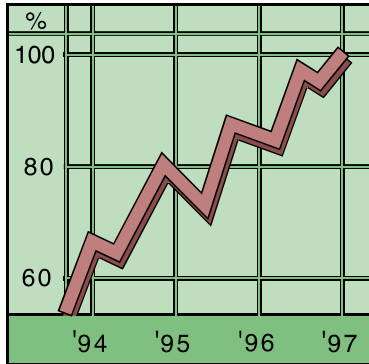


We will use the three elements of quality, quantity, and time as the basic essentials for a measurable goal and to define productivity.

The other parts of the SMART goal are important, too, but QQT are the most critical.

UNDERSTANDING DATA

MEASURABLE FORECASTING METHODS



We will look at some simple but powerful methods of making future estimates based on past data analysis: we call this *data forecasting*.

Effective measurable forecasts are based on the wise selection of the best methods of analyzing past data while non-measurable predictions are usually “best guess” thoughts based on experience and educated opinion. We will look at four prediction methods and you will quickly understand when to use each.

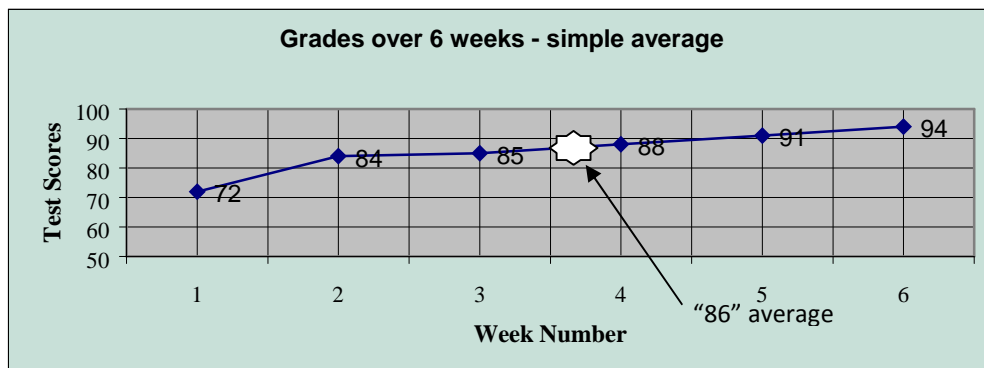
SIMPLE AVERAGE (“SA”)



This is what we used in grade school to determine how we would do on the next report card. Although the report card was in our future, it only told us about our past.

For example, if we received these scores on our weekly tests, 72, 84, 85, 88, 91, and 94 over the past six weeks, we would add them up (514), divide by 6 (the number of scores), and expect an average grade of 86 (85.66) on our report card.

Look at our scores. Do you see a trend over the past six weeks? What is it?



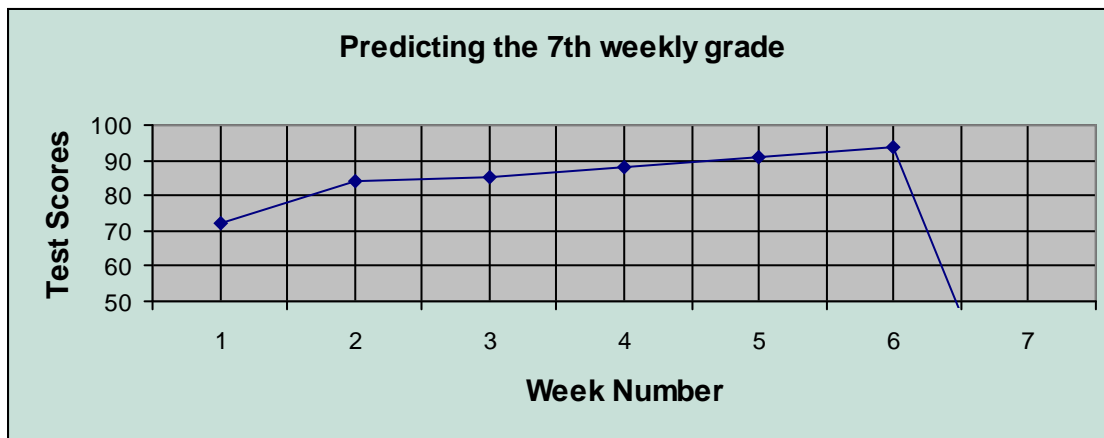
Look at the trend you see emerging from the past 6 weeks.

Let us assume this trend continues into the 7th week. What score do you expect to see on the seventh weekly test? (Probably still higher than the last one)

How does it compare to the simple average? (The probable next score is higher than the simple average)

Do you think the simple average will be a good predictor of what to expect next week? (No)

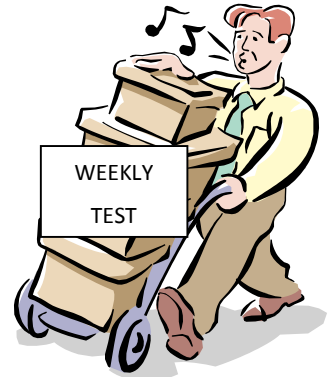
Why? (Because the trend has been increasing weekly and it is above the simple average)



SIMPLE MOVING AVERAGE ("SMA")

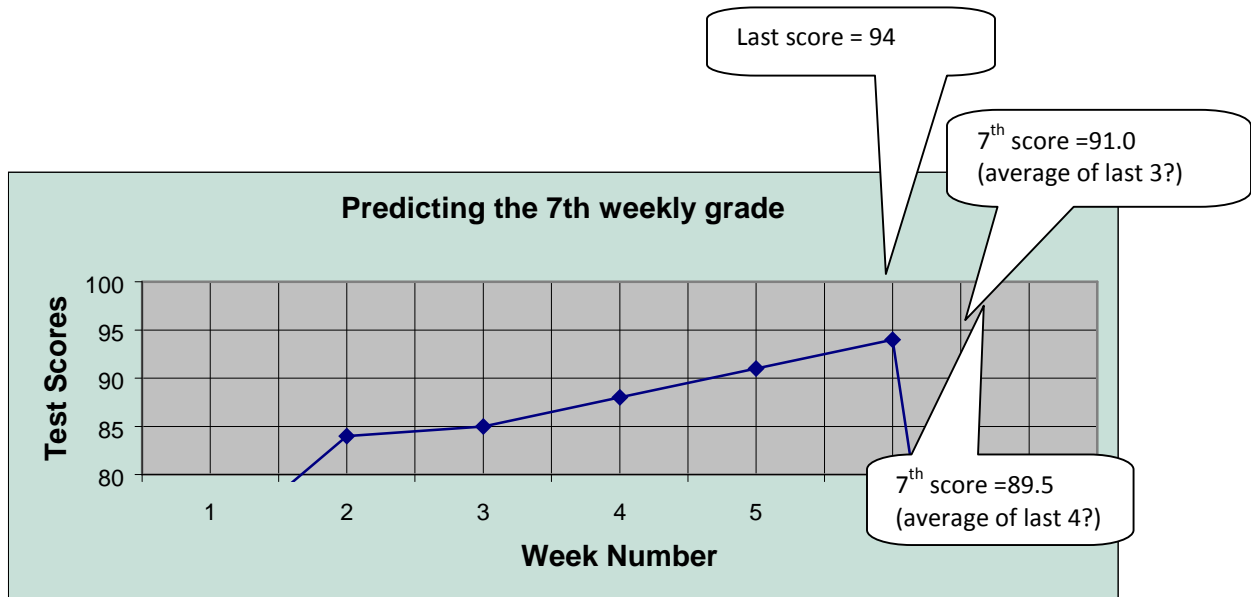
Each week that goes by means that our test scores have gotten better. Instead of averaging the entire period to include the "ancient history" of six weeks ago, maybe we should consider the more recent scores because they seem to have more in common with where we are today instead of how we were six weeks ago.

If we just count the last 2 scores, we may not have enough for a fair sampling of test scores. Averaging three will be better. If we average the last four, are we going too far back? **There is no way to be certain whether three or four are better.** We will try them both.



Our last four scores from the most recent have been 94, 91, 88, and 85. The average of the last 3 is **91.0**. The average of the last 4 is **89.5**.

Since our last score was 94 and the trend shows that we are improving steadily, has the moving average score helped our prediction for next week's score? Why?



WEIGHTED MOVING AVERAGE (“WMA”)

We will leave the prediction about the 7th test grade alone for a few minutes and recall another aspect of grade school, the dreaded “SEMESTER PROJECT”.

The teacher would always say something like, “The semester project is very important and your score on will be *weighted 4 times as much* (or some amount that she decided) in relation to your test grades”.



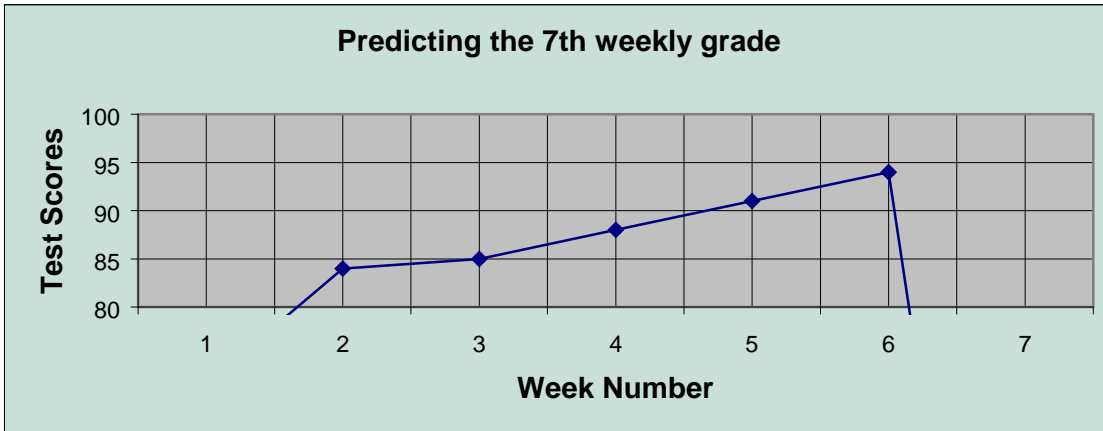
This means that if you received a 93 on the semester project, she would count it as four 93’s when she figured your semester grade.

Suppose your test grades were the six we used back on the “simple average” topic on page 95 and we had an average of 86. Now she adds 93, 93, 93, and 93 to that (*the actual score of 93 you received repeated four times to give it a weight of 4 times*) which brings your semester score total to 886. (72, 84, 85, 88, 91 and $94+93+93+93+93 = 886$)

Now when you divide the semester total score of 886 by 10 scores (the six test scores plus the project score repeated four times), your semester average will be **88.6**. Compare this to your semester average of six tests alone that was **86**.

You can see how the WEIGHTED score pulled the average higher from **85.6 to 88.6**

We will use this same “weighted” concept that pulled our semester average higher in predicting what our next test score will be. Soon, we will apply this same model to collecting data for budget preparation.



We see that our weekly test scores have been improving steadily. So, if we want to add a weighted number into our calculation for the future, we would be smart to use the latest number (“94”). We can add it into our calculation as many times as we want. **There is no “best number” of times you should add a number for proper weighting.**

Look at this model to see what we mean.

This is how the prediction for the next test score changed as we added different weights of 94’s to the calculation.

The shaded scores are the first six tests.

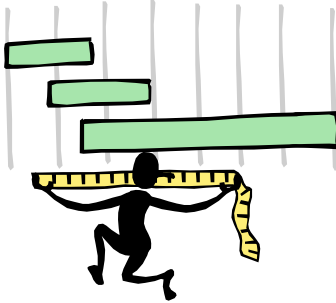
Average	94's	EXTRA											
		1	2	3	4	5	6	7	8	9	10	11	12
85.67	0	72	84	85	88	91	94						
93.55	104	72	84	85	88	91	94	94	94	94	94	94	94
92.33	24	72	84	85	88	91	94	94	94	94	94	94	94
89.83	6	72	84								94	94	94

We added this amount of extra 94’s to our calculations.

You can see that the more times we include another “94” to add weight to the calculation, the average increases slightly. You will have to decide through experience how many times you want to add a “weight” to your calculations.

Our weighted prediction for our next test score ranges from **85.67 – 93.55**.

CHANGE MEASUREMENT AVERAGE (CMA)



Another method we can consider for use in predicting what our next grade will be is *Change Measurement Average*.

This is used if we are confident that a trend that we have seen in the recent past will continue into the next month.

Let's look back at our grades to see how this works.

Test #	1	2	3	4	5	6
Score	72	84	85	88	91	94
Change from prior		12	1	3	3	3
Average change =	4.4 ←					

We added the 5 change amounts and found their average to be 4.4.

We had 6 test scores but only divided by 5. Why? (We divided by 5 because there were 5 changes between the 6 scores.)

If our grades have changed *an average of 4.4 points better* on each test, **we can add that average change to our last test score** and predict the next test score. We add 4.4 to the last score of 94 and get a prediction of 98.4. (We round that down to 98.)



STOP AND REVIEW BEFORE GOING AHEAD

Take a few minutes to consider the value of each forecasting method in your daily work. Consider when it is best used and when it is not useful.

Think about this...

Forecasting Method	Useful for this..	Not useful for this..
Simple Average		
Simple Moving Average		
Weighted Moving Average		
Change Measurement Average		

CONSTRUCTING A BUSINESS PROPOSAL

As a leader-in-development, you may be called upon to put together some thoughts on a business-related proposal regarding a topic with which you are familiar. This can be a great opportunity to demonstrate your potential and can go a long way to advancing your career!

Just make sure you don't sabotage your chance for stardom by making any of these rookie mistakes.

TOO PRETENTIOUS

A common fault of many writers is their desire to use more words than necessary trying to sound "official" but end up coming off as pretentious. A simple way to test your writing is to ask yourself, **"What would I say if I were just talking (assuming basic knowledge of sentence structure and grammar) to the person instead of writing this out?"**

Simplify these statements in the areas below each sentence.

The pretentious original: *Please be advised that we are sponsoring a company picnic next month at the county park down by the lake. If you need directions, please do not hesitate to contact us.*

Your friendlier revision:

The pretentious original: *In the event of a hiring freeze, in the majority of instances, we will not be required to lay off any of our staff.*

Your friendlier revision:

The pretentious original: *Please be advised that at the present time we have no available job openings. Thank you for your consideration.*

Your friendlier revision:

The pretentious original: *As per our telephone conversation, enclosed please find two copies of our agreement. Please read this information at your earliest possible convenience – but not before our meeting on Tuesday. After you have an opportunity to review this agreement, please call me. Thank you for your consideration.*

Your friendlier revision:

AVOID JARGON OR “BUZZWORDS”

Assume your audience does not recall or know all of the jargon or buzzwords associated with your area.

Do not risk embarrassing them by making them ask, “What does that mean?”

REDUNDANT (AND REPEATING) EXPRESSIONS

Another problem with many writers is using meaningless or redundant expressions. Just because we hear them in daily use does not mean they are appropriate.

Draw a line through the redundant part of each expression or replace it with a more appropriate word.

(Do not look now but the answers are on the next page.)

Advance planning	For a period of ten days
Ask a question	Just exactly
As to whether	Irregardless
My personal opinion	As yet
At this point in time	Absolutely essential
At a later date	Refer back
At the present time	True facts
Basic fundamentals	Whether or not
Specific example	Written down
Answer back	But nevertheless
Brief moment	Close proximity

On a regular basis	Close scrutiny
Period of time	Combine together
Cut half in two	Recur again
Completely empty	Thorough investigation
Concise summary	Consensus of opinion
Sufficient enough	Continue on
Started off with	Exact opposites
Merged together	First of all
Repeat again	Your favorite?

Advance planning	For a period of ten days
Ask a question	Just exactly
As to whether	Irregardless (REGARDLESS)
My personal opinion	As yet
At this point in time "Now" or "Then"	Absolutely essential
At a later date	Refer back
At the present time - Now	True facts
Basic fundamentals	Whether or not
Specific example	Written down
Answer back	But nevertheless
Brief moment	Close proximity
On a regular basis regularly	Close scrutiny
Period of time	Combine together
Cut half in two (or cut in half)	Recur again
Completely empty	Thorough investigation
Concise summary	Consensus of opinion
Sufficient enough	Continue on
Started off with	Exact opposites
Merged together	First of all
Repeat again	Your favorite?

ESCHEW OBFUSCATION

(Avoid big, redundant, or meaningless words)

Many people use big words or unintentionally create clumsy sentences trying to sound important and “official”. Unfortunately, it often has the opposite result on the reader. If you focus on the BEST word, NOT THE BIGGEST, your writing will flow more naturally and be easier to understand.

Rewrite these clumsy expressions into phrases with fewer words and more effectiveness.

The clumsy original: *Please be advised that prior to your departure on a daily basis, you should power down your PC, secure all sensitive documents within your work cubicle, secure your cubicle, and terminate illumination as you depart.*

Your friendlier version:

YOUR PROPOSAL PRESENTATION STRATEGY

Assuming your business proposal drafting opportunity went well, there's a strong possibility that you will be asked to put it together into a presentation for senior management.

Here are some key points to remember as you do that.

WHAT IS IN IT FOR THEM?

Burn this question into your "memory chip" for recall when you are trying to persuade someone to act: **WHAT IS IN IT FOR THEM?** (The acronym is "WIIFT")

You have a greater chance of success with your proposal if you focus on demonstrating how your ideas will help them:



1.) Save money

- a) By not spending new money (cost savings)
- b) By spending less money (cost reduction)

2.) Save time

- a) By reducing overtime (cost savings).
- b) By reducing the time it takes to complete a process (increased productivity).
- c) By reducing the number of people needed to accomplish something (cost savings).
- d) By reducing the time needed for rework or error correction (increased productivity).

Naturally, when you help them look good, your reputation improves, too!

Your proposal should use words or phrases to increase their confidence in what you are proposing.

These words and phrases are known as "hard references" which carry greater weight in their mind than do "soft" ones. For example, saying, "It will cost exactly \$43,123.87" carries greater weight than saying, "We estimate it should cost about \$43,000."

We developed the following model for making financial presentations and proposals that resulted from many years of corporate experience.

A MODEL FOR YOUR PRESENTATION

This is a successful proposal from a bank's data processing manager as the old process of handing paper checks began to give way to the new technology of "image" processing that is common today. This request for new software was made in a PowerPoint presentation. Although the data contained is outdated, the strategy behind the persuasive construction of the presentation remains valid today.

(A personal note from the course author: In the culture of the bank from which this was taken, a proposal was never brought before executives without having supporting documentation available if it was asked for by an executive. Presenters knew it was unwise to waste the executives' time by presenting too much information if unrequested.

Although it was a very painful experience learning how much to say and how much to have available if requested, it did speed the project approval process and teach our managers how to make effective and powerful presentations for any financial situation.)

First we'll show you the text of the entire presentation and then we'll analyze each section. Use this summary model to make sure you have addressed most of the issues that will probably come up when you present your proposal to an executive.

Remember that there is no "cook book" that will guarantee success every time. This will help you cover the most likely issues.

EXECUTIVE SUMMARY

We can reduce our Items Processing headcount and meet Federal Reserve deadlines earlier with changes in sorter machine software. We can also achieve a check micro line read rate increase from 48% to 70+%.

The amount of checks we present nightly to the Federal Reserve from our three processing centers is determined by two primary factors:

- *The amount we can clear, either mechanically via the sorters or manually by clerks keying data.*
- *The volume of work received.*

Atlanta and Birmingham have old systems with outdated, non-Windows software while Florida is comparatively new complete with industry standard Windows NT software. This older equipment is at its maximum capacity and cannot expand while Florida still can.

Atlanta and Birmingham consistently have higher labor and maintenance costs per unit volume of work processed than does Orlando. Our labor and sorter maintenance costs will continue to increase with our work volume if we do not act soon to change the present conditions.

We recommend two major changes in our present situation.

- *Upgrade the software in the Birmingham and Atlanta sorters to XXXX that we use in Orlando. It is a proven platform that will allow us to expand our capacities in Birmingham and Atlanta. This will also decrease our non-productive “downtime” as shown in attached comparisons between centers and give us a uniform platform across all three centers.*
- *Second, that we install “Speed-read” software in all three centers to increase our sorter “read rate” from an average 48% of checks to over 70%. This will have a dramatic decrease in the amount of manual labor required to process checks plus allow us to meet more Fed deadlines earlier.*

We budgeted \$900,000 this year for this project based on vendor estimates. Unanticipated installation wiring code changes in our city require an additional \$85,000. This results in an impact of \$85,000 more than we had budgeted.

We request approval to spend \$900,000 that was budgeted and an additional \$85,000 for the local building code for a total of \$985,000.

We will recover this within 5 years from labor and maintenance savings.

Next, we will look into the rationale for each section.

THE “HOOK”

EXECUTIVE SUMMARY

We can reduce our Items Processing headcount and meet Federal Reserve deadlines earlier with changes in sorter machine software. We can also achieve a check micro line read rate increase from 48% to 70+%.

Your “headline phrase” should get the approver’s attention and make him/her want to find out more about making this a reality. This can get the approver thinking toward “YES!” before you say the first word! *“We can reduce our Items Processing headcount and meet Fed deadlines earlier with changes in*

sorter software. We can achieve a CAR read rate increase from 48% to 70+%” will get executives focused on potential savings while you explain the costs associated with buying new technology to achieve those savings.

THE “TRANSITION”

The transition phrase gently leads the approver from the highly desirable situation you describe in the hook into the current situation that you want to change.

The amount of checks we present nightly to the Federal Reserve from our three processing centers is determined by two primary factors:

- *The amount we can clear, either mechanically via the sorters or manually by clerks keying data.*
- *The volume of work received.*

THE “EXISTING SITUATION”

You should explain briefly and objectively why the existing situation requires your proposed improvement. (Try to keep it under 100 words.)

Atlanta and Birmingham have old systems with outdated, non-Windows software while Florida is comparatively new complete with industry standard Windows NT software. This older equipment is at its maximum capacity and cannot expand while Florida still can.

Atlanta and Birmingham consistently have higher labor and maintenance costs per unit volume of work processed than does Orlando. Our labor and sorter maintenance costs will continue to increase with our work volume if we do not act soon to change the present conditions.

YOUR RECOMMENDED SOLUTION

Clearly, specify WHAT you want to do here. Explain the **why, how, where, and when** in your proposal. Remember that this is just an executive summary.

We recommend two major changes in our present situation.

- *Upgrade the software in the Birmingham and Atlanta sorters to XXXX that we use in Orlando. It is a proven platform that will allow us to expand our capacities in Birmingham and Atlanta. This will also decrease our non-productive “downtime” as shown in attached comparisons between centers and give us a uniform platform across all three centers.*
- *Second, that we install “Speed-read” software in all three centers to increase our sorter “read rate” from an average 48% of checks to over 70%. This will have a dramatic decrease in the amount of manual labor required to process checks plus allow us to meet more Fed deadlines earlier.*



CAUTION #1:

Be sure you can explain clearly, why this recommendation is the best choice in case the approver wants to know why you recommend this particular action and not something else.

CAUTION #2:

Also, make sure you have available a list of YOUR REFERENCES. Do not provide this unless asked (it may be distracting to your proposal). List the names, titles, and telephone numbers of people (employees or vendors) from whom you collected data or who can offer additional information if needed.

THE BUDGET IMPACT

How much above or below what we had budgeted for this? If we budgeted \$50,000 last fall for this budget year and it only cost \$45,000, the IMPACT is +\$5,000 (\$5,000 that we can free to spend elsewhere or save.). If it now costs \$55,000, the impact is -\$5,000 (\$5,000 that we have to take from somewhere else or go over budget.)

We budgeted \$900,000 this year for this project based on vendor estimates. Unanticipated installation wiring code changes in our city require an additional \$85,000. This results in an impact of \$85,000 more than we had budgeted.

WHAT ACTION DO YOU WANT FROM THE EXECUTIVES?

Do you clearly know what decision you want? You must be confident and decisive using hard numbers.

We request approval to spend \$900,000 that was budgeted and an additional \$85,000 for the local building code for a total of \$985,000.

COST RECOVERY

Here is where you would have a spreadsheet ready in case they ask.

We will recover this within 5 years from labor and maintenance savings.

Make sure it is a one or two line summary. Leave the details in the financial section. Take a prewritten approval form that the executive(s) can sign on the spot in case everyone says, "Yes!"

You must be ready to "strike while the iron is hot" and not waste the opportunity. You can use this signature to get things moving even if you must wait for a formal signature later.

EMPLOYEE PERFORMANCE ANALYSIS

Another requirement of leadership is the ability to analyze the quality of an employee's work performance for recommendations of continuance or improvement. Before getting into this analysis tool, we must first have a universal understanding of what we mean by "problem behavior" and how we determine whether we should do anything about it.

The easiest, most universally relevant question to ask when trying to determine if we have problem behavior in the work place is, **"DOES THAT BEHAVIOR IMPACT THEIR WORK OR SOMEONE ELSE'S?"**

If the answer is "yes," then go after it. If the answer is, "No" or "Not sure," then take some time to think about it some more. *If the behavior just irritates you but does not affect your work, it may cause more trouble dealing with it than any gains from ignoring it.*

For example, suppose you are a manager who thinks there should be a lot of teamwork in the department and everyone should be very friendly with each other. You want your employees to eat lunch with each other and do other social things that would create a lot of interaction.



However, your highest-producing employee is a loner and not a participant in the department's socializing. Should you counsel with them about being more of a "team player" and making an effort to socialize more or leave them alone?

We suggest you ask yourself, *"Does their lack of socialization hurt theirs or anyone else's productivity?"* If it does (and you could measure it if necessary so people will not think you are just harassing them), you should use this flowchart to find out why they are not socializing.

However, if you cannot show how productivity is harmed, you would be better off by leaving them alone to be productive even if their behavior goes against your "team work" philosophy. You risk upsetting them so their production drops and they still may not want to socialize!

Here is a series of questions that will help you isolate the source of the employee's performance problem. Use this series to make sure you have eliminated any possible reason why your employee does not perform.

Before you begin

Ask yourself, "Is this issue worth pursuing?"



Question: How do you know if it is worth pursuing?"

(If it interferes with work, it is worth pursuing! If it is only a nuisance or aggravation, but does not interfere with work, it may be best to leave it alone.)

If so, go to STEP #1. If not, you are done! Remember, you can stop anytime the problem is **"sufficiently solved."**

(This means it is not worth the time, effort, or expense to "fix it better".)

STEP #1

Ask yourself, "Are my expectations clear?"



#1 Question: What do you ask your employee here?

(I want to make sure I did a good job of explaining. Please tell me what you think I expect you to do.)



If your expectations are clear, go on to the next step. If not, what should you do?

STEP #2

Ask yourself, "Are the resources adequate?"



#2 Question: What do you ask your employee here?

(Do you have everything you need to do what I expect?)



If they have everything, go on to the next step. If not, what should you do?

STEP #3

Ask yourself, "Do they get fast and frequent feedback on their performance?"



#3 Question: What do you ask your employee here?

(How do you know how you are doing?)



If they can monitor their progress, go on to the next step. If not, what should you do?

STEP #4

Ask yourself, "Does the desired performance seem punishing?" (Hint: What do you usually do if they finish early and others have not finished yet?)



#4 Question: What do you ask your employee (or yourself about the situation) here?

(If their "reward" for finishing early is you give them the work the slower people have not finished, you will soon have no one finishing early.

You must praise the ones who finish early, let them know you documented their file that they finished ahead of the others, and ask if they will help the slower ones.

This way they do not feel that the slackers are getting away with anything)



If you are inadvertently punishing their behavior, what should you do? If not, go on to the next step.

STEP #5

Ask yourself, "Is poor performance rewarded somehow?" (Hint: What do you usually do if they have not finished yet but others have?)

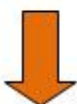


#5 Question:

What do you ask your employee (or yourself about the situation) here?

(This is the opposite of above. If they are behind, let them know you documented their file that they were behind and you asked a faster worker to help pick up their slack.

This way, they realize they are not getting away with anything.)



If you are inadvertently rewarding poor performance, what should you do? If not, go on to the next step.

STEP #6

Ask yourself, "Is there any penalty for not doing it right?"



#6 Question: What do you ask your employee (or yourself about the situation) here?

("Is there any penalty for not doing it right?" If there were no penalty, why would they stop doing it?)

If there is a penalty, go on to the next step.
If not, what should you do?



STEP #7

Ask yourself, "Is their non-performance a genuine skill deficiency?"



#7 Question:

What do you ask your employee (or yourself about the situation) here?

(Can they not do it or can they do it but just do not want to?)

If it is a genuine skills deficiency, go on to the next step. If not sure, what should you do?

#7A Question:

Have they ever done this in the past?

**(If so, give them practice to refresh their skills)
If not, continue to the next step.**



STEP #8

Ask yourself, "Can the task be made easier?"



#8 Question:

What do you ask your employee here?

(Can you think of any easier way you can do this?)

If it can, do it. If not, go to the next step.



STEP #9
Ask yourself, "Are there any other obstacles?"

If there are, what can you do?
If there are not, go to the next step.



#9 Question:
What do you ask your employee here?
("Can you think of anything keeping you from doing this?")



STEP #10
Ask yourself, "Does the person have the potential to change?"

Question: What do you ask your employee here?
(Do you have any plans to change your behavior?)

If they have the potential and desire to change, go to the next step.

If they do not, **REPLACE THEM!**



Train them to the desired skill level!



Have you noticed that every step, except #10, is a factor controlled by management?
This means there is a 90% probability that an employee's performance problem is caused by something controlled by management!

SUGGESTED READING

1. "Timing is Everything", Dennis Waitley, Nelson Publishers, 1992
2. "Integrity", Dr. Henry Cloud, Harper Collins Publishers, 2006
3. "Analyzing Performance Problems or You Really Ought Wanna – 3rd edition", Robert F. Mager & Peter Pipe, The Center for Effective Performance, 1997
4. "The High Value Manager – Developing the Core Competencies Your Organization Demands", Florence M. Stone & Randi T. Sachs, American Management Association, 1995
5. "Management Challenges for the 21st Century", Peter F. Drucker, Harper Business, 1999
6. "Good to Great", Jim Collins, HarperCollins Publishers, Inc., New York, 2001
7. "Illusions: the Adventures of a Reluctant Messiah", Richard Bach, Dell Publishing, 1977