

Achieve Great Results™ in Business
Volume # 1 in the Series



Management Excellence

How to Master the
Fundamental Skills of
Successful Leadership

DR.
Jim HARRIS
Advisor to Business Leaders

Management Excellence

*How to Master the Fundamental Skills
of Successful Managers*

by

Dr. Jim Harris

Volume #1 in the Achieve Great Results™ in Business Series.



Achieve Great Results™
WITH DR. JIM HARRIS

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For quantity purchases of this book contact:

The Jim Harris Group, Inc.
2015 Cameron Drive
Pensacola, FL 32505
(850) 476-6633
Facsimile (850) 476-6636

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Managing @ NetSpeed

The Employee Connection

Heart Power

DEDICATION

To Nicole Drouin

My friend, former client, and “Booking Agent,”
thanks for your faith in me and in my messages.

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ABOUT DR. JIM HARRIS

Consultant, speaker, and author, Dr. Jim Harris is an advisor to CEO's and business leaders in leadership, organizational, and people development. A former executive with a Fortune 500 firm, Dr. Jim's business experience includes hands-on management in the homebuilding, transportation, retail, and education industries.

Internationally renowned for his award-winning best practices research, Dr. Jim speaks to thousands of executives and business leaders every year on organizational excellence, leadership development, and employee retention. His clients are a virtual "Who's Who" of great companies including IBM, Johnson and Johnson, State Farm, Discover Financial, Century 21, Baptist Healthcare, Integrity Media, Sentara Healthcare, and dozens of other public, private, and educational organizations.

An author of eight business books, Dr. Jim's best practices research and leadership insights has won him such honors as a Fortune magazine "Best Business Book" and the American Management Association's Spring Selection book. His insights have appeared in dozens of media outlets including PBS Nightly Business, Fortune, CIO magazine, USA Today, Chicago Tribune, and Executive Excellence.

To learn more about his speaking, consulting, or coaching services, to order books and products, or to download many free resources and newsletters, please visit his web site at www.drjimharris.com.

To invite Jim to speak at your conference, executive retreat, or managers meeting, please contact Nicole Drouin by phone at 603-434-9580 or by email at nicole@drjimharris.com.

You may email Jim your questions, comments, or requests at jim@drjimharris.com.

The Jim Harris Group, Inc
2015 Cameron Drive
Pensacola, FL 32505

Toll Free 877-638-7733
Direct 850-476-6633
Fax 850-476-6636

INTRODUCTION TO THE ACHIEVE GREAT RESULTS™ LEADERSHIP SERIES

achieve *v.* - to succeed in doing; accomplish; bring about a desired result.

great *adj.* - beyond the ordinary, superior, remarkable.

results *n.* - consequence or outcome of an action or process.

prepare *v.* - to make ready, usually for a specific purpose; make suitable; fit; adapt; train.

Every leader strives to achieve greatness for themselves and those they lead. Yet few ever reach greatness. What is it that keeps so many capable, passionate, and intelligent leaders from successfully taking their companies and themselves to the next level?

In my over two decades of management and consulting experience, I have found one striking difference between those leaders who achieve greatness and those who do not. Surprisingly, the difference is not found in a lack of skill, desire, opportunity, or access to resources, capital, or technology. It is certainly not from a lack of talented people or a low motivation for achievement. Finally, it is not based upon following the latest management fad or integrating the new insights of some media-anointed guru.

I have discovered the secret that separates those leaders who achieve great results from those who do not is simply this: top leaders within great organizations systematically, consciously, and professionally prepare their companies, their managers, and themselves to achieve greatness. They invest the time and resources necessary to create maximum congruence between where they currently are, where they are going, who will join the journey, and how best to reach their unique goals. These great leaders understand that without proper preparation, even their best efforts are doomed for mediocrity.

For this reason I created the Achieve Great Results™ (AGR) Leadership Series. This three-book series guides each critical level of leadership through a pragmatic and aligned process that simultaneously prepares both the company and its leaders (both current and future) for greatness.

Management Excellence teaches front-line managers the six essential skills for supervisory success:

- 1) Problem Solving - how to generate effective solutions to real problems.
- 2) Planning and Organizing - how to set priorities and create structure.
- 3) Communicating - how to ensure mutual understanding.
- 4) Delegating - how to appoint another to act in your behalf.
- 5) Training - how to enable employees with the right skills, knowledge, and attitudes.
- 6) Motivating - how to build a motivational work environment.

Leadership Excellence educates middle managers and emerging leaders on the six essential roles for leadership success:

- 1) Facilitator - how to help others solve their problems.
- 2) Coach - how to guide employees to achieve greatness.
- 3) Connector - how to build strong workplace relationships with employees.
- 4) Emancipator - how to give employees the freedom to succeed.
- 5) Educator - how to encourage lifelong learning.
- 6) Engager - how to generate long-term employee commitment to excellence.

Corporate Excellence guides executive teams in how to maximize long-term productivity and profits through aligning:

- 1) Purpose - how to clarify the compelling reason a company exists.
- 2) Culture - how to build and sustain a high-performance workplace.
- 3) People - how to attract, retain, and grow a great workforce.

By design, this leadership series is:

- **Aligned.** All three titles reinforce one another, not only in process and application, but also on paper. For example, the bulk of **Corporate Excellence** focuses on those issues of most importance to your senior leadership but also contains brief overviews of the key learning items from within **Leadership Excellence** and **Management Excellence**. Likewise, each book contains an overview of the others to teach, reinforce, and align all leaders toward a common leadership model.
- **Pragmatic.** Filled with best practices and case studies, these books are high on real-world action ideas and low on theory.

- Sequential. Starting with the essential learning skills of **Management Excellence**, this series offers an easy to follow three-step sequence that serves as a foundation for your long-term leadership development initiatives.
- Doable. From the books through the workshops, audio-tapes/CD's, and related learning reinforcement materials, this leadership series is finite enough to challenge your processes, yet easy enough to implement within your current organization.

It is my hope and prayer that this learning experience confirms your leadership potential, increases your leadership skill set, grows your confidence in effectively leading front-line staff, and ultimately lays the foundation for you to achieve great results at work, at home, and throughout your life.

Dr. Jim Harris
Pensacola, FL
January 2005

THE MANAGEMENT EXCELLENCE CHALLENGE

Managers today face tremendous challenges. Organizations continually push managers for more productivity and profit even while cutting budgets and staff. Customers expect managers to have instant answers to every request or question. Vendors try to prod managers into bending operational guidelines to sell, display, or use more of their products. It never seems to end!

To deal effectively with all the issues facing managers today, it is essential that organizations insure their management team is well educated in the fundamentals of great management. The vast majority of challenges fall within the following six fundamental areas:

- (1) Problem solving - generate high quality solutions for your team, customers, or leaders;
- (2) Planning and organizing - ensure your team focuses on important tasks rather than urgent tasks;
- (3) Communicating - send messages that are understood, listen carefully to the response, then give effective feedback;
- (4) Delegating - give your employees career enriching tasks that grow their skills and free up your time;
- (5) Training - use fast, cost-effective methods to grow employee's skills; and
- (6) Motivating - build a high-performance workplace while offering individual incentives for great results.

For a few of you, this book will be a review of what you already know and do. That's good, for we all need to be reminded of what we need to continue doing. For some of you, this will be an opportunity to learn a new skill, or take a fresh look at a skill that you underutilize. For the rest of you, this will be a learning experience that will last you a lifetime, for it will show you how to excel in the basic blocking-and-tackling of management.

The challenge has never been greater. The timing is right for you to hone and grow your management skills. So, let's get started!

Skill #1

Problem Solving

“Problem solving is the quickest way to gain leadership.”

Dr. John Maxwell, Author,
The 21 Irrefutable Laws of Leadership



Problems abound in business. Screaming customers. Irrational employees. Misplaced inventory. Internal politics. Budget cuts. System malfunctions. Those of us who live in the trenches understand that to thrive, even to survive, managers need solid, powerful problem solving skills.

Truths on Problem Solving

Here are six truths regarding problem solving.

Truth #1: Don't sweat the small stuff, and everything is small stuff. Most small stuff can be ignored. Yet it takes a shrewd manager to discern what small stuff is worth fixing and what small stuff can be left alone. In this section, you learn discernment skills that help you focus on the right stuff to fix.

Truth #2: Most people have decent problem solving skills - the key is to recognize real problems. As a manager, you have already demonstrated some potential for effective problem solving. When you learn to recognize when a problem is one worth fixing, you will significantly increase your effectiveness as a leader.

Truth #3: Problems that are hidden often fester and get worse. You cannot stand your people hiding their problems from you, and neither should you hide yours. Encourage others to bring to light the problems they face, to more expediently resolve the issue at hand.

Truth #4: The goal of problem solving is to present solutions, not unsolved problems. Be known as a solutions provider - not just a problem messenger. A horrible trap for a manager is to be known by your boss as more of an unresolved problems conduit rather than a solutions champion. When you learn the three-step process to solving problems, you will be known as a go-to person for getting things done.

Truth #5: Your #1 job is to solve problems. This should be the first line of every employee's job description, because if you are not solving problems you are probably creating them. Think about it this way - would you rather your employees come to you with problems...or solutions! So, what would your boss prefer you to do?

Three Steps In Problem Solving

Effective managers follow a three-step process to solve problems.

Step 1: **RECOGNIZE REAL PROBLEMS**

Problem solving begins with recognizing which problems are worth solving. Managers too often waste precious time, energy, money, and payroll on issues that have little relevance to reaching the company purpose or driving the culture. I have witnessed numerous managers wasting their time on irrelevant, non-reoccurring issues rather than focusing their energy on those issues that will bear much fruit when solved.

To determine if a perceived problem is worth solving, managers answer the following questions.

Question #1: What is the standard?

A standard is the minimum acceptable level of performance below which you do not want your employees to fall. If performance falls below the standard, a manager must intervene to help train, redirect, or motivate the employee back to the standard.

Managers can set standards in at least four areas. The first area is quality. Quality standards can take a variety of forms including thoroughness, accuracy, and completeness. For example, an intensive care nurse may set a standard of 100% accuracy on her chart notes. This would mean checking and rechecking the thoroughness, accuracy, and completeness of all necessary paperwork to ensure the absolute best care possible for her patients.

The second area for setting standards is quantity. Quantity is simply a measurement of numbers, of quantifying an amount of something. For a hospital admittance clerk, this could mean setting a goal to train yourself to accurately process 10% more patients than the standard. Quantity standards are quite powerful for they are usually easy to see and to measure.

The third area to set standards is time. Time can be measured in at least four ways: start, stop, duration, and frequency. Start and stop are obvious measures of efficiency. Duration implies the total time allotted for an event, such as not taking more than 12 minutes to fully complete a hospital admittance record.

The fourth area for standards, cost, is the most often used direct measure for standards. Cost can be measured by dollars saved, dollars spent, and dollars earned. For example, a nurse manager may set a standard for maximum dollars spent on patient special meal requests.

Unclear or irrelevant standards inevitably lead to problems. It is therefore imperative to effective problem solving to develop obvious, measurable, and rational performance standards upon which managers can begin to judge the relevance of a particular problem. Without such standards, everything becomes a problem and little is accomplished.

Throughout the remainder of this book, I will use the abbreviation QQTC to describe the four areas of standards: Quality, Quantity, Time, and Cost.

Question #2: Is the standard reasonable?

After setting or reviewing your standards, ask yourself if the standard is reasonable. Are the parameters challenging yet achievable, or might you be setting up your team for failure? For example, if a bank loan officer set a totally unreasonable standard, say 100% accuracy on 100% of every loan written, they have automatically set up their employees for failure. No one can reasonably reach that standard. Remember, the standard is the minimum acceptable level of performance - not the maximum. Before assuming an employee's non-compliance is a problem, ensure the standard is reasonable.

Question #3: What is the actual performance?

Measure the actual performance of your team. Do not assume you know what is happening. It is easy to fall into the trap of making a major problem solving decision based upon irrelevant and inaccurate performance assumptions. Get out on the floor, in the shop, in the store, in the unit, and observe real performance in real time. In this way you can be certain you are getting a true, valid, and objective view of actual performance. Often you may find that the "problem" was with the performance measurement devices and not with your team.

Question #4: What is the gap between the standard and the actual?

Now it is time to assess the difference (the gap) between the reasonable standard and the observed actual performance. In most cases, the gap is negative; that is, the perform-

ance is below standard (which is usually why you perceive a problem in the first place). Sometimes you will see a positive gap where the performance is constantly above the standard. When most employees perform above the standard, it may be time to raise the standard.

Question #5: What is the priority?

Not every negative performance gap is a priority. Ineffective managers typically lump every negative performance gap into a “critical problem” category. Just like in a hospital setting, not every emergency room patient needs immediate surgery. The priority of the emergency (the gap) must be assessed. Rate the gap as either a high, moderate, or low priority in each of the following impact areas.

- Financial impact - how significant is the gap to the cash flow, profit, and financial viability of your department or company?
- Operational impact - beyond financials, how significant is this gap to customer service, production, distribution, and overall company efficiency?
- Staff and personal impact - how significant is this gap toward staff motivation, commitment, production capability, and overall morale, including its impact on your performance?

Through answering these questions, you can assess the priority of the gap. If the gap is minimal, you may wish to move on to another problem with a higher priority. If the gap is high, you may need to continue your assessment.

Question #6: Is this gap important, urgent, or both?

There is a big difference between something that is urgent and something that is important (please see Skill #2: Planning and Organizing, for a more detailed discussion). Urgency is measured by time, importance is measured by priority.

For example, if an emergency room patient is profusely bleeding and appears in shock, that would constitute both an urgent (needs attention now) and important (patient might die) problem. If, however, the patient has a cough, some congestion, and a slight fever, the situation may not require immediate or drastic measures (not urgent) but the symptoms must still be addressed (important).

Far too much time is wasted on the urgent that is not important. This is where your leadership judgment comes into play. If the situation is urgent and important, you need to attend to it immediately. If it is urgent but not important, it may not be worth your time. If it is important, it is worth your time, but perhaps not at this moment. If it is neither, forget it - it is a waste of your time.

Question #7: Is this area within my control?

As a manager you often face real problems that are not within your area of control. This is the time to determine who in fact controls this area and how best to contact them to help solve the problem. This is also where your influence skills, especially your communication skills, will help you solve problems across departments.

Question #8: What is the trend?

Even when you determine that a problem is a real problem, you need to assess the trend. If it is trending down, you may decide to do nothing at this time. If, however, the trend is up and the problem is becoming more pronounced, it may be time to take immediate action.

For example, a top employee is beginning to arrive later and later for their shift. This is both an important and an urgent matter to address (go to Step 2: Find Causes). But if a consistently on-time and punctual employee is 10 minutes late one time, this may not be a trend; rather, just a one time event.

Question #9: What would happen if I do nothing?

Finally, ask yourself what would happen if you did nothing, especially if the problem is trending down. Sometimes your best move is not to move at all, but to invest your time on more significant problems. In the above example of the one-time tardy employee who is characterized by punctuality, you may choose to do nothing.

In summary, the nine questions you should ask to determine if a problem is a real problem are:

- What is the standard?
- Is the standard reasonable?

- What is the actual performance?
- What is the gap?
- What is the priority?
- Is the gap important, urgent, or both?
- Is the area within my control?
- What is the trend?
- What would happen if I do nothing?

By answering these nine questions, you can determine whether or not a problem is a real problem worthy of more time, energy, and effort. If you decide the situation is indeed a real problem, move on to Step 2 - Find Causes.

Step 2: FIND CAUSES

Picture yourself in your backyard or garden. You see a weed, so you naturally bend down and pull it. But, what if the root remains in the ground? What happens then? The weed will return at a later date. Just like in ridding your garden of weeds, you must take the time to fully remove the root causes of your problems lest they reappear at a future time.

There are five key questions you need to answer to help determine the root cause of the problem.

Question #1: What is and is not happening?

Sometimes in our analysis it is more valuable to ask what is not happening than what actually is happening. Perhaps the standard is reasonable, the problem is real, but an employee is not properly using a particular form, procedure, or process. Often, what is not happening will get you to the root cause faster than just observing what is happening.

Question #2: Who is or is not involved?

Here is where you will notice potential bottlenecks or breakdowns in process. Perhaps too many people are involved. Perhaps someone who has no business or responsibility in this area is sticking his nose where it does not belong. Or perhaps the right peo-

ple are involved but have not uncovered the root cause. Regardless of what you find, it is important to assess who is and is not involved to identify a potential root cause to the problem.

Question #3: Where is the problem occurring and where is it not occurring?

Quickly isolate those areas that are meeting the standards from those who are not. A huge mistake is to create a blanket policy or procedure that only addresses a small percentage of your team. Rather, redirect those few who may be causing the problem.

Question #4: When is the problem occurring and not occurring?

Is there a particular time and place that the problem occurs? Can you isolate a specific set of circumstances that create the problem? Also, assess how many different people, departments, units, or customers are impacted by this problem. Again, this helps you isolate only those areas most impacted by the problem.

Question #5: What are the most likely causes of the problem?

You have now isolated the what, who, where and when. Now you can make a rational assessment of the root causes of the problem. It is critical to assess root causes to better ensure a high payback on the time and energy you will invest on fixing real problems.

After generating your list of likely causes, you are now ready to generate specific solutions to the problem.

Step 3: GENERATE SOLUTIONS

After determining you have a real problem that needs to be solved and you have uncovered the root cause(s) to the problem, it is now time to generate solutions that will solve the problem. Here are five components to generating effective solutions.

First, brainstorm alternative solutions. Attempt to create a list of five, ten, even twenty alternative solutions. While brainstorming, quantity is more important than quality. Allow yourself and your team to explore creative, no limits solutions. Then narrow your list to the top 3-5 solutions that appear to be the best.

Second, assess the best-case and worst-case outcomes for each solution. List the best possible outcome for each solution on quality, quantity, time, cost, customer impact, and any other criteria you deem relevant. Likewise, assess the worst possible scenario for that solution if implemented. Challenge yourself and your team to create an objective, rational, and verifiable assessment of both the payback and the cost of implementing each possible solution. Do not allow yourself to be blinded by only the upside without a fair determination of the potential downside.

Third, for each alternative solution, determine the likelihood of its occurrence. Estimate the likelihood of each solution being completely and fully implemented. Is the solution realistic or simply a pipe dream? Is it a highly probable outcome or a risky outcome? I recommend you rate each solution as either a high, moderate, or low likelihood of occurrence. For example, think about winning the lottery. What is the likelihood of you choosing exactly the right numbers on this week's lottery? You are far more likely to be struck by lightning than to strike it rich on the lottery. It would therefore be wise for you not to risk your retirement portfolio on hitting the lottery jackpot this week.

Successful managers are not risk takers; rather, they assess the potential downside risk and determine if they can live with it, manage it, and accept it. A high upside with a minimum downside may be a terrific solution. Yet a moderate upside that carries a significant downside may be too risky. Without a careful analysis of both the upside and the downside, you are apt to quickly implement a highly risky solution that may carry little chance for success.

Finally, rank-order your solutions. Choose the one solution that best meets your overall criteria and implement it. Monitor it closely and redirect as needed as you move toward solving the problem.

The power of generating multiple, rank-ordered solutions is most evident when your first solution fails or is not meeting standard. By following this process of generating more than one solution, you automatically have a second and even a third alternative solution that could solve the problem.

Problem Solving Tips

Here are ten problem solving tips...

1) Challenge conventional wisdom. Just because something has always worked in the past does not mean it will work tomorrow. Do not settle for the way it has always been done. If the traditional solution was really that good, the problem should have gone away.

2) Look for a fresh approach. Force yourself to look at the problem from a new angle, from a different perspective. If the problem is a customer complaint, ask yourself what you would expect if this problem happened to you.

3) Ask an outsider. Get someone who is not intimately involved to offer his or her input. Ask a friend in another department, location, or even a customer to help you clearly define and assess the problem.

4) Look for the unexpected. Force yourself to look beyond the average, the expected, and the typical. Inject creativity into your solutions process.

5) Always challenge yourself that the problem is worth fixing. Just because something might be quick and easy to solve does not mean you automatically invest your time to fix it. There may be more pressing, important issues for you to address.

6) Follow your intuition. Intuition is perfectly acceptable in problem solving given you: (1) clearly understand the problem and the potential cause, (2) have been in a similar situation before, and (3) possess data, information, and research that support your intuitive solution. If the above three criteria are met, then go with your intuition.

7) Take a break. When stuck, take a break, take a walk, forget about it, and come back later. A fresh mind is always advantageous to a tired, frustrated mind.

8) Sometimes the best solution is to do nothing. When a minor problem seems to be fixing itself, leave it alone.

9) No decision is a decision. Remember that no decision is a decision, but only if you have gone through all three steps.

10) Attack the problem, but never the people. It's the problem that needs fixing, not necessarily the people. Indeed your team may need new skills, knowledge, or information to effectively implement your solution. Yet, always remember that as a manager, you attack problems - not people.

SUMMARY

Excellent managers are good problem solvers. The three steps to problem solving are recognizing real problems, finding the root causes of the problem, and generating solutions to the problem.

Skill #2

Planning and Organizing

“A carelessly planned project will take three times longer to complete than expected; a carefully planned project will take only twice as long.”

Old Planning Proverb



Planning and organizing - isn't this just another phrase for time management? Aren't we expected to effectively manage our time and the time of our employees? The answer is - yes and no. Yes, we are indeed expected to effectively manage both their time and their team's time. No, planning and organizing is not just another phrase for time management.

The Problem with Time Management

For years, speakers, trainers, and well meaning authors have thrust upon leaders the necessity to manage their time. A huge array of time management books, seminars, and personal tools have flooded the business market. But here is the big problem with time management:

Most managers attempt to manage time itself. That is the wrong thing to manage. Why? By only managing your time, you end up doing a lot of stuff you do not need to do, even though you can find the "time" to fit it into your schedule.

Time management has become a catchall phrase for how to squeeze more and more stuff (activities) into our already overloaded schedules.

What Excellent Managers Manage

Excellent managers manage their priorities, then let their priorities manage their time. They focus on achieving their priorities - the stuff that really matters, such as achieving the organization's purpose, building and reinforcing a great culture, and growing great people. They do not get caught in the trap of trying to cram more things into their already filled calendars. Rather, they fill their calendars with the things that matter most - those things that help their organization achieve great results!

Planning vs. Organizing: What's the Difference?

Planning is how to set priorities. As a manager, your top priority in planning the work of your team is to set the priorities of your team. It is your responsibility to determine and communicate those priorities that will best reach your company's goals. It is therefore imperative you set the right priorities, for the right reasons, at the right time.

Organizing is how you create structure that ensures results. As a manager, you must surround your team with the appropriate environment to be successful. Be it the right

tools, processes, or reporting relationships, your role is to ensure the structure of the work leads toward fulfillment of the team goals.

So which one comes first - planning or organizing? If you guessed organizing, think again. How can you effectively create structure that ensures the right results unless you first set the right priorities? So planning comes first. Therefore, we will first look at the planning process then move into organizing.

PLAN BY SETTING PRIORITIES

Here is a fun activity that will illustrate the importance of properly setting priorities. I call it the **Priorities Worksheet**. It is a four-box model with two key elements. Across the top axis you see the word “Urgent” with both a high and low rating. The vertical axis is the word “Important” also with a high and low rating.

		U R G E N T	
		HIGH	LOW
I M P O R T A N T	HIGH	# _____ <i>Important & Urgent</i>	# _____ <i>Important - Not Urgent</i>
	LOW	# _____ <i>Urgent - Not Important</i>	# _____ <i>Not Important Not Urgent</i>

Rank order from #1- #4 which box you would do first, second, third, then fourth at work. Write your answer for that box on the line provided within that box. Take three minutes to complete this activity before you move into the next section.

Analysis of the Priorities Worksheet

Let's first look at the proper rank order. Like most leaders, you probably ranked the upper left-hand box, the one that is both important and urgent, as your #1. That is correct. If something is both important and urgent, you had better spend time on it right away.

Likewise, you probably ranked the lower right-hand box, the one that is not important or urgent, as your #4. If so, again you are right. If something is neither important nor urgent, you should not be spending time on it.

The challenge then becomes, which do you rank as #2: the upper right-hand box that is important but not urgent, or the lower left-hand box that is urgent but not important?

Most managers rank the lower left-hand box - urgent but not important - as #2. The reasons usually include that whatever the activity, it is urgent that it be done, it is a time sensitive item, or that it needs to be completed before moving into the upper right-hand box of something important but not urgent. If you ranked the lower left-hand box as your #2, you are wrong. Here is why.

By placing urgency ahead of importance, you have just elevated the clock over the priority. Now all I would have to do as your boss or colleague is place a fast deadline on what I want you to do to, and you will do it - regardless of how important it is!

Let's look at the three classic reasons most managers put the urgent-not important box as their #2.

Reason #1: If it is urgent, it must be done now. Not necessarily. It might be urgent that you set out your garbage can before the sanitation department arrives this afternoon, but it may be more important to tend to your son's knee injury even as you hear the truck pulling onto your street. See the difference?

Reason #2: It is a time sensitive item. So what? Opening junk mail that has plastered all over the envelope, "Open Immediately - Time Sensitive Material," does not weigh more heavily than, say, listening to your daughter recite a Bible verse or helping your husband with a household repair.

Reason #3: It needs to be completed before I move into the upper right-hand box. Wrong again. Just because it is urgent does not mean it outweighs doing something that is more important.

Here is the proper rank ordering for each box.

	HIGH	U R G E N T	LOW
HIGH	<i>Important & Urgent</i> # <u>1</u> Crisis Managers	<i>Important - Not Urgent</i> # <u>2</u> Excellent Managers	
I M P O R T A N T	<i>Urgent - Not Important</i> # <u>3</u> Reactive Managers	<i>Not Important - Not Urgent</i> # <u>4</u> Ex-Managers	
LOW			

Where Do You Live?

It is important to assess where you tend to live within this worksheet and why you live there.

Box #1: Important & Urgent: Crisis managers live here. They tend to see everything as an emergency. Always in a perpetual state of stress, these managers tend to spread the stress to others. They are often characterized by a “need everything yesterday” approach, since they seldom take time to plan ahead and prioritize.

Crisis managers are often caught off guard by changes in customer, employee, and management’s needs and wants. They tend to create mostly reactive, shoot from the hip, not well thought out solutions.

Perhaps the most dangerous aspect of being a crisis manager is their tendency to see themselves as either Superman/Superwoman or Smokey the Bear. As Superman

/Superwoman, they fly into every situation and save the day...at the very last minute. As Smokey the Bear, they arrive at work ready to put out all the fires around them all day. In either case, crisis managers live in a constant state of crises, panic, and emergency.

Sadly, crisis managers encourage laziness and inaction within their teams. It only takes a few weeks of working with a Superman/Superwoman or a Smokey the Bear for an employee to realize that regardless of the situation, they can sit back, relax, and let their crisis manager take care of it.

Finally, crisis managers often claim they work better “under pressure” which translated means they do not set priorities.

Box #2: Important - Not Urgent: Excellent managers live here. They are typically far more productive, less stressed, and more in control of themselves and their environment. Realizing that a few minutes of planning now saves hours of headaches and wasted energy in the future, they fiercely fight for “head time” and “quiet time” to properly set priorities for themselves and their employees.

Excellent managers shift maximum time and resources toward important priorities - not just urgent items. Since they allow themselves the freedom to plan and set priorities, they can more easily see potential roadblocks and future opportunities for productivity. Since they understand how to create multiple solutions (see Skill #1: Problem Solving), excellent managers quickly initiate alternative solutions to their problems.

Although they still have some Box #1 items, excellent managers have far fewer urgent activities than others. They are therefore less stressed and so are the people around them...including their families!

Box #3: Urgent - Not Important: Reactive managers live here. Managers who live in Box #3 are run by the clock - not by priorities. They fill their calendar with time-sensitive activities with little regard for the really important stuff. They fool themselves into thinking that activity equals productivity. Finally, they fail to grasp that a little bit of planning reduces headaches, backaches, and stress for themselves and others.

Box #4: Not Urgent - Not Important: Ex-managers live here. Managers who focus on things that are not important and not urgent will soon...and very soon...be replaced.

Priority Management

Here are several suggestions to better manage your priorities.

To become less of a reactive manager, ask yourself:

- Does this REALLY belong here or does it actually belong in another box?
- Does this REALLY help us achieve great results or is it just something we have always done?
- Does this REALLY need to be done now?
- If Yes to all the above, what is the FASTEST way to complete it?

To become a more excellent manager:

- Schedule a block of time every day to schedule your priorities.
- Effectively delegate career-enriching tasks to your staff.
- Discuss with your boss how best to shift low priority tasks to other employees.
- Decide TODAY to set priorities in all you do - for today, tomorrow, next week, and even into next year.

ORGANIZE BY CREATING STRUCTURE

Once you have properly identified your priorities, creating structure to achieve great results is a rather simple process. Here are five easy steps to create effective structure.

The first step to proper organization is to outline key results. Whether an extension of your problem solving or your job description, you must outline the key results you need to achieve for yourself and your team. Remember to focus more of your planning time on the top 3-5 key results areas, those that most propel your company toward great results.

Second, set parameters for acceptable performance. Using the QQTC model described in Skill #1: Problem Solving, create standards for quality, quantity, time, and cost that allow maximum freedom for success while ensuring the minimum standards are reasonable.

Third, allocate resources that will effectively help reach the goal. Be it tools, technology, access, or materials, you must ensure your team possesses the appropriate resources to succeed.

Fourth, set checkpoints for progress. You need to build within the plan certain QOTC checkpoints. The old saying of “what gets measured gets done” is true. Negotiate reasonable checkpoints with your team on the top priorities.

Finally, draft a contingency plan. As previously stated, it is imperative you create alternative solutions to problems in case the original solution fails to succeed. If you implement your top ranked solution to the problem, perhaps your second ranked solution becomes your contingency. Regardless of how you create it, great managers need powerful contingency plans for quick response to continuing problems.

SUMMARY

Planning is setting priorities based upon importance, not the urgency of the task. Organizing is creating structure to ensure results. Both are necessary to achieve great results in management.

Skill #3

Communicating

“What we have is a failure to communicate.”
Warden in the movie - *Cool Hand Luke*



Communication. How many times have we used this word to describe our environment, our problems, or our challenges? “We’re just not communicating,” or “I wish we could communicate better,” or “We are having a communication breakdown” are commonly heard in our everyday world. Yet seldom do we take the time to clearly understand the concept of communication, or take the time to improve our own communication skills (since all communication problems are someone else’s fault anyway, right?). Let’s begin with a simple, yet powerful definition of communication.

Definition of Communication

Communication can be defined as a process of active two-way interaction that results in mutual understanding. There are three essential pieces to this definition that need to be clearly understood.

First, communication is a **PROCESS**. It is a fluid, dynamic, never-ending series of attempts to transfer meaning from one human to another. With no clear beginning (perhaps birth) and no clear ending (perhaps death), we as humans are constantly involved in the on-going process of interaction...even if it is only communicating to ourselves (dreaming, pondering, analyzing, even talking out loud).

The process of communication can take many forms, yet two dominate: verbal and nonverbal. Verbal communication is usually the first we consider, the process of sending and receiving messages through words.

Yet, often more powerful is the process of non-verbal communication. For example, when the verbal message and the non-verbal message contradict, which one do you believe? If I said to you, “Wow, I really like your dress” while my nose is curled and my eyes roll, you would not be convinced that my verbal message was true. The non-verbal messages you send significantly impact the overall communication process.

The second component of our definition is that communication is an **ACTIVE TWO-WAY INTERACTION**. Managers, especially newly promoted managers, often fall into the power trap of being the “boss” and manage their teams with a “shut up and do what I say” mentality. Such a one-sided interaction is not communication - it is just giving orders. For effective communication to front-line staff, managers must maintain the mutual involvement of all parties, encourage non-coerced interaction, and constantly balance the participation between themselves and their staffs...or risk demotivating and alienating employees.

The third component of our definition is the most important - that the communication **RESULTS IN MUTUAL UNDERSTANDING**. Most leaders seek mutual agreement, to get the employee to agree with them on how to fix the problem, serve the customer, or improve the process. Wrong! The goal of communication is mutual understanding - to ensure all parties quickly understand each other's positions and how they arrived at them. Mutual agreement, however noble and honorable, is secondary to understanding.

Three Components of Effective Communication

Every human interaction, be it face-to-face, written, telephone, or other means, has three critical components. Each component must be represented within the communication context to fully complete the communication process cycle. The three components are sending communication, receiving communication, and feedback.

COMPONENT #1: SENDING

The first component of effective communication is sending communications. Communication scholars refer to this as 'encoding' a message, that is, constructing and transmitting an understandable message to the receiver. Effective management mandates that you create communications that are easily understood by your employees. Remember, the goal of communication is mutual understanding.

Most communications at work are either verbal (face-to-face, telephone) or written (memo, email, note). Regardless of the form it takes, there are seven keys to sending effective communications.

1) Think Results

As you create the message you need to transmit, ask yourself how this communication can drive overall company goals. For example, you might need to address a particular employee on how to improve their customer service. Rather than focus your communication on their failures, effective managers focus the conversation on results. You would remind the employee how their actions drive company goals, and how their actions impact overall results. By framing your communications around the results you desire, you are far more likely to achieve great results.

2) Have A Clear Purpose Or Outcome

Every message you send should have a clear purpose. For example, your outcome could be reaching a specific goal, solving a customer issue, giving information, seeking information, relationship building, etc. With a clear purpose or outcome in mind, you will significantly improve your ability to effectively communicate with every employee in every situation.

3) Think Before You Speak

You may find this a bit elementary, but you would be amazed at how many well-meaning managers engage their mouths before they engage their brains. These managers cause more problems than they solve, especially when it comes to their negative impact on employee morale, customer service, and team building.

By taking a very brief time...even three seconds...to think about the results and purpose of your next communication, you will significantly increase your effectiveness as a manager. However, if you prefer to shoot from the hip and just say what's on your mind without thinking, you will open yourself and your company to potentially damaging lawsuits and employee turnover. So, think before you speak.

4) Structure the Message for the Receiver

Since mutual understanding is our goal, managers must create messages that resonate with their receivers (employees, colleagues, customers, suppliers) - not create messages that sound good to themselves. This may sound somewhat confusing, but consider this - too often we spend more time thinking about what we want to say rather than thinking about what they need to hear. That is the difference.

Remember to create messages for the benefit of your employees, not for yourself. Ask such questions as, "How can I best deliver this message for maximum impact?" Or more succinctly, "What is the best way for them to get it?" Structure the message for the receiver, not for yourself.

5) Avoid Irrelevant Details

Have you ever known someone who, when telling a story or relating some information, included so much irrelevant detail that you wanted to scream? To send effective messages in the trenches, remember to focus only on the relevant information, data, or contexts. Leave the second, third, and fourth-level details for later, either as follow-up or for reference.

6) Read Reactions and Adjust

Baseball Hall of Famer, Yogi Berra, is credited for saying, “You can see a lot by watching.” The same is true in communication. As you create and transmit your communication, watch for the reactions of your employees. Do they look like they are getting it? Do they appear confused? Are they correctly understanding your message? If not, how can you rephrase or restate it for mutual understanding? Be prepared to read the reactions of your employees and adjust your communication to reach intended results.

7) Focus on Results

Yes, I know I repeated it, but this is the most important component of sending messages. Remember to always keep the results, the ultimate outcome of the communication, in your mind as you communicate with your employees, colleagues, and senior managers.

In summary, to send effective communications remember to focus on results, create a clear purpose, think before you speak, structure the message for the receiver, avoid irrelevant details, read reactions and adjust, and (again) focus on the results. In so doing, you will improve your ability to send effective messages.

COMPONENT #2: RECEIVING

God gave everyone (including managers) two ears and only one mouth. Unfortunately, far too many managers employ their mouths with their employees more than their ears.

Listening may be the single most important skill for management excellence. To achieve great results, you must be open to and actively seek your employees input into how to make things better. Without strong listening skills, you are doomed to being a very mediocre supervisor with, at best, a team with both low morale and productivity.

Here are ten things great listeners do.

1) Focus

Great listeners pay careful attention to the message at hand, clearing their minds of yesterday's problems or tomorrow's challenges. They pay special attention and give extra effort to ensure they accurately understand the message. They realize great listening takes energy and are willing to force themselves to focus their mind, their ears, and their eyes on understanding the message.

2) Minimize Distractions

Forward the telephone. Close the door. Find a quiet time or place to converse. Do whatever you can to minimize distractions that interfere with message understanding and reception.

3) Take Notes

Few of us have total recall, and our employees know it. By taking notes on things discussed, good listeners help themselves remember key points of the conversation. Additionally, taking notes communicates to the sender that what they say is important enough for you to record.

4) Ask Clarifying Questions

Even the greatest of listeners will occasionally ask clarifying questions to gain clear understanding. Effective managers ask questions during communications, not to disagree, but to ensure their comprehension of the message.

5) Listen for Core Ideas

Good listeners focus more on understanding the core ideas, that is the overall key points, before exploring the details. Details can follow later. Remember to initially focus on understanding the core idea, then fill in the details as needed.

6) Ignore Loaded Words or Phrases

Although a challenge, great listeners do not allow themselves to be sidetracked by profanities, loaded questions or comments, or obvious attempts to anger, agitate, or insult. Just as stated above, focus first on the core idea, not the loaded word that may accompany it. Often the loaded words are just an employee letting off some steam. As the old saying goes, do not fight fire with fire; rather, ignore loaded words and refocus the discussion on the core ideas.

7) Think While They Listen

Great listeners leverage what is known as the “rate differential”. The rate differential is the difference between the rate (speed) at which we normally speak to one another (around 100-120 words per minute) and the rate at which we can effectively listen and comprehend (650 words per minute).

The question is: if we can listen to and comprehend over 600 words per minute, and our employees (spouse, kids, friends) speak to us at about 120 words per minute, what are we doing with all that free mental time? Daydreaming? Waiting for them to stop talking so we can tell them what we think? Planning our rebuttal? Are we putting real effort into trying to understand what they are saying and why they are saying it?

Simply put, great listeners use this rate differential as “think time” - to analyze, organize, reflect upon, and understand the communication. Poor listeners waste this “free mind time” and therefore waste their ability to understand the message.

8) Seek To Understand

Top communicators always seek to understand the other’s ideas before expressing their own. Managers need to do the same. This gives honor to the one speaking while allowing you the time (rate differential) to assess the communication before you give a response.

9) Follow Up

After receiving the message, you must do something with the information. Appropriate follow up is essential to effective communication, for without it, ideas are

lost, valuable insights are not shared, problems solved may reappear, and trust is lost.

10) Interrupt to Clarify

This one might surprise you, but great listeners do interrupt - but only to clarify. It is perfectly acceptable to interrupt the speaker who is wandering from the core idea, adding irrelevant details, or is not sticking to the issue at hand. When you interrupt to clarify, though, do so in a gentle, non-threatening manner.

However, there is one time I recommend you never interrupt - when the sender is opening up their heart to you. If there ever comes a time that an employee, on their own accord, begins sharing somewhat personal information, be it about their family situation, their frustrations at work, their fears, or their life story, do not interrupt. Allow them to “get it off their chest”. This is when you need to be quiet, supportive, and non-confrontational.

COMPONENT #3: FEEDBACK

The third component of effective communication is giving feedback. After sending the message and receiving a response, it is now time to offer feedback to complete the communication process.

Interestingly, feedback has two sub-parts - giving and receiving. Sometimes managers give feedback to employees, colleagues, vendors, customers, and even bosses. Sometimes managers receive feedback from the same groups. We will examine both types of feedback.

GIVING FEEDBACK

Here are eight keys to giving effective feedback.

1) Be Positive

Studies indicate that we hear “No” four to seven times more often than we hear “Yes.” Even with our children, it is so much easier to catch them doing it wrong (“stop that - put that down - don’t do that”) than to catch them doing it right (“good job not spilling your drink - I love the way you play quietly with your toys”).

The same is true with your employees. They yearn for positive feedback on what they do well, yet they more often hear the negative. I suggest you attempt a 3:1 ratio of positive-to-negative feedback with your team. Then your employees will learn that they are more likely to receive a pat on the back from you rather than a kick in the pants, and are therefore far more likely to achieve great results.

2) Be Constructive

Destructive, mean-spirited, intimidating, or demeaning feedback destroys morale, team spirit, and productivity. Moreover, it destroys your ability to effectively lead your team to achieve great results. In all cases, phrase your feedback so as to help the person, never to tear them down.

3) Focus on Behavior - Not Personality

Why should you focus your feedback more on behavior than personality? Because people can change behaviors - they can't change their personality. For example, Steve, your top employee, is often close-minded and resistant to change. Rather than approach him and say, "Steve, you need to be less pig-headed", a far better and more productive approach would be, "Steve, I wish you could help me by listening fully to the new ideas we want to implement and think about how they can help both you and the team." This takes energy away from trying to change Steve's personality (close-minded) and channels it toward behaviors he can change (listening and thinking).

4) Be Non-Judgmental

Suspend your internal judgments and focus only on the issue at hand. For example, you may not approve of a particular employee's hairdo, choice of jewelry, style of music, or even lifestyle choice. These issues, and dozens more like them, seldom have any direct consequence on performance, and they should not have any direct impact on your feedback to them at work.

5) Be Clear

Managers need a crystal clear picture of what they are trying to accomplish with the feedback. Make sure you are clear on what you desire as the outcome of the feedback and be prepared to provide examples and backup.

6) Be Concise

Get to the point. Avoid needless rambling, injecting irrelevant information, or “dancing around” the issue. Be professional, courteous, and concise in stating the feedback.

7) Be Specific

Avoid generalities like, “Sam, you need to do a better job.” Ask yourself what specifically Sam needs to improve. For example, does Sam need to improve his customer response time by 10%, or complete his reports by 3:00 PM on Fridays, or increase his customer visits to six per day? The more specific the feedback, supported with quality and quantity measures, the more effective the communication, and the greater the likelihood of past performance improvement.

8) Say “Thank You”

Why should you say “thank you” when you give feedback to employees? Here are several reasons. First, it expresses your sincere appreciation without sounding condescending to the employee listening to your feedback. Second, it personalizes the relationship between you and your employee. Third, it demonstrates your honest, non-manipulative interest to improve their performance. Fourth, a simple post-feedback “thank you” motivates your team to achieve greater results.

RECEIVING FEEDBACK

Excellent managers are those who allow employees to give them feedback on their performances. Here are the six essential elements to effectively receiving feedback.

1) Be Open-minded

Allow yourself the freedom to objectively listen to and reflect upon the information presented. Closed minds never grow. Even when you disagree or the feedback seems inaccurate, keep your mind open and your mouth shut. More often than not, the feedback you receive is given with good intentions, will help you grow, and uncover blind spots in your management style that will help you become a more effective leader.

2) Consider all Feedback as Constructive

Yes, there will be times when you cannot fathom the constructiveness of the feedback you are receiving. Nevertheless, effective managers assume all feedback, be it from employees, bosses, customers, or even spouses, to be something upon which they can improve. Approach all feedback with the mindset that what you are about to receive is constructive, not destructive.

3) Listen Non-defensively

The feedback we receive can intentionally or unintentionally engage our defense mechanism. Top managers remind themselves that it is far more productive to listen non-defensively than to argue. They save their attacks for crushing the competition - not each other!

4) Restrain Your Tongue

The book of James reminds us that, “the tongue can no man tame, it is an unruly evil, full of deadly poison.” (James 3:8) How easy it is for us to immediately lash back at those who offer us well-meaning feedback. Bite your tongue - literally! Let the others speak without interrupting or defending.

5) Do not Take Anything Said Personally

Most of us feel that any feedback, especially constructive feedback, is an attack on us as a person. In fact, feedback at work should be primarily performance related - not person related. Likewise, when you receive feedback from your team, maintain a thick skin, and do not assume what you hear is an attack on you as a person. Frame the feedback into how you can become a better manager.

6) Say “Thank You”

It takes a lot of guts for someone, especially for your employees, to offer you feedback. Be thankful for it, even if it hurts. For by graciously accepting the feedback, you communicate your willingness to listen, grow, and build a more productive team.

SUMMARY

Communication is a process of active two-way communication that results in mutual understanding. To achieve great results, managers must master three essential components of communication: sending communications, receiving communications, and both giving and receiving effective feedback.

Skill #4

Delegating

“Delegate or Die”
Popular Management Maxim



Excellent managers are effective delegators. They understand they cannot do everything themselves; that it requires a strong team both willing and able to accept delegated duties to succeed. Excellent managers employ solid delegation tactics within their daily routine. They are also well known throughout their company for being an effective, results oriented professional.

Why is it, then, that so few managers are effective delegators? My experience in management, teaching, and coaching leaders confirms there are two major reasons managers do not delegate. First, they do not clearly understand the concept of delegation, and second, they do not understand the four steps to effective delegation.

What is Delegation?

Delegation can be defined as appointing another to act in your behalf. When an employee performs a task that is part of their job description, they are doing their job. When you ask an employee to perform a piece of your job, that is delegation. (Later we will discuss what you call it when you do a piece of an employee's job).

Although the definition for delegation is a logical extension of solid management, many managers fear delegating tasks to their employees. They hesitate and even freeze in fear when they consider allowing an employee to perform a piece of their job. Why is this? It is because they have misconceptions about and do not understand the realities of delegation.

Misconceptions and Realities About Delegation

Here are six misconceptions about delegation with the accompanying reality.

Misconception: Delegation means I must give up my management responsibilities.

Reality: You will always have management responsibilities.

You have been assigned a management position within your company to (guess what)...manage people! Unless you choose to return to the front-line or move into another role without direct reports, you will always have management responsibilities. Although proper delegation will indeed decrease the time you will spend in direct, hands-on leadership, it will never eliminate your role as a manager. Rather, it will highlight your

ability to effectively leverage the skills of your staff to achieve great results.

Misconception: By delegating, the employees will take over and I will lose control.

Reality: Great delegation shares control to build trust.

You should never fear that employees will “take control,” for they know they ultimately have the final say (you are the boss, right?). Frankly, you should hope that employees want to take control. Why? If the employee has the skills, knowledge, and attitude to successfully complete the task, you should quickly pass along the control for that task, thereby freeing up your time to do more of what you are paid to do...manage!

Further, as a manager you need to understand that through proper delegation, you pass along something far more important than a task - you pass along your trust. Proper delegation builds strong trust between you and your team. Your employees learn that you trust them with a piece of your job. In turn, you receive greater personal power from the positive relationship built through effective delegation.

Misconception: By delegating, I will lose power.

Reality: Delegation increases your power.

When you properly delegate, you gain both trust and power in return. Employees know that you trust them by giving them an important piece of your job. In turn, you receive greater personal power from the positive relationship built through effective delegation.

Misconception: By delegating, I will spend even more time on follow up and supervision.

Reality: Proper delegation frees up your time to focus on new challenges!

Through proper delegation, you actually increase the available time you have to manage your company in the future. Yes, initially you may have to closely supervise your employees to ensure they are gaining the skills, knowledge, and attitude to succeed. Yet once trained, your team will need minimal hands-on supervision on the delegated tasks allowing you to focus more on business-building projects.

Misconception: By delegating, I will increase my employee's level of stress.

Reality: Proper delegation decreases the level of stress on both you and the employee.

I was once a lousy delegator. In the mid-1980's, I was hired as a branch manager for a large truck leasing branch of a national company. We had 14 mechanics, two sales staff, and two office staff. The branch secretary was a peak performer at handling the massive volumes of company and governmental paperwork necessary to keep the branch running smoothly. That is, until I took over!

Since I was the new boss, I decided that I needed to see every piece of paper (to get a feel for the operations) and sign-off on every contract and request (to learn the business). In so doing, I completely demotivated (actually devastated) the branch secretary. Finally, a bulb went off - just before she was to resign. I told her, "Hey, I'm stagnating the work flow, causing you great grief, and making a mess of the paperwork. Here, you take it all back and only give me what you think I need to see...in other words, I want you (secretary) to help train me (branch manager) on how to run this place." The secretary pushed her chair back from her desk, lifted her face toward the ceiling, and let out the loudest sigh of relief I had ever heard!

So what hard lesson did I learn? That through good delegation, you actually decrease the level of stress on both you and your employees.

Misconception: By delegating, I will overload my best employees.

Reality: Proper delegation will never overload any employee.

Our first reaction as a manager when we find something we want to delegate is to immediately give it to one of our superstars. They are our best, they know how to get things done, we trust them, and they always come through. It is only natural to think this way. But it is wrong!

Proper delegation includes all your staff. That does not mean you give every employee an equal number of delegated tasks; rather, it implies that you must consider all the members of your team as potential recipients of delegated tasks. In so doing, you concurrently help build new skills, talents, and knowledge throughout your team without overloading and demotivating your best employees.

Delegation Pitfalls

Before you learn the four steps to effective delegation, it is critical that you avoid these common delegation pitfalls.

Over-delegation

This is easy to do, especially if you have a peak performer. Ensure you do not overload your best employees. When you only delegate to peak performers, you quickly turn top-producing stars into demotivated employees.

Under-delegation

Under-delegation occurs when we keep too many tasks for ourselves. Constantly assess whether you might be under-delegating. Develop an attitude that you willingly desire to grow your team, to delegate proper tasks, and give yourself more free time for your own personal and professional growth.

No delegation

Many managers see themselves as Wonder Woman or Superman, able to leap tall buildings, catch bullets in their teeth, and solve every problem in the facility. It is only a matter of time for managers that do not effectively delegate to lose their best employees (from lack of growth), burn themselves out (from over work), and be viewed by top managers as a marginal contributor (from lack of delegation).

“It’s faster if I do to it myself”

This is an extremely dangerous pitfall, for it implies that only you have the skill, knowledge, or ability to handle the situation - that you are indispensable! If you think you are indispensable, why not leave for three months and see if anyone has replaced you.

Yes, today it might be faster for you to do it. But if you delegate a task to your employee and allow them to learn the same skill, you have doubled the number of people in your department with that skill! You might also find that given a little time, your

employee can do it better than you. Isn't that what you want after all - a highly skilled team of top performers?

Collecting “monkeys”

In their classic article “Management Time: Who’s Got the Monkey?”¹ William Oncken and Donald Wass define a “monkey” as any task that requires action. So for time management purposes the key question becomes, who’s got the monkey, that is, who is going to take the next action? The person who makes the next move has the monkey. For example, if you decide to make the next move on a task, then you have the monkey; if your employee decides to make the next move, then they have the monkey.

Oncken and Wass hilariously describe how well meaning managers can gleefully go on “monkey roundups” where they take on dozens of tasks given to them by their employees. Your employees may ask you to check with another department on a production issue, or solve a problem for them in their job. All the while the employee is thinking, “Gee, boss, you were once in this job and you have all the answers - why should I think or act on my own when you will take care of it for me?”

Why do we go on monkey roundups where we end up doing our employees’ jobs? Because we want to be a good manager, build team spirit, and want our people to know we are here to help them. Each and every one of these reasons are well-intentioned, but as a habit, they can over burden you with performing their jobs and not yours!

So how do you get rid of “monkeys?” First, kindly return all monkeys (tasks) that are not in your job description to their rightful owners. Let the employee who owns that task again have the honor of performing that task -- that is why you hired them, right? Second, announce that you will no longer go on monkey round-ups, that you are there to coach, lead, train, and support everyone to achieve great results but you are not there to do their jobs! At first your team will be stunned (“Hey, she’s not going to do my job anymore”), then they will be glad to have back their jobs.

Four Steps to Effective Delegation

Good delegation is not a mystery. It is a systematic application of four fundamental steps.

Step 1: Choose the Right Task

The first step in effective delegation is to choose the task. Why choose the task before the person? Two reasons. First, you delegate tasks - not people. By definition, delegation is first and foremost about the task. Second, if you choose the person first, you most likely will choose your peak performers for the delegated task, not your average employees. You therefore come precipitously close to overloading your peak performers, albeit unintentionally.

To properly choose the right tasks, ask yourself which tasks you can and cannot delegate. In most cases, you should never delegate such core management responsibilities as performance appraisals, reprimands, performance counseling sessions, terminations, or confidential staff issues. Although not a comprehensive list, you must think carefully about those duties that only you should and must perform as a manager, and therefore are not eligible for delegation.

For those tasks eligible for delegation, ask yourself questions such as:

- What tasks do I perform that could grow specific skills and knowledge in my team?
- What tasks do I perform in which my current employees excel, and if so, can I then delegate my tasks to peak performers?
- What tasks do I perform that take me less than ten minutes to perform, and if so, would this short task be one to expand the ability of my team to better achieve great results?
- What tasks do I perform that require skills that my team needs to be more successful today and into tomorrow?
- In a perfect world, what tasks do I perform that would be wonderful to give up (not my strength) that another team member currently excels in and loves to do (their strength)?

The first step in effective delegation is to choose the right task.

Step 2: Choose the Right Person

The second step to effective delegation is to choose the right person. Only after you have chosen the task should you begin considering who should be delegated the task. So what should you consider in choosing the right person?

First, consider the employee's skill level. Does the employee have the skills and ability to handle the assignment? Are they a beginner or an expert or somewhere in between? Will they need training?

Second, consider the employee's current motivation. Would the employee eagerly accept this task? How could you maintain their motivation? Would they be demotivated? If so, why? How could you frame the delegation to ensure the employee's ready acceptance of the task?

Third, consider double-delegation. By delegating this task to the person you have in mind, might there be an opportunity to delegate one of their current tasks to another employee? Consider how to create a double-delegation assignment to further grow the skills and abilities of others.

Fourth, think both short-term and long-term. Will this delegation be a permanent or a temporary assignment? Could this become a permanent piece of the person's job description? Is this task one you need to rotate throughout your team for cross-training and future leadership development? Would there be a time or situation where this task may need to come back to you?

Through considering these questions, you will more likely choose the right person for the delegation.

Step 3: Communicate the Delegation

The third step in effective delegation is to communicate the delegation assignment. In a perfect world, the delegation conference would occur face-to-face; however with today's work world, you may need to conduct the delegation conference via email, videoconference, or another form of communication. Regardless of the communication channel available, every delegated task should include these guidelines.

First, review the results to be achieved. Remember that the key outcome for any leader is results. Therefore carefully review the results you would like to achieve with the

employee. For example, you may say that you want to improve customer response time by 5% and would therefore like to delegate your current duty of completing the customer feedback report to the employee. By framing the delegation in key results to be achieved, the employee then clearly understands the importance of the task of achieving great results.

Second, define the task. After describing the key results, discuss the specific series of actions required to successfully complete the task. In the above example, you may give the employee an actual customer feedback report and show him/her each of the key steps to properly completing it. Ensure the employee fully understands the scope and nature of the task.

Third, set clear performance parameters. Now is the time to share how the employee will be measured for their performance. Consider setting standards with QOTC. My experience confirms that through carefully creating and communicating the specific performance parameters for success during your delegation communication, you will eliminate over 50% of all delegation problems, roadblocks, and misunderstandings.

Fourth, provide appropriate direction and support. Create a training plan (if necessary) with the employee to help them learn the skills needed to succeed in the task. Also consider the type and amount of support materials or resources they will need as well as how best to give them total access to these materials. Remember to ask the employee what other support they may need including access to you for questions, further training, and moral support.

Finally, assign an appropriate initiative level. According to Oncken and Wass, each delegation should include an appropriate initiative level. Here is their list of five initiative levels.

Level 1: Wait until told. This is the lowest initiative level and should be the least used. The employee must wait until you tell him/her to act. No action is being taken, so no results are being achieved.

Level 2: Ask what to do. This is a little higher initiative level that spurs the employee to ask what action should be taken. Here the employee is thinking and seeking your permission. Although no action is taking place, at Level 2 the employee is consciously seeking advice on the best course of action.

Level 3: Recommend. Here the employee is giving you recommendations on what actions to take. Although a higher level of initiative than Level 2, there is still no action being taken on the task.

Level 4: Act and report immediately. Here the employee is given the freedom to act on the task and instructed to get feedback to you quickly on the results.

Level 5: Act and report routinely. This is the highest level of initiative that allows the employee complete freedom to act on the task and routinely report back to his/her leader, be it daily, weekly, monthly, even quarterly.

While communicating the delegated task, assign one of these four levels of initiative to better ensure great results.

Step 4: Checkpoints

The final step in effective delegation is to set checkpoints to ensure progress. You may wish to include these checkpoints within the QOTC parameters. For example, you may negotiate with the employee to show you their first completed customer feedback report before processing (quantity and time parameters), or to call you immediately if the feedback report indicates it will cost more than \$200 to recover the customer (time and cost). Set reasonable checkpoints that encourage the employee to continue learning and doing, not to condemn or slow down their efforts.

Also, create a solid coaching and feedback plan within your checkpoints in delegation. Be ready to help your employee whenever you notice their performance is slipping. Encourage them to contact you with issues, concerns, or training needs. Remember, your job is not to do their job, but to help them learn.

Finally, within your checkpoints, schedule celebrations of their progress and success. Keep the momentum high for task completion through appropriate recognition, rewards, and incentives.

The ROI on Delegation

Allow me to make one more case for the power of delegation. I call this the ROI (Return on Investment) of delegation. Work along with me on a simple mathematical formula.

First, think of a task that is part of your job that you can and would be willing to delegate to one of your employees. Remember, think task first. Now, ask yourself how many hours a week do you spend on this task? Let's assume you have chosen a task that takes you approximately two hours a week to complete and that you work 50 weeks a year taking two weeks for a vacation. By multiplying two hours per week by 50 weeks of work, you will invest 100 hours per year performing this task.

Next, ask yourself to whom should you delegate this task? Remember, task first - person second. Ask yourself how many clock hours of your time would it take you to train and coach that employee to successfully learn how to perform that task. Let's assume that it will take you 10 hours to train your employee on how to perform this task to your standards.

Now subtract the number of training hours (10) from the number of hours you perform this task in one year (100). The answer is, of course, 90 hours.

What does this mean? Simply that, in this example, through properly delegating one task in which you invest normally 100 hours a year and training your employee for 10 hours, you have just returned to yourself 90 hours of time over the next year - **TWO WEEKS OF WORK TIME** - simply by delegating one task!

Imagine what you could do for your company with an extra 90 hours of time. This is the ROI of delegation.

May I encourage you to faithfully review your current job function looking for appropriate tasks eligible for delegation, and use the process described here to help you create more time, increase the skills and knowledge of your employees, build a stronger team, and most importantly to achieve greater results for your company and your customers.

SUMMARY

Delegation is appointing another to act in your behalf. Effective managers follow the four steps of delegation which are choose the task, choose the person, communicate the delegation, and set checkpoints for follow up and redirection.

¹William Oncken and Donald Wass, "Management Time: Who's Got the Monkey?" Harvard Business Review November/December 1974

Skill #5

Training

“The competitive advantage belongs to the company who can decrease the cycle time of learning and apply it to work.”

**Plaque above the entrance to the
Dupont Learning Center, Wilmington, DE**



One of the great attributes of most effective managers is their insatiable appetite to learn. They consistently read business books, magazines, and attend seminars and company-sponsored learning events, continually looking for just one or two great ideas to apply at work and more importantly, at home. Their eagerness to learn is only surpassed by their thrill to apply the learning back at work.

This enthusiasm for learning I wish for all of you. Without a genuine drive to learn and improve, you will be stuck using the same old tools for the new, unique problems you will face. You know that unless you keep on learning, you will fall behind, and frankly, be less valuable to your company. So from the outset of this chapter, I want to exhort and encourage you to continue a lifetime of learning. Just by reading this book and listening to the supplemental audio version, you are (hopefully) learning how to become an even better manager. You must continue this journey, if not for yourself and your company, for your family - for they may be the ones most counting upon your ability to maintain steady, long term employment.

You may gather by this introduction that this section is designed for your learning. It is, but then it isn't. This chapter is designed to guide you in how you can better, faster, and more effectively train your frontline employees. Of course you can apply the same principles to your personal training needs. But realize that this section focuses on how you can effectively train your team even without direct support of top management.

Truths on Training Employees

Here are five truths on employee training.

Truth #1: Many non-performance issues are not training problems but systems problems.

It is natural to think that non-performance issues are either a “bad attitude” of the employee or a skills training issue. Frankly, most problems you think are training issues are probably systems problems - confusing paperwork, inadequate tools, technology glitches, processing bottlenecks, etc. Rather than assume every non-performance issue is a training problem, look first at the system to ensure its efficiency.

Truth #2: Many non-compliance issues are not training problems but communication problems.

My experience as both an internal and external practitioner is that, in most cases, an employee's non-compliance is something other than a training issue. Most likely the non-compliance is a communication problem where the employee has not been clearly instructed on how the task should be done (unclear standards).

Truth #3: Often people know how to do something, they sometimes just don't want to do it.

Have you ever been burned out on doing a particular task, something you've done a thousand times? Just the thought of doing it again makes you ill? Have you ever put off performing a dull but critical task to do a more fun but non-critical task? We all have, and so have your employees!

Employee motivation (see Skill #6), or the lack thereof, keeps many employees from doing what they should do. Avoid the temptation of labeling non-performance issues as a training problem until you are certain of the employee's motivation to perform the task.

Truth #4: Most training investments are misspent.

Why do I say that most training time is misspent? Most adult training time continues to be invested in classroom training. Adults typically learn faster, deeper, and more effectively on the job - not in a classroom. Yet most "training" still occurs in a special "training room."

Most managers don't have the luxury, budget, or time to send their people to a special training program. This section will therefore focus on what you can do in real time within your own workspace to train your team.

Truth #5: The best way to determine the ROI on employee training is to measure performance improvement.

Before you train, measure the performance. Then train. After the training, measure the performance. It is that simple to determine whether the training stuck and is effective.

THINGS THAT MASQUERADE AS TRAINING ISSUES

It is important to take just a little more time on a critically important issue - those things that may appear to be training issues when in fact they are not. Here is a list, in no particular order, of ten things that masquerade as training issues.

- 1) Systems design problems
- 2) Operational dysfunctions
- 3) Inadequate resources
- 4) Inadequate equipment
- 5) Poor incentives and rewards
- 6) Oppressive management
- 7) Unnecessary bureaucracy
- 8) Poor performance standards and measures (high or low)
- 9) Inefficient controls
- 10) Outdated performance measurement techniques

Reflect on each item. Think about how each one could actually be the root cause of non-performance to standard. For example, it might be that a lousy reward and recognition system may be more the cause of poor performance than a training issue. Further, your team's non-performance may be more attributed to a glitch in the new inventory system more than an inability or unwillingness of your people to use it.

Training is Not Always the Answer

Training is too often the easy answer for performance below standard. Rather than make the efforts to create the right systems and environment, ineffective managers want to first send everyone to training.

Effective managers constantly provide learning opportunities for their employees, yet they understand that training is not always the answer. More specifically, they know that training is only appropriate if an employee needs a specific skill or knowledge set that he does not currently possess to successfully fulfill his job. In all other cases, training is not the answer!

THREE STEPS TO EFFECTIVE FRONT-LINE TRAINING

Here is how to ensure your training efforts are productive.

STEP 1: ASSESS THE NEED

The first step for effective training is to assess the need for training. Remember, you have already assumed that there is a real training need and that training is the best intervention for improvement. Here is how you can conduct a quick training needs assessment at work.

Clarify the standard. Determine the minimum QQTC outcomes needed to perform the task. For now, only assess the work and not the employee. To help clarify the standard, ask yourself such questions as:

- What specifically needs to be done?
- What are the steps, actions, or thinking necessary for success?
- What does successful performance look like?
- How would I know the right result when I see it?
- How would my employees know the right result when they see it?
- Most important, what are the specific skill and knowledge sets necessary to successfully complete the task?

Only through a careful assessment of what specifically needs to be done to successfully complete the job or task can you create an effective training plan.

Assess the employee's skill, knowledge, and attitude (SKA). Assessing an employee's SKA is not as difficult as it may sound. All you need to do is answer the following three questions:

- 1) Do they know HOW to do it (Skill)? What is their current skill level? Do they exhibit the skills (dexterity, ability, physical aptitude) necessary to successfully complete the task?
- 2) Do they know WHAT to do (Knowledge)? What is their current knowledge base? Do they know what is expected, the procedures that must be followed, or the importance of the task?

- 3) Do they WANT to do it (Attitude)? Do they have the motivation, desire, and drive to complete the task to the desired result?

If an employee does not know how to do it, they need skills training. If they don't know what to do, they need knowledge and information. But if they have both the skill and knowledge but do not want to do it, it is a motivation issue, not a training issue. Here is an example. A nurse intern may have both the skill and knowledge to lift and turn a patient in bed, but may not want to do it (motivation issue). Or he may want to do it (attitude) and possess the physical ability to do it (skill) but may not know how best to lift the patient without harming him (knowledge).

Remember, a training intervention is only appropriate when an employee does not possess the skill or knowledge they need to meet the performance standard.

Close the gap. To close the gap, compare the desired result to the current SKA. The difference is the gap that needs to be filled for acceptable performance. If the gap is minimal, perhaps a quick one-on-one review with the employee may be all that is necessary. However, if the skill or knowledge gap is quite substantial, a more significant training intervention may be necessary.

STEP 2: CHOOSE THE TRAINING OPTION

Choosing the best training option for your employees is as much an art as it is a science. No one method or type of training will work for every employee in every situation.

One of the greatest challenges for managers is matching the appropriate training technique to the employee's preferred learning style. We all have a preferred way to learn new things. For example, my preferred learning style is reading. Give me a book or manual and I can quickly rip through it to find what I need. You may prefer a video-based learning program, an audio or CD program, a classroom seminar, or a more hands-on "let me play with it until I get it right" training activity.

The point is that different people learn in different ways. The key to effective employee training is to be very flexible in how you train your employees, allowing for as much individualized learning approaches as you can. Do not assume that everyone learns the same way you do. Vary the methods to meet the employee's individual style.

For this reason, I have listed fifteen different options for effective front-line training. You need not use all fifteen, but I encourage you to use as many as you can, aligning the employee's preferred learning style with an appropriate training option.

Here are fifteen different ways to approach front-line training.

- 1) **Self-paced learning** - Allow the employees to learn at their own pace and not be forced to keep up with or be slowed down by other learners.
- 2) **Cross training** - Expand skills and knowledge by learning new job functions and roles in other departments or areas.
- 3) **Small group interaction/learning** - Create small teams of learners to encourage and assist each other in gaining stronger SKA; very effective, if you have a strong team leader or employee who loves to train others naturally.
- 4) **Reading (books, manuals)** - Create a shared library or monthly reading list.
- 5) **CBT (computer-based training)** - Offer employees time at work and at home to experiment and play with new learning applications.
- 6) **Seminars** - Send employees to internal or external seminars.
- 7) **Job sharing** - Allow employees to share jobs across departments; an extension of cross training.
- 8) **Job shadowing** - Encourage employees to observe others for a half-day, full-day, or longer periods of time.
- 9) **Coaching** - Provide one-on-one or team coaching for performance improvement; hire an outside coach when needed.
- 10) **Video learning** - At home or on the job.
- 11) **Audio learning** - At home or on the job.
- 12) **Interviewing** - Schedule interviews with employees who already perform the job well.
- 13) **Job switch** - Temporarily or permanently allow employees to switch job functions.

14) Mentoring - Develop an internal mentoring program.

15) Hands-on training/simulations - Use real-time, on-the-job training opportunities.

This is by no means an exhaustive list of training options. Yet I hope that this list has motivated you to consider more than a “one size fits all” approach to choosing the right training option.

STEP #3: MEASURE THE RESULTS

What gets measured gets done. If you do not measure the effectiveness of the training, it is likely that your employees will not consistently integrate the learning, drop the new learning when mistakes are made, and resist future training interventions because no one notices the difference.

Monitor their performance along the QOTC for the job or the task within that job. Quickly reinforce their improvement and congratulate them on their successes. Reinforce their training by asking them how they have applied their new skill or knowledge base. Allow them to share their new knowledge with others to better reinforce the learning and to encourage others to also be open to appropriate training interventions.

If after training and monitoring performance the employee is no closer to achieving the desired results, schedule a meeting with them and ask:

- Did this training give you the SKA you need to meet the desired result?
- If not, what did we miss?
- If we missed something, how can we get you the right SKA?
- Has the task changed since the training?
- What frustrations are you encountering?
- Do we need to re-train via another method?

By carefully monitoring your employee while measuring his/her actual performance against the desired result, you can quickly determine the next best step to performance improvement and move him/her closer to consistently achieving great results.

SUMMARY

Front-line training begins with understanding things that masquerade as training issues. The three steps to effective front-line training are assess the need, choose the training option, and measure the results of the training.

Skill #6

Motivating

*“If somebody throws a brick at me, I can catch it and throw it back.
But if somebody awards a decoration to me, I am out of words.”*

Harry S. Truman



Let's have some fun. Quickly take this true or false quiz and circle your answer to each question. Later in this chapter I will share my answers.

- T F Bosses can motivate their employees.
- T F Long-term commitment comes from within.
- T F Great leaders look for people to “pump up.”
- T F Money is the #1 motivator for front-line employees.
- T F People do what they do for their boss' or company's reasons.
- T F Our job as managers is to lead our horses to water and let them drink.

The Biggest Mistake in Motivation

Motivation may be the single most written about, researched, and misunderstood of all management concepts. Tens of thousands of books and articles have offered input and analysis of this sometimes confusing yet always fascinating topic. Having studied motivation now for over thirty years, I believe that well-meaning managers make one major mistake...that is very simple to correct.

The mistake most managers make in their attempt to motivate today's employees is not one of omission or commission - it is of focus. Managers simply focus on the wrong thing first.

Normally when you think about motivation, what do you envision - an individual or the workplace? One person's unique needs or the overall tone of the office? How to inspire or re-inspire one person's commitment or shape a more uplifting work places?

In my experience, the single greatest mistake in motivation is to try to motivate an individual before we create a great environment. Think about it this way - if a superstar employee is stuck in a demeaning, unprofessional, and unrewarding workplace, will he/she remain a superstar? Most likely they would either leave for a better workplace or significantly decrease their productivity. But if even an average employee is within a workplace that is positive, professional, and rewarding, it is very likely they will enthusiastically motivate themselves to achieve great results.

So the biggest mistake in motivation is one of focus, not intent.

We naturally tend to focus our motivational efforts on a person more than the work environment. Usually, we have one or two individuals that seem to be our greatest motivational challenges. So our natural leadership tendency is to focus most of our motivational attention upon those few. This can be a serious mistake, for without a concerted, top of mind approach to creating and maintaining a motivational environment, you are likely to create more under-motivated employees.

The key to motivating today's employee is to first focus on the work environment, then on individual incentives. The answers to the quiz will help you better understand this dual approach to motivation.

Motivational Quiz: The Answers May Surprise You

Take a look at the motivational quiz and compare your responses to mine.

T (F) Bosses can motivate their employees. More false than true. Most employees motivate themselves. Does your boss come to work every day asking herself, "What must I do to motivate (your name) today?" You usually come to work ready to succeed, to perform well. So do most of your employees. Can you motivate your employees? Yes, but it is far better and easier if you let them motivate themselves first, and they will do that if you focus first on the work environment.

T (F) Long-term commitment comes from within. True. It will be helpful to separate the concepts of motivation and commitment. Motivation is typically a short-term incentive that fulfills an external want (quarterly sales contest for a trip to the Caribbean). Commitment, however, is a long-term incentive that fulfills an internal need (respect, career, good benefits, place to make a contribution, feeling of self-worth, treated fairly, etc.). Often we confuse the two. Environmental incentives move us toward commitment; individual incentives toward motivation. That is why you need to focus on both.

T (F) Great leaders look for people to "pump up." False. This is old school motivation where we envision people with air nozzles sticking out of their necks, so we run around attempting to pump up demotivated employees. If you come to work thinking you need to "motivate" everyone around you, you will first wear yourself out, then you will unintentionally tick off your people for being seen as a happy talking pest. There is a better way, so read on.

T F Money is the #1 motivator for front-line employees. More true than false. A good rule of thumb is that the further down the corporate food chain you are, the more likely that money is a top motivator. The reverse is also true: generally, the higher you are in the organization, the less important money becomes. Is it any wonder, then, that fast food restaurants see front-line staff walking across the street for a \$.50 per hour pay raise? If you are dealing with a large number of minimum-wage employees, realize that monetary incentives will likely be more meaningful than non-monetary ones.

T F People do what they do for their boss' or company's reasons. More false than true. Whenever I ask in a workshop or seminar, "For whose reasons do you do what you do?", managers most often respond that they do what they do for their own reasons. Remember that your employees most likely think the same way, but here is the key: when their reasons align with yours, then great results are far more likely.

T F Our job as managers is to lead our horses to water and let them drink. False. Our job is not to lead our people to water. Our job is to make people thirsty (see previous answer). When we make people thirsty to achieve great results for their reasons, we are motivating!

There are two key areas of focus in motivating today's employees: environmental incentives and individual incentives.

Environmental Incentives

Environmental incentives are those things that contribute to the general atmosphere of the workplace. Here are twenty "best practices" for creating a motivational environment.

- 1) **Ask your team what motivates them.** Gather your team and ask them as a group what motivates them to put forth their best efforts. Keep that list handy. Use this as your guide for what to never eliminate in the workplace. Also see how you can improve or modify them to be even more visible, available, and easy to receive.
- 2) **Ask your team what demotivates them.** Same concept as above, except begin working on this list immediately. Take the biggest demotivators on the list and do something. Fast action, even if a small action, inspires employees since they see you actually doing something to get rid of the stuff that they hate or that drains their initiative. Keep that list handy and work on it!

- 3) **Simplify processes.** Stop requiring your signature on stuff they can handle. For example, brainstorm ways to transform a five-step process into a four-step process. Eliminate unnecessary paperwork.
- 4) **Eliminate fear.** The single biggest fear in the workplace today is your (the boss') reaction to an employee's mistakes. Let your team know that you are not to be feared as much as you are to be respected.
- 5) **Tear down the speed bumps to productivity.** Ask your employees what are the key roadblocks to productivity. Start slicing those speed bumps until they all but disappear.
- 6) **Listen - really listen - to all employees.** Perhaps the most underutilized and yet most powerful leadership tool available to you is to simply listen - really listen - to your people. Review Skill #3 Communication on what good listeners do...and do it!
- 7) **Ask for help when you need it.** Most employees would help you if you just asked. Not only will this help you in the short-term, it will help them in the long-term by giving them insight into your challenges as well as potentially preparing them for a bigger role in the future.
- 8) **Allow employees to rearrange the environment to best meet their needs.** It's so simple. If your team prefers to arrange your department a certain way and it does not directly interfere with safety, procedural, or ethical considerations, let them do it! It's where they live and they should feel like they have some control over their immediate workspace.
- 9) **Reward teamwork.** If you want teamwork, reward actual teamwork. A big mistake is to talk, preach, and shout teamwork, teamwork, teamwork, but end up paying for individual contributions. If you want your team to work as a team, then create incentives that reward teamwork.
- 10) **Align rewards to your purpose and culture.** Another big rewards mistake is failing to tie team (or individual) incentives to the company purpose and culture. At least 50% of what you reward should be directly related to your purpose and culture. Ensure that everyone in the environment understands that most rewards are granted because of how they drive the company purpose or culture.
- 11) **Break the monotony.** Throw a party on Tuesday...just because it's Tuesday. Take your team out to lunch on June 10th...just because it's June 10th. Encourage your

people to take a break just to take a break. Your people work so hard for so long that sometimes they just need a break. So break the monotony and do something a little different just to...break the monotony.

- 12) **Keep things simple.** As a leader, it is easy to overcomplicate things. Forget your 20-page annual plans. Summarize the key points, goals, or results in 3-4 words, phrases, or numbers. Don't drive down complexity from above. Live up simplicity to those below.
- 13) **Serve the front-line first.** Even in real wartime, the officers are never fed first. The front-line troops are fed first. Encourage your employees to share how you can better serve their needs before asking them to serve your needs.
- 14) **Give fast feedback.** If you have waited over five days to tell someone thanks for a good job, you are too late. An environment that encourages fast feedback is continually energized. Give feedback the same day - even the same hour - that great results occur. You then shape an environment where others also give fast feedback, thereby perpetuating a motivational environment.
- 15) **Celebrate success.** Obvious, right? But too often in our hurried workplace we overlook the obvious. It is essential to celebrate your team's successes. Create an environment of success and celebration.
- 16) **Celebrate failures.** You read that right - celebrate failures. One company is known for firing a cannon located next to their parking lot for every experiment that fails. When asked why they did that, the plant manager (holding his thumb and forefinger close together) said, "Every time that cannon goes off, it communicates to everyone that we are this much closer to success." You may not want to shoot cannons, but you do want to find ways that communicate to your team that it is OK to try something new even if it does not work.
- 17) **Empower employees to solve their problems.** You hired your people to solve problems, so let them. Don't make them come to you for things they know how to do or should be doing on their own. A work environment where everyone is empowered to achieve great results does just that.
- 18) **Do something unexpected.** How about the quiz you took at the beginning of this chapter? A little different? Something unexpected? Maybe even a little fun? Whether you are willing to admit it or not, you read the questions, answered them in your mind, and probably flipped the pages to see how many you got right. This is an

example of how simple it can be to do the unexpected, something out of the routine, to inspire performance.

- 19) **Stay focused.** You are responsible for keeping the focus of your team on achieving great results. If you allow too many competing priorities to cloud and confuse your team, the environment becomes stale, hectic, and unproductive. Remind yourself and your team of the essentials. Stay focused.
- 20) **Whatever works for you.** That's right - do whatever works for you and your team. The options are limitless and the results may be too!

As you review these twenty best practices, think about this - that no amount of individual incentives (pay, bonus, trips, time off, etc.) will ever overcome a lousy, demotivating work environment.

Individual Incentives

The single biggest change I see today in the area of motivation is that traditional, generic incentives and awards (e.g. Employee of the Month) are no longer as powerful or as meaningful to employees. Today's employees are not so enamored with how much logo-adorned company gear they can win, wear, or hang on their cubicle walls as they were just a few years ago. Instead, they are more inspired with how much time, energy, and effort the company (that means you) takes to personalize their incentives.

Think about it this way. What is more meaningful to you - when your six-year-old son gives you a beautiful store bought birthday card, or when he draws with crayons a picture of you and him with the words, "Happy Birthday, Dad - I love you?"

Which one is the keeper? Which one would mean the most to you? It is the same with employee incentives today.

One of the biggest paybacks you will receive as a manager is your ability to personalize incentives that meet the individual wants of your team. Here are two motivational best practices you can use to individualize incentives.

Favorites List

Play along with me for a second. Write in the spaces below your favorite:

Candy Bar _____ Color _____

Hobby _____ Soft Drink _____

Assume I am your boss. You have just completed a big project, saved a customer from defecting, stayed for an extra shift in the hospital, or did something above and beyond the normal call of duty. Now assume your favorite candy bar is Snickers™, your favorite hobby is golf, your favorite color is blue, and your favorite soft drink is Diet Dr. Pepper™ (these just happen to be my answers, in case you were wondering).

Armed with this valuable information, what might I do to individualize a motivational incentive for you...or me?

With a little imagination, I could create several individualized incentives, such as wrapping a coupon for a free round of golf around a six-pack of Snickers™, set it on top of a six pack of Diet Dr. Pepper™, and tie it to a blue helium balloon that says “Thanks.”

Now tell me what you would rather receive from me for your outstanding performance: a silly looking stack of candy bars, soft drinks, golf certificates and a balloon, or yet another “Employee of the Month” certificate? Or would you rather receive the newest ceramic company mug and tee shirt?

Get it? Of course you do.

Create your own Favorites List with 10-15 categories. Ask your team to fill it out. Keep the list handy and use it to generate individualized incentives that are meaningful, memorable, and motivational.

The Michelin™ Approach

A few years ago, the Michelin™ tire company had a very popular series of commercials featuring a rotating tire on a stage. Can you remember who was sitting in the tire? That's

right, a baby. Michelin™ sold millions of tires through a marketing technique focused not on the direct consumer (me and you) but on a significant other we wish to protect (our babies).

The Michelin™ company leverages a very powerful motivational technique when they place a baby and not an adult inside the tire. If they pictured an adult in the tire, then the company would be selling the safety of the tire to the person watching the commercial. But instead Michelin™ focused on protecting the baby - a significant other to the person watching. Michelin™ knew that it can be a far more powerful motivator to focus on a significant other than to focus on the actual buyer.

Here is a personal example. My son just turned eight years old (on Christmas day, I might add) and one of his favorite places in the world is Chucky Cheese™. For those not familiar with Chucky Cheese™, it is a loud...no, incredibly loud....chain of indoor amusement centers that have loud...I mean incredibly loud...video and arcade games along with things to climb, ride, shoot and throw. It also serves pizzas. Did I mention it was loud?

In other words, Chucky Cheese™ is heaven on earth for an active eight-year-old and hell on earth for a dad.

So, what does this have to do with motivation?

If you were my boss and I just achieved some great result that made you look really good, I would love you forever if you said to me, “Jim, because of your great work toward reaching our purpose / creating a great culture, I’m personally taking your kid to Chucky Cheese™ on Saturday - why don’t you go play some golf!”

Now THAT’S an individualized incentive!

Through focusing some of your incentives on the significant others of your employees, you create powerful motivators for your employees. Ask yourself - is there some meaningful way to demonstrate your thanks to your employees by doing something special for their families, friends, or charity they support?

Take the time and make the commitment to know enough about your employees to occasionally focus motivational efforts on one of their significant others.

SUMMARY

Effective employee motivation must combine both environmental and individual incentives. Remember that employees motivate themselves, so through combining a motivational environment for everyone with individualized incentives, managers can maintain both the commitment and motivation of their team.

HOW TO GET STARTED

Here are four quick plans to help you get started along your journey to management excellence.

If you have already attended a **Management Excellence** workshop:

- Review your notes in the Appendix regularly.
- Read one chapter a week for the next six weeks. I recommend you read each chapter a minimum of three times during that week (e.g. - Monday, Wednesday, Friday) to reinforce the learning.
- Share your insights with your team, be they the models, facts, worksheets, or processes you learned.
- Schedule yourself for a once-per-quarter review of the book, notes, and other reinforcement materials.

If you plan to attend a **Management Excellence** workshop:

- Read the book one time to get an overall feel for the topics and concepts.
- Bring to the workshop specific examples of issues with which you need management insight or employee performance improvement. Use these as your learning anchors during the workshop.
- Once attended, follow the suggestions above for post-workshop attendance.

If you read this book without attending a **Management Excellence** workshop:

- Read **Management Excellence** the first time for a general overview and for your enjoyment.
- Write down your top three management problems or three areas in which you would like to see more employee improvement. Use these as your learning anchors as you study the material.
- Beginning with Skill #1: Problem Solving, study one skill a week for the next six weeks. With your list of three problems or improvement areas handy, jot down your thoughts on how that skill could help you achieve better results. Repeat this for each of the six skills.

If you purchased the **Management Excellence Audio Learning Series**:

- As you read each chapter, listen to the CD of that skill as you drive to and from work.
- As you listen, challenge yourself to remember the next point to be made, the answers to the various quiz questions, and any other way you can interact with the messages to keep fresh while they reinforce your learning.

- Share these CD's with your supervisory team, especially your high-potential employees. They are the ones who may be promoted one day to management, so get them on their learning curve now!

I hope these guidelines help you to better learn and apply the learning. I thank you for your willingness to invest your time in this material.

May this book inspire you toward management excellence, and may God bless your journey!

Appendix A

Management Excellence Workshop Handouts

This appendix is designed as the participant's handout for the *Management Excellence* seminars or workshop.

Skill #1: PROBLEM SOLVING

Truths in Problem Solving

Truth #1: Don't sweat the small stuff, and everything is small stuff!

Truth #2: Most people have decent problem solving skills - the key is to recognize real problems.

Truth #3: Problems that are hidden often fester and get worse.

Truth #4: The goal of problem solving is to present solutions - not unsolved problems.

Truth #5: Your #1 job is to solve problems.

Problem List

List three staff or employee problems you currently face at work. Be prepared to share these with your group.

Problem #1:

Problem #2:

Problem #3:

THREE STEPS TO PROBLEM SOLVING

Step 1: Recognize Real Problems

- What is the standard? Definition: the M_____ acceptable level of performance
 - Quality - thoroughness, accuracy, completeness
 - Quantity - amount, numbers
 - Time - start, stop, duration, frequency
 - Cost - dollars earned, dollars saved, dollars spent
- Is the standard reasonable?
- What is the actual performance?
- What is the gap between the standard and the actual?
- What is the priority? (high, moderate, low)
- Is this gap important, urgent, or both?
- Is this area within my control?
- What is the trend?
- What would happen if I do nothing?
- The problem is:

Step 2: Find Causes

- What is or is not happening?
- Who is or is not involved?
- Where is or is not the problem occurring?
- To what extent is the problem occurring?
- The most likely causes to the problem are:

Step 3: Generate Solutions

- Brainstorm three solutions
- What is the best-case and worst-case outcome for each solution?
- What is the likelihood of either the best or worst case occurring? (high-low)
- What is the payback of the best-case and the costs of the worst-case?
- Rank order the solutions.

PROBLEM SOLVING WORKSHEET

Step 1: Recognize Real Problems

- What is the standard? (quality, quantity, time, cost)

- Is the standard reasonable?

- What is the actual performance?

- What is the gap between the standard and the actual?

- What is the priority? (high, moderate, low)
 - Financial

 - Operational

 - Staff

- Is this gap important, urgent, or both?

- Is this area within my control? If not, whom do I contact?

- What's the trend?

- What would happen if I do nothing?

The problem area is:

STEP 2: FIND THE CAUSE(S)

- What is or is not happening?

- Who is or is not involved?

- Where is or is not the problem occurring?

- To what extent is the problem occurring?

- The most likely cause(s) to the problem.

STEP 3: GENERATE SOLUTIONS

Solutions	Best Case Worst Case	Likelihood (H-M-L)	Payback/Cost (H-M-L)	Rank (1-3)
1.				
2.				
3.				

Ten Problem Solving Tips

- 1) Challenge C_____ wisdom.
- 2) Look for a fresh approach.
- 3) Ask an O_____.
- 4) Look for the unexpected.
- 5) Always challenge yourself to ensure the problem is worth fixing (before investing a lot of your time, effort, and resources).
- 6) I_____ is perfectly acceptable in problem solving given three criteria:
 - 1) you clearly understand the problem and the potential cause,
 - 2) you've been in a similar situation before, and
 - 3) all data, information, and research align toward your intuitive solution.
- 7) Take a break, take a walk, forget about it, and come back later. A fresh mind is always advantageous to a tired, frustrated mind.
- 8) Sometimes the best solution is to do N_____.
- 9) No decision is a decision.
- 10) Attack the problem, but never the P_____.

SKILL #2: PLANNING & ORGANIZING

Planning = S _____ P _____

Organizing = Creating S _____ to ensure results

SETTING PRIORITIES (Planning)

Instructions:

Rank order from #1-#4 which box you would do first, second, third, then fourth. Write your answer for that box on the line provided within that box.

		U R G E N T	
		HIGH	LOW
I M P O R T A N T	HIGH	# _____ <i>Important & Urgent</i>	# _____ <i>Important - Not Urgent</i>
	LOW	# _____ <i>Urgent - Not Important</i>	# _____ <i>Not Important Not Urgent</i>

Managers who live in Box #1:

- See everything as an emergency.
- In a perpetual state of stress (which easily spreads to others).
- Need everything yesterday.
- Caught off guard by changes.
- Create only reactive, shoot-from-the-hip solutions.
- See themselves as Superman/Superwoman.
- Claim to work better under pressure (rather than admit they don't set priorities).

Managers who live in Box #2:

- More productive, less stressed, and are more in control.
- Fiercely fight for "head time" to prioritize.
- Shift resources toward important rather than urgent items.
- Still have Box #1 items - but fewer.
- Excellent managers live here.

Managers who live in Box #3:

- Manage themselves more by the clock than by results.
- Fool themselves into thinking they are productive.
- Fail to grasp that a little bit of planning reduces headaches, backaches, stress for themselves and others (including their families).

Managers who live in Box #4:

- Will soon (and very soon) be replaced.

To minimize Box #1 ask yourself:

1. Does this item REALLY belong here?
2. Does this item REALLY drive results or is it just something we have always done?
3. Is this REALLY the best use of my time now?
4. If Yes to all the above, what is the FASTEST way to complete it to standard?

To expand Box #2:

1. Schedule a block of time everyday - and stick to it.
2. Effectively delegate career-enriching tasks.
3. Discuss your boxes with your boss.
4. Decide today to set priorities.

CREATING STRUCTURE (Organizing)

1. Outline Key Results
2. Set Parameters (QOTC)
 - Quality - thoroughness, accuracy, completeness
 - Quantity - numbers, amount
 - Time - start, stop, duration, frequency
 - Cost - \$ earned, \$ spent, \$ saved
3. Allocate Resources
4. Set Checkpoints
5. Draft a Contingency Plan

OPTIONAL ACTIVITY

Review your Box #2 items and create a structure to better ensure great results on key issues. Be willing and ready to share your plan with your group and your boss.

Box #2 Item: _____

- Key Results

- Parameters (QOTC) include:

- Resources I need include:

- Checkpoints for this item include:

- If the above stalls, my contingency plan is to:

SKILL #3: COMMUNICATING

Communication (def): a process of active two-way interaction that results in mutual understanding.

1) Process

2) Active two-way interaction

3) Mutual understanding

Two Goals of Communication

1. The first goal of communication is mutual U_____.
2. The second goal of communication is mutual A_____.

THREE COMPONENTS OF EFFECTIVE COMMUNICATION

- A. Sending** - constructing and sending understandable messages (speaking, writing)
- B. Receiving** - accurate understanding (listening, reading, seeing, feeling, touching)
- C. Feedback** - response of the receiver back to the sender

COMPONENT #1: SENDING

Quick Quiz

- T F Ninety-five percent of all miscommunications are the sender's fault.
- T F It's up to the receiver to grasp my meaning.
- T F Two-thirds of my communication preparation time should be spent on what the receiver needs to hear - not what I want to say.

Seven Keys to Sending Effective Messages

1. Think R_____ - how this communication will drive company goals.

2. Have a clear P_____ or O_____ in your mind (goal, customer issue, information seeking, information giving, clarification, relationship building, etc).

3. T_____ before you speak.

4. Structure the message through the eyes and ears of the L_____.

5. Avoid irrelevant D_____.

6. Read reactions and A_____.

7. Remember: focus on R_____.

COMPONENT #2: RECEIVING

Quick Quiz

1. ____ _
- 2.
- 3.
- 4.
- 5.

Ten Things Great Listeners Do

1. Focus
2. Minimize D_____
3. Take N_____
4. Ask clarifying questions
5. Listen for C_____ ideas
6. Ignore loaded words
7. T_____ while they listen
8. Seek to understand
9. Follow up
10. I_____ to clarify

COMPONENT #3: FEEDBACK

When you **GIVE** feedback to employees, you should structure the feedback to be:

1. P _____
2. Constructive
3. Focused on B _____ not personality
4. Non-judgmental
5. Clear
6. Concise
7. S _____
8. Say T _____ Y _____

Case Study #1: Your top employee, Beth, is suddenly under performing. She is uncharacteristically late in her reports, missing some key deadlines, and is generally showing signs of frustration. Outline specifically what you would say to Beth and why.

Case Study # 2: Tom is consistently late to work. Promptness is important to your results. You have addressed this issue before with minimal improvement. You know Tom is very sensitive to negative feedback. Outline specifically what you would say to Tom and why.

When you RECEIVE feedback from others, you should:

1. Be O_____ M_____.
2. Consider the feedback as constructive.
3. Listen non-defensively.
4. Listen and do not D_____ or A_____.
5. Look for the ideas for personal and professional insight.
6. Restrain your T_____.
7. Don't take anything said personally.
8. Say T_____ Y_____.

SKILL #4: DELEGATING

Delegation Quiz: Circle the best answer to each of the following questions.

1. Delegating a task primarily means I give an employee:
 - a. the responsibility to complete a task.
 - b. the authority to use whatever power is necessary.
 - c. accountability for the results to be achieved.
 - d. all the above.

2. The ultimate goal of delegation is to:
 - a. increase the skills and knowledge of your staff.
 - b. shift unessential duties to someone else.
 - c. increase your free time as a manager.
 - d. improve morale.

3. The first step in good delegation is:
 - a. choose the right person.
 - b. choose the right task.
 - c. set delegation checkpoints.
 - d. communicate with the person.

4. The second step in good delegation is:
 - a. choose the right person.
 - b. choose the right task.
 - c. set delegation checkpoints.
 - d. communicate with the person.

5. The third step in good delegation is:
 - a. choose the right person.
 - b. choose the right task.
 - c. set delegation checkpoints.
 - d. communicate with the person.

6. The fourth step in good delegation is:
 - a. choose the right person.
 - b. choose the right task.
 - c. set delegation checkpoints.
 - d. communicate with the person.

DELEGATION PITFALLS

1. Over-delegation
2. Under-delegation
3. No delegation
4. It's faster to do it myself (ROI on delegation)
5. Collecting “monkeys”

MANAGEMENT TIME: WHO'S GOT THE MONKEY?

By William Oncken, Jr. and Donald L Wass

Harvard Business Review November/December 1974

What is a Monkey? (def): any task that requires action.

Who's got the Monkey? The person who decides to make the next move.

Monkey Truths

- Many well-meaning bosses proudly go on monkey round-ups!
- Monkeys are tricky & can disguise themselves as “Boss, we've got a problem.”
- Monkeys seldom straddle the fence - they always look for a back to jump on.
- When bosses accept an employee's monkey, they then become subordinate to the employee (the boss reports Monkey progress back to the employee).
- Monkeys sleep just as soundly on the back of the employee as they do on the back of the boss.
- Monkeys need to be with their rightful owners. If the task is yours, then you have two choices: keep it or delegate it. If the task belongs to the employee, give it back.
- The key to effective monkey management is to raise the initiative level of the employee - to coach them into taking action.

Five Levels of Initiative

1. Wait until T _____
2. A _____ what to do
3. R _____
4. Act - Report I _____
5. Act - Report R _____

The Care and Feeding of Monkeys

Rule #1: Monkeys should be fed or S_____.

Rule #2: The monkey population should be kept below the M_____ number the manager has time to feed.

Rule #3: Monkeys should be fed by A_____ only.

Rule #4: Monkeys should be fed face-to-face or by telephone but never by mail or E-_____.

Rule #5: Every monkey should have an assigned next feeding T_____ and degree of I_____.

FOUR STEPS TO EFFECTIVE DELEGATION

1. Choose the task

- Review reoccurring tasks not exclusive to your role
- Think “15 minutes or less”

2. Choose the person

- Assess development level
- Consider double-delegation

3. Communicate

- Review the results to be achieved
- Define the tasks
- Set parameters on quality, quantity, time, cost
- Provide appropriate direction and/or support
- Assign the appropriate level of initiative

4. Checkpoints

- Quality, quantity, time, costs, results
- Follow up and coach
- Celebrate progress and successes

DELEGATION ACTIVITY: Outline a real-world delegation plan and share your plan with a table partner.

Task #1: _____

Person:

Communicate:

- Results (QQTC)
- Parameters
- Initiative Level

Checkpoints: (QQTC)

Task #2: _____

Person:

Communicate:

- Results (QQTC)
- Parameters
- Initiative Level

Checkpoints: (QQTC)

SKILL #5: TRAINING

Five Training Truths

Truth #1: Many non-performance issues are not training problems but S_____ problems.

Truth#2: Many non-compliance issues are not training problems but C_____ problems.

Truth #3: Often people know how to do something, they sometimes just don't want to do it.

Truth #4: Many training investments are misspent.

Truth #5: The best way to determine the ROI on employee training is to measure performance I_____.

Ten Things That Masquerade as Training Issues

- S_____ design problems
- Operational dysfunctions
- Inadequate R_____
- Inadequate E_____
- Poor incentives and rewards
- Oppressive management
- Unnecessary bureaucracy
- Poor performance S_____
- Inefficient controls
- Outdated performance measurement techniques

SKILL #5: TRAINING

Step #1: Assess the Need

- Clarify the desired result.
 - What specifically needs to be done?
 - What steps, actions, or thinking are necessary?
 - How will I know the right results when I see it?
 - What is the specific skill or knowledge set necessary to successfully complete the task?
- Assess the employee's skill, knowledge, and attitude (SKA)
 - Do they know how to do it (skill)?
 - Do they know what to do (knowledge)?
 - Do they want to do it (motivation)?
- Close the gap

Remember: training is only appropriate if an employee needs a specific S _____ or K _____ set that he/she does not currently possess to successfully fulfill their job.

Step #2: Choose the Training Option

- | | |
|---|--|
| <input type="checkbox"/> Self-paced Learning | <input type="checkbox"/> Coaching |
| <input type="checkbox"/> Cross Training | <input type="checkbox"/> Video learning |
| <input type="checkbox"/> Small group interaction/learning | <input type="checkbox"/> Audio learning |
| <input type="checkbox"/> Reading (books, manuals) | <input type="checkbox"/> Interviewing |
| <input type="checkbox"/> CBT (Computer-based training) | <input type="checkbox"/> Job Switch |
| <input type="checkbox"/> Seminars | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Job Sharing | <input type="checkbox"/> Hands-on Training/Simulations |
| <input type="checkbox"/> Job Shadowing | |

Step #3: Measure the Results

- Skills learned
- Knowledge gained
- Attitude improved
- Overall performance to standard

Training Case Studies - In your groups, assess each need and determine appropriate training options.

Case Study #1: Tom is one of your top performing service representatives with over four years company experience. Lately he is missing paperwork deadlines and standard customer follow-up calls. What action would you take?

- Assess Tom's needs

- Training Options

Case Study #2: Juan is one of your most highly motivated and fastest learners, yet he is struggling with your new PDA-based data entry system. He tends to learn best on his own. What action would you take?

- Assess Juan's needs

- Training Options

Case Study #3: Marissa has just transferred from another department to join your front-line team. Although she is well-versed in general organizational procedures, she doesn't have a clue about how to succeed in your group. Her old boss says she really thrives with group projects and works better in small groups. What action would you take?

- Assess Marissa's needs

- Training Options

Training Action Plan: Create a Training Action Plan for a current employee.

Name _____

Assess the Need

- What's the standard (QQTC)

- What's their SKA? (Skill, Knowledge, Attitude)

- What's the gap?

Choose the Training Options

This employee's preferred learning style is: _____

Best training option is:

Measure Results

- Skills learned

- Knowledge gained

- Attitude improvement

- Overall performance to standard

SKILL #6: MOTIVATING

Motivation Quiz

- T F Bosses can motivate their employees.
- T F Long-term commitment comes from within.
- T F Great leaders always look for people to “pump up.”
- T F Money is the #1 motivator for front-line employees.
- T F People do what they do for their boss’ or company’s reasons.
- T F Our job as (motivational) leaders is to lead our horses to water and let them drink!

Two Motivational Truths

1. You really C _____ N _____ motivate others - you can only motivate Y _____.
2. A leader’s job, therefore, is to (a) create a motivational E _____ where people naturally excel, and to (b) I _____ incentives to the unique needs of each employee.

Creating a Motivational Environment

What motivates you to put forth your best effort? List 6-10 things.	What demotivates you and drains your natural drive to excel? List 6-10 things.
---	--

TWO TYPES OF MOTIVATIONAL INCENTIVES

Environmental Incentives:

1. Ask your team what motivates them.
2. Ask your team what demotivates them.
3. Simplify processes.
4. Eliminate fear.
5. Match your leadership style to their development level.
6. Tear down speed bumps to productivity.
7. Listen - really listen.
8. Ask for help when you need it.
9. Allow employees to rearrange the environment to best meet their needs.
10. If you want teamwork - reward teamwork.
11. Align rewards to your mission.
12. Break the monotony.
13. Keep things simple.
14. Serve the front-line first.
15. Give fast feedback.
16. Celebrate success.
17. Celebrate failures.
18. Empower employees to solve their problems.

19. Do something unexpected.

20. Stay focused.

List 3-4 environmental incentives that work well for you.

List 3-4 environmental incentives you need to improve with an action step for each.

Individual Incentives

Favorites List: Fill in the blanks with your favorites, then share with your group.

Candy bar _____ Color _____

Sports Team _____ Flower _____

Michelin™ Approach - Think of an employee that deserves a special thank you for a job well done. Now think about one of their significant others (spouse, child, sibling, friend, pastor, etc.) Is there something you could do for the significant other that would be meaningful to your employee?

Appendix B

MANAGEMENT EXCELLENCE MEMORY JOGGER

PROBLEM SOLVING

1. Recognize real problems
Standards: Quality, Quantity, Time, Cost
2. Find the causes
3. Generate solutions

PLANNING AND ORGANIZING

- Planning = setting priorities (Expand Box #2)
Organizing = creating structure

COMMUNICATING

- Goal = Mutual Understanding
Three Keys: Send - Receive - Feedback

DELEGATING

1. Choose the right task
2. Choose the right person
3. Set delegation checkpoints
4. Communicate the delegation plan
(Watch out for Monkeys!)

TRAINING

1. Assess the need
2. Choose the training option
3. Measure results

MOTIVATING

1. Environmental Incentives
2. Individual Incentives
 - Favorites List
 - Michelin™ Approach

Appendix C

MANAGEMENT EXCELLENCE

Action Plan



1. Problem Solving

- Recognize Real Problems (Standards - QQTC)
- Find Causes
- Generate Solutions

2. Planning & Organizing

- Important
- Urgent

#2

3. Communicating

- Send
- Listen
- Feedback

4. Delegating

- Choose Task
- Choose Person
- Communicate
- Checkpoints

5. Training

- 15 Options

6. Motivating

- Environmental Incentives
- Individual Incentives

Situation to Improve

Results to Achieve (QQTC)

Actions to Take

1.

2.

3.

Ways to Celebrate Success



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Appendix D

RECOMMENDED READINGS

“Leadership and the One Minute Manager” by Ken Blanchard
(1983 Blanchard Management Corporation)

“Leadership by the Book” by Dr. Ken Blanchard
(1999 William Morrow and Company, Inc.)

“The Heart of a Leader” by Dr. Ken Blanchard (1999 Honor Books)

“The 21 Irrefutable Laws of Leadership” by John Maxwell
(1998 Thomas Nelson Publishers)

“What Leaders Really Do” by Dr. John Kotter (1999 Harvard Business School Press)

For more information on Dr. Jim Harris' speeches,
executive briefings, seminars, learning materials,
and consulting services, call or write:

The Jim Harris Group, Inc.
2015 Cameron Drive
Pensacola, FL 32505

Telephone (850) 476-6633
Facsimile (850) 476-6636

Web site www.drjimharris.com
Email jim@drjimharris.com