Accelerator

# Managing for Results

LEARNING JOURNAL

NAME

Accelerator Solutions helps organisations achieve positive business results through customer service leadership.

We do this through a range of solutions focused on Training & Development, Research & Consultancy.

Our Research team provides insight into changes that will have a positive impact. Our Training & Development team helps build attitudes, skills and behaviours that make the service difference.

We're friendly, flexible, and hands on working to make sure that our input has a direct and lasting impact.

We help bring pace to change and take pride in delivering on our promises.

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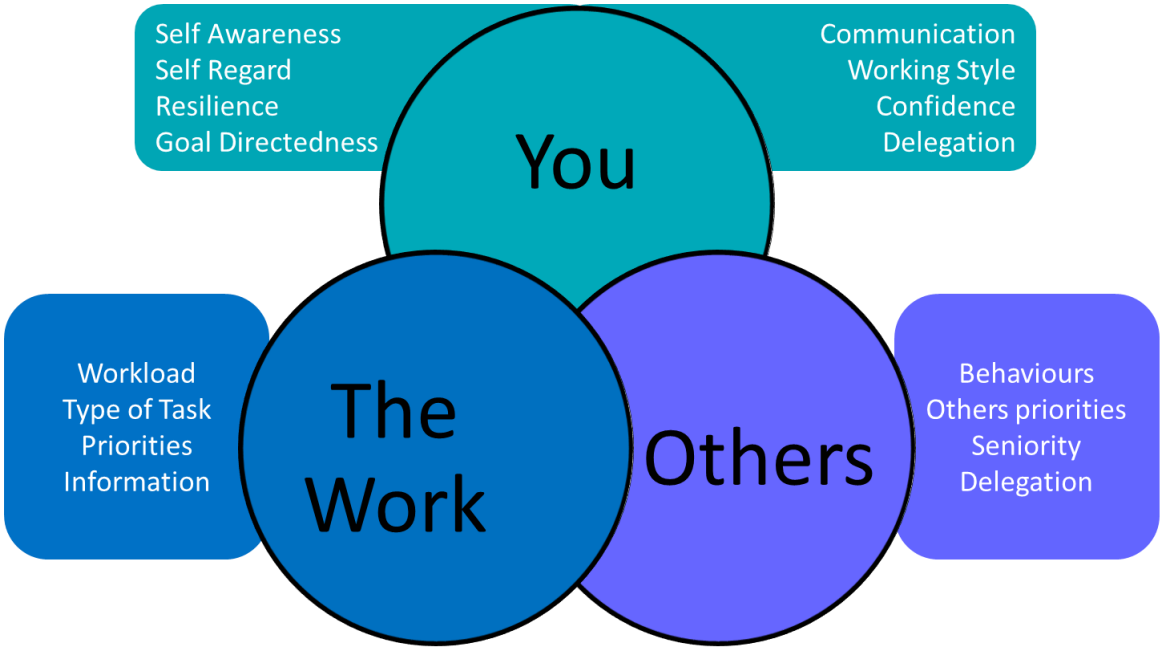
# Managing for Results

# Managing For Results

What is the hardest part of managing people towards achieving results?

## A Holistic View

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# Interferences

**P = P – i**

**P**erformance = **P**otential - **I**nterference

| What are your biggest interferences? |
| --- |
| |

| What are my team members biggest interferences? |
| --- |
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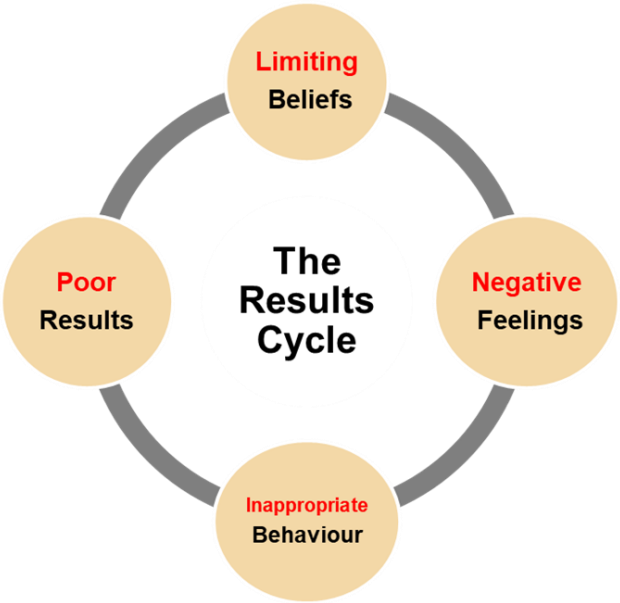
# Limiting to Enabling Beliefs




What thoughts and feelings may limit your performance?

What are your default interferences when under pressure?

What approaches could you take to limit these interferences?

| Belief about.... | Limiting belief example | Reframed to an enabling belief |
|---|---|---|
| **You** | I just can't get everything done in a day<br><br>There just isn't enough time to do everything | |
| **The Work** | I don't know how to do that task<br><br>There is too much work outside of my scope / job role | |
| **Others** | Everyone else keeps giving me tasks<br><br>Senior Managers keep asking me to do things | |

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# Drivers & Working Styles

The use of "Working Styles" helps us to understand differences in behaviour between people. Working Styles are influenced by our drivers – our subconscious attempts to behave in ways that will gain us the recognition we need from others.

Julie Hays (Transactional Analysis for Trainers) describes Working Styles as the positive manifestation of unconscious behaviours that we learnt in childhood around 5 key areas:

- How we should help others
- Good standards to aim for
- Ways in which we should be reliable and dependable
- The importance of having a go and doing our best
- How to make good use of time

As a child, you may have decided that if you did certain things or behaved in a particular way, you would be looked upon more favourably or receive more positive feedback. Therefore, as you grow up, these develop into unconscious behaviours that we feel driven to do.

Decisions may be based on the assumption that:

- I will be OK if I am perfect
- I will be OK if I am strong
- I will be OK so long as I hurry up
- I will be OK if I please you
- I will be OK if I try hard

We use all five working styles and can, and do, overdo one or more of them.

In their positive manifestation, they provide us with useful information around interacting with others. It is only when stress levels are acceptable that the drivers will manifest as a strength. Under stress, the compulsive nature of these behaviours may lead us to overdo them and continue to behave in a way that is no longer helpful, as a result, this actually increases our stress levels.

**Instruction—Review the descriptions below and on the next page and note any behaviours which are 'most like you' from each of the Working Styles**

## Be Perfect

**Characteristic strengths:** Pursues excellence, has high standards. Task oriented, extremely logical, works well with detail. Well organised and plans ahead.

**Potential weaknesses:** Uncomfortable with tight deadlines, may demotivate others with their perceived "nit picking". Struggles to delegate due to fear that others won't maintain their high standards. Finds it difficult to comprehend that perfection is not always required.

**Stress behaviour:** Becomes more single-minded, seeing only their point of view. Will become more controlling. Goal focused and discounting of people. Tendency to treat everything as important.

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# Drivers & Working Styles

## Be Strong

**Characteristic strengths:** Displays endurance, steadfastness, self-sufficiency, reliability. Calm under pressure and good in a crisis – thinks logically when others may be panicking. Can make unpleasant decisions and give difficult feedback to others.

**Potential weaknesses:** Over concerned with not appearing vulnerable – may say "no comment" or "I don't care". Finds it difficult to admit when struggling and will avoid talking about their feelings and emotions. Others may see them as cold and impersonal.

**Stress behaviour:** Tendency to withdraw; becomes quieter and more reluctant to communicate. Will not admit failure or ask for help and instead may get overloaded and "bottle it up".

## Hurry Up

**Characteristic strengths:** Lively, adventurous, 'life and soul of the party'. Works quickly and gets a lot done. Responds well to deadlines, has energy under pressure.

**Potential weaknesses:** Doesn't take time to stop and think. Delays until deadline is near and unable to find the burst of energy beforehand. Others may see as impatient. Near enough is not always good enough.

**Stress behaviour:** As stress increases, activity becomes more and more frantic and potentially unproductive. May run completely out of time as they haven't built in contingency time.

## Please People

**Characteristic strengths:** Loves spending time with other people; displays empathy, is comfortable in social situations. Great team player and encourages harmony between others.

**Potential weaknesses:** Fear of being ignored; takes criticism too personally and finds it hard to give difficult feedback to others. Seen as somewhat unassertive. May not challenge ideas even when appropriate to do so.

**Stress behaviour:** Will become more and more emotional; will find it hard to say no to anyone; overriding urge to rescue anyone and everything which may not reflect what is right for others.

## Try Hard

**Characteristic strengths:** Shows creativity and enthusiasm, passionate, takes on lots of tasks; very hard worker. Great at getting things off the ground and following all avenues for problem solving. Plays close attention to all elements of a task that others may overlook.

**Potential weaknesses:** More committed to start up than completion of tasks. Asks more questions than necessary and therefore scope of tasks gets bigger and bigger. Others may resent them getting the "interesting" tasks.

**Stress behaviour:** More and more effort goes into trying without corresponding level of achievement. Continually taking on too much may lead to letting others down. May find it hard to accept how they will feel when they have succeeded.

## Impact of Working Styles

People with similar working styles will find it more comfortable to work together

- Individuals with different styles may increase stress levels in each other
- If individuals can recognise the value each style brings to a team, and scope tasks accordingly, there is the opportunity for effective team working and team results.

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# Drivers & Working Styles

| Working Style | Getting new behaviours reinforced by ourselves and others | Maximising the advantages of the style whilst minimising the potential pitfalls |
|---|---|---|
| ***Hurry Up*** | You typically get praised for being quick; so set out to get recognition for accuracy as well | • Plan your work in stages and set interim target dates<br>• Develop the habit of listening carefully to others until they finish speaking<br>• Learn how to relax and practise regularly |
| ***Be Perfect*** | You already get praised for accuracy; look for recognition for meeting deadlines and appropriate levels of detail | • Set realistic standards of performance and accuracy<br>• Practise asking yourself what the consequences really are – do this whenever you find a mistake<br>• Make a point of telling others that their mistakes are not serious |
| ***Try Hard*** | You already score points for enthusiasm; seek recognition for finishing tasks successfully | • Stop volunteering<br>• Make a plan that includes finishing a task and stick to it through to completion<br>• Check out the parameters of a task so that you do only what is expected |
| ***Be Strong*** | You currently get low key recognition for not needing help; watch how relationships improve when you let people help you | • Keep a task and time log so that you can monitor your workload<br>• Ask other people to help you<br>• Take up a spare time activity that you really enjoy |
| ***Please People*** | Everyone thinks you are nice; aim to be recognised for being assertive as well | • Start asking people questions to check what they want instead of guessing<br>• Please yourself more often, and ask other people for what you want<br>• Practise telling other people firmly when they are wrong |

| Working Style | Who in my team can I recognise by their style? | How can I get the best results from this style? |
|---|---|---|
| ***Hurry Up*** | | |
| ***Be Perfect*** | | |
| ***Try Hard*** | | |
| ***Be Strong*** | | |
| ***Please People*** | | |

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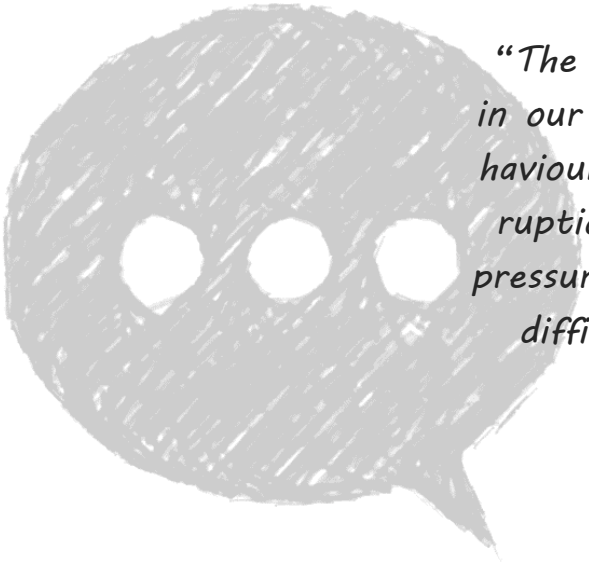
# Resilience



*"The capacity to remain flexible in our thoughts, feelings, and behaviours when faced by a life disruption, or extended periods of pressure, so that we emerge from difficulty stronger, wiser and more able."*

*- Pemberton*

'What characteristics do I associate with a resilient person?

## Characteristics of Resilient People

**Sense making**
Able to make sense of your experiences and finding something meaningful to hang onto in tough times

**Hopefulness**
Able to shift your attention towards what is possible and to be (realistically) optimistic about the future

**Self-efficacy**
A belief that you can take positive action and get results, focusing on what you can control

**Solution focused**
Looking for ways around challenges or barriers, persisting even in difficult times

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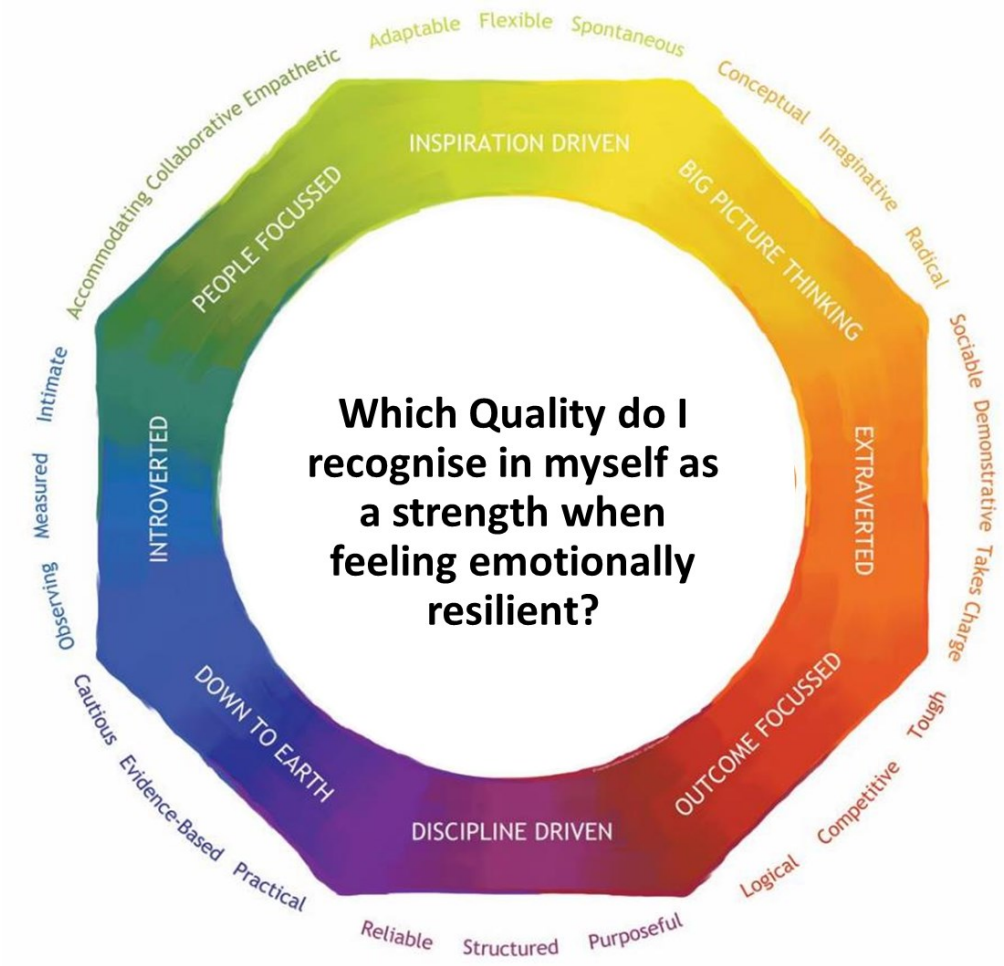
# Journey to Composure

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# Journey to Composure

# Journey to Composure

| Which overextension do you recognise and why? |
|---|
| |

| Which strength would be your first step to composure and why? |
|---|
| |

| Which strength would be your second step to composure and why? |
|---|
| |

# Delegation

What makes you reluctant to delegate?

Thoughts




Feelings

Behaviour

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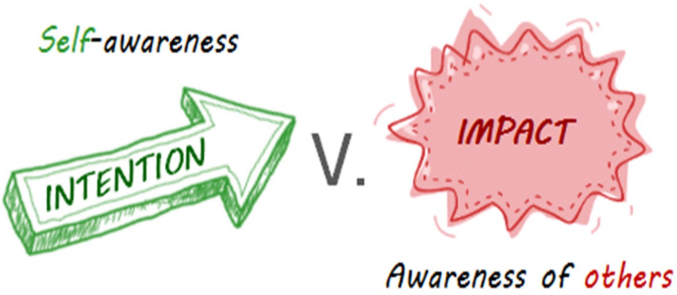
# Delegation




| | | | | |
|---|---|---|---|---|
| Curious | Helpful | Adaptable | Accommodating | Formal |
| Team player | Persuasive | Imaginative | Optimistic | Methodical |
| Ambitious | Thorough | Collaborative | Loyal | Reserved |
| Caring | Persevering | Easy going | Trusting | Spontaneous |
| Flexible | Competitive | Organising | Kind | Sociable |
| Discipline | Decisive | Quick-to-act | Self-confident | Open to compromise |

| My Intention | The Impact |
|---|---|
| | |

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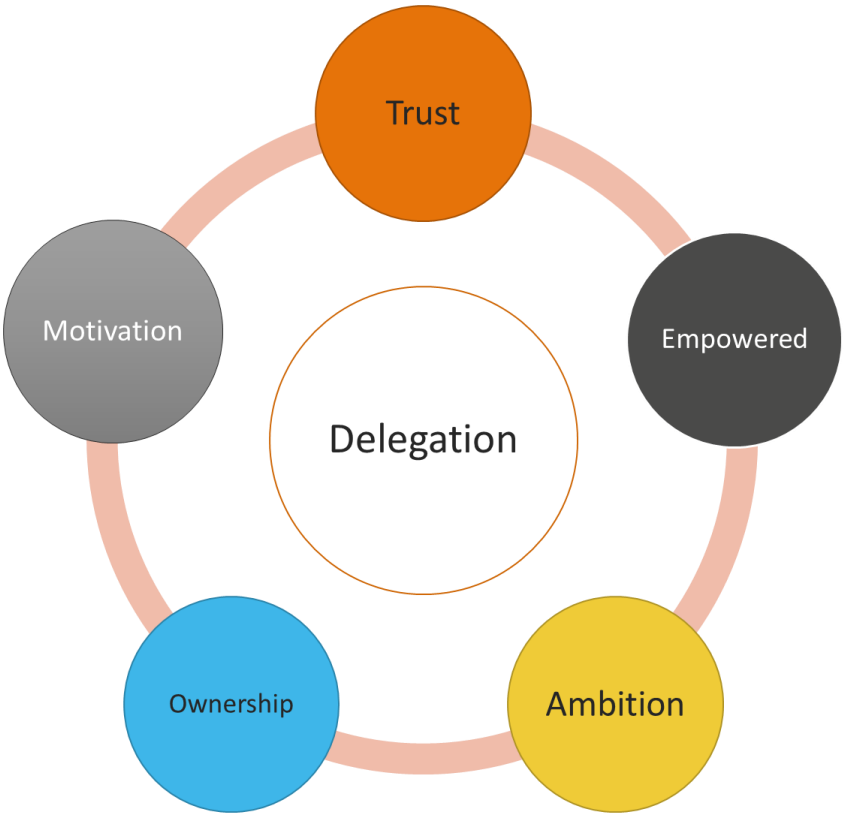
# Delegation




What can cause delegation to fail?

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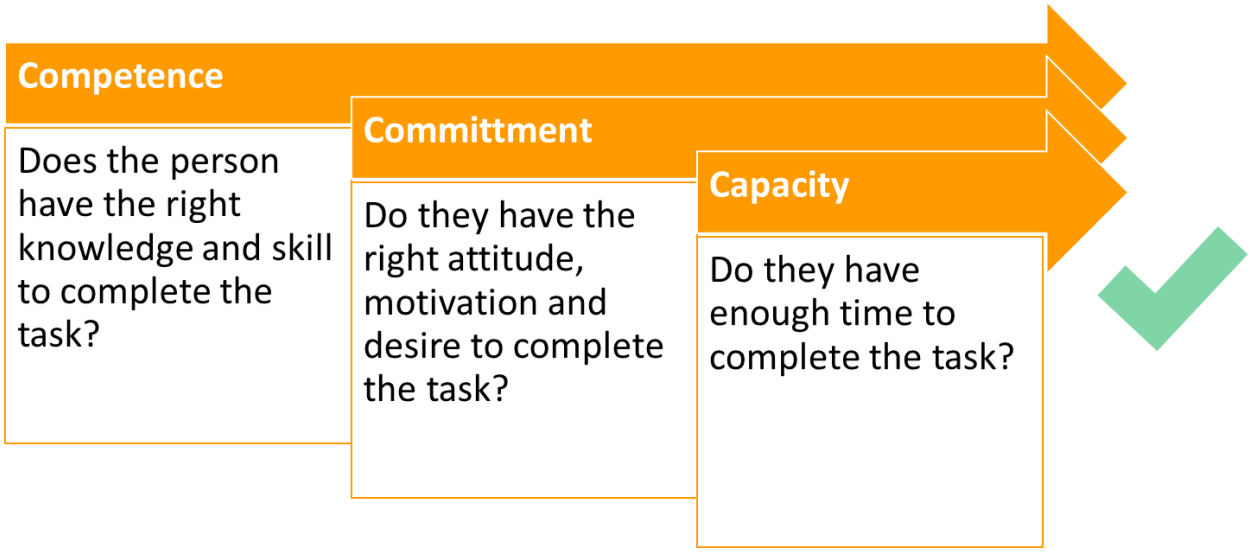
# Delegation

## The Three C's of Delegation




Knowledge / Skill - **Competence**

The experience, knowledge and skills of the individual as they apply to the delegated task

- What knowledge and skill does the person already have?
- Do they need additional skills?
- Do you have time and resources to provide any training needed?

Behaviour / Motivation / Desire - **Commitment**

The individual's preferred work style?

- How independent is the person?
- What do they want from their job?
- What would they want from this task?
- What are their long-term goals and interests, and how do these align with the work proposed?

Workload & Time – **Capacity**

The current workload of this person

- Does the person have time to take on more work?
- Will you delegating this task require reshuffling of other responsibilities and workloads?

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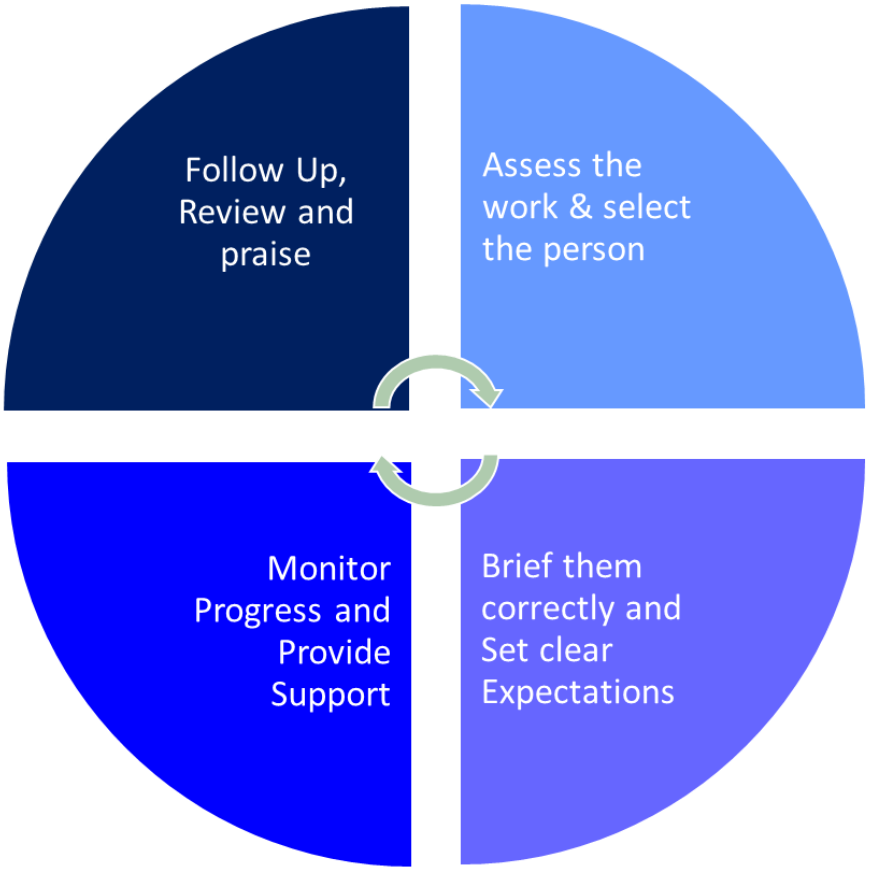
# Performance Cycle

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# SMART Goals and Objectives

| GOAL: | |
|---|---|
| **Specific**<br><br>Clear, concise statement of what will be accomplished and focused on a single topic. | **Specific**<br>What exactly do you / they want to achieve? |
| **Measurable**<br><br>How will you / they will know the goal is completed consider quantity and / or quality. | **Measurable**<br><br>What will success look like? How will it be measured? |
| **Attainable**<br><br>Can the goal be accomplished with the resources you / they control? Goals should be challenging, but | **Attainable**<br><br>What control do you have over achieving it? |
| **Relevant**<br><br>Goals should be relevant to the role, position and the organisation. | **Relevant**<br><br>What is the relevance to you / them? (Now/Next) |
| **Time**<br><br>When will the goal be achieved? What are the milestones (If appropriate) towards achieving the full goal? | **Time**<br><br>What date will the goal be achieved by? Milestones? |

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# SMART Goals and Objectives

**What is the impact of missing a SMART factor?**

| Specific |
|---|
| |

| Measurable |
|---|
| |

| Attainable |
|---|
| |

| Relevant |
|---|
| |

| Time based |
|---|
| |

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# Monitoring Performance—Talent Map

| POTENTIAL Ability and willingness to grow into larger and more complex roles | | | |
|---|---|---|---|
| High | A1 B1 | A2 B2 | ? |
| Medium | C1 | C2 | C3 |
| Low | D1 | D2 | D3 |
| PERFORMANCE Overall delivery in relation to individual goals and ex- | High | Medium | Low |

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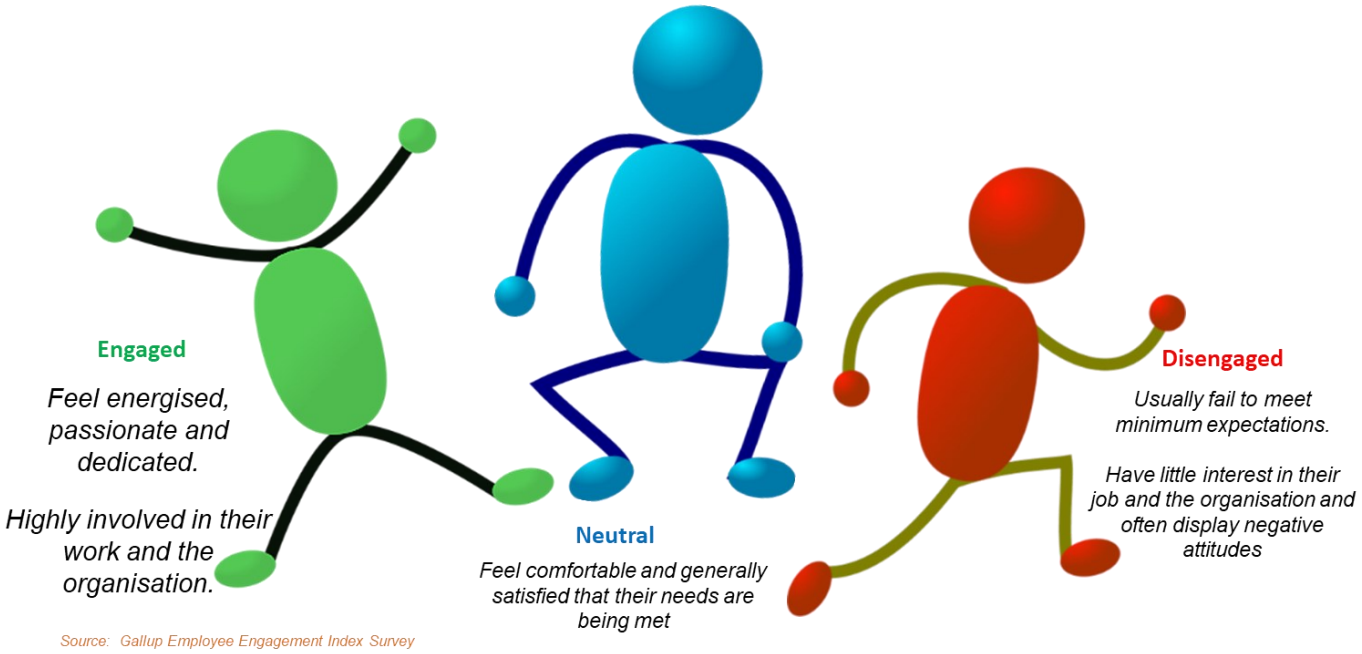
# Monitoring Performance




**What do results look like from these three levels of engagement'**

| Engaged |
| --- |
| |

| Neutral |
| --- |
| |

| Disengaged |
| --- |
| |

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# Monitoring Performance

| High Performers | High Potential |
| --- | --- |
| • **Stands out** in the organisation<br>• Key contributors to their business/ function<br>• **Regularly exceeds** expectations – current and sustained<br>• Often management's **go-to person** for difficult projects<br>• Takes **pride** in their accomplish-ments<br>• May lack skills for success at higher level – but can be developed over time<br>• Is **happy in current role** and might not aspire to move to the next level | • Has the ability, commitment and motivation to rise to and succeed in more **senior positions**<br>• Sets the **standard of excellence** in role<br>• Is a **model leadership** candidate<br>• Is a **sustained** high performer<br>• Has the **learning agility**, **aspiration, ability, and engagement** to take on increasingly challenging and diverse assignments<br>• Has the **potential** to take on significantly larger and complex responsibilities over time.<br>• Should be **willingly mobile** if a developmental / promotional assign-ment is not currently available inside current geography, region etc.<br>• Has the **promotability to grow** one to two levels in the organisation within 3-5 years or less. |

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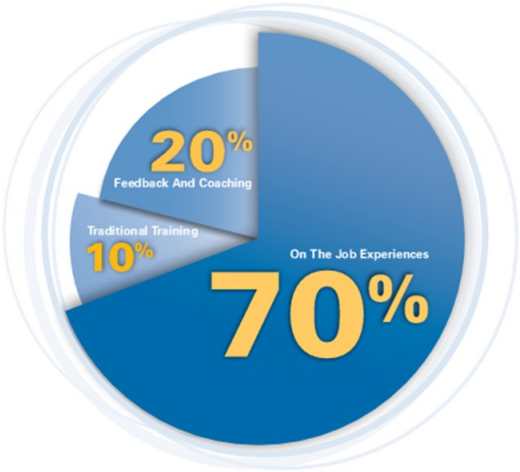
# Monitoring Performance




**Exercise:**

Work in groups to list as many possible ways we can develop our team members here at Berkeley Group….

List the ways we can develop our team members:

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# Monitoring Performance

**Effective Feedback is**

*Either*

Praising and telling somebody what they have done well.

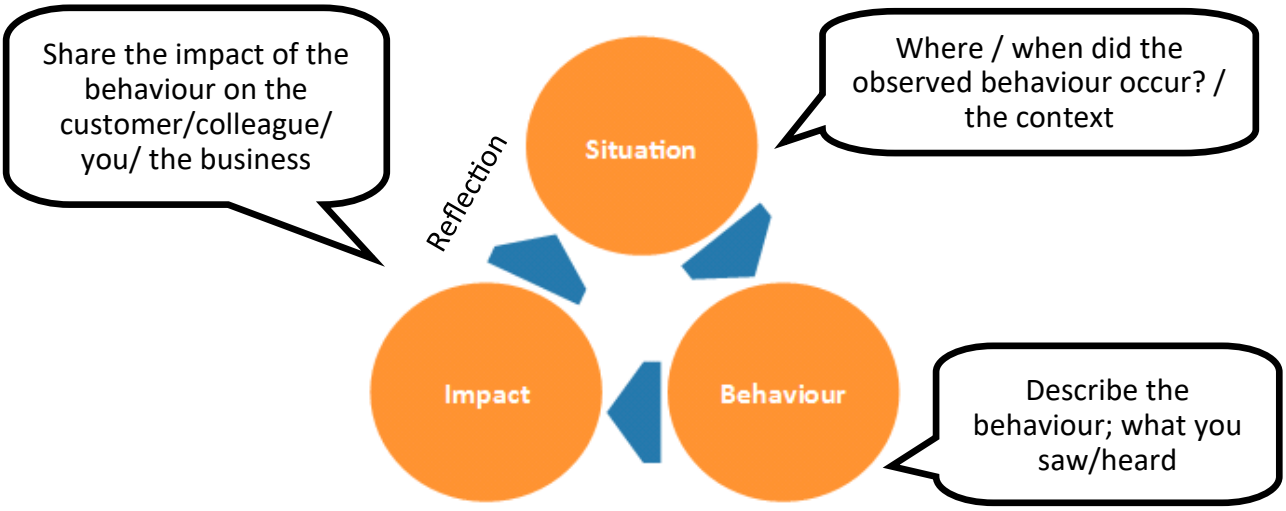
Reinforcing the good, strong, positive behaviour.

*Or*

Re-directional/constructive, highlighting and working with somebody on what they can improve on.

Which has had a negative impact or consequence

## Giving feedback




### When giving feedback do:

1. Be specific when recalling the situation
2. Be specific when describing the behaviour
3. Acknowledge the impact of the behaviour on you
4. Judge the behaviour not the person
5. Pay attention to body language
6. Use verbatim quotes
7. Re-create the behaviour, if appropriate
8. Give feedback in a timely manner
9. Give your feedback, then, stop talking
10. Say "I felt" or "I was" to frame your impact statement
11. Focus on a single message
12. Be sensitive to the emotional impact of your feedback

### When giving feedback don't:

1. Assume
2. Be vague
3. Use accusations
4. Judge the person
5. Pass along vague feedback from others
6. Give advice unless asked
7. Psychoanalyse
8. Qualify your feedback by backing out of the description
9. Use examples from your own experience
10. Generalize with words like always or never
11. Label your feedback as positive or negative
12. Sandwich your feedback messages with words like but

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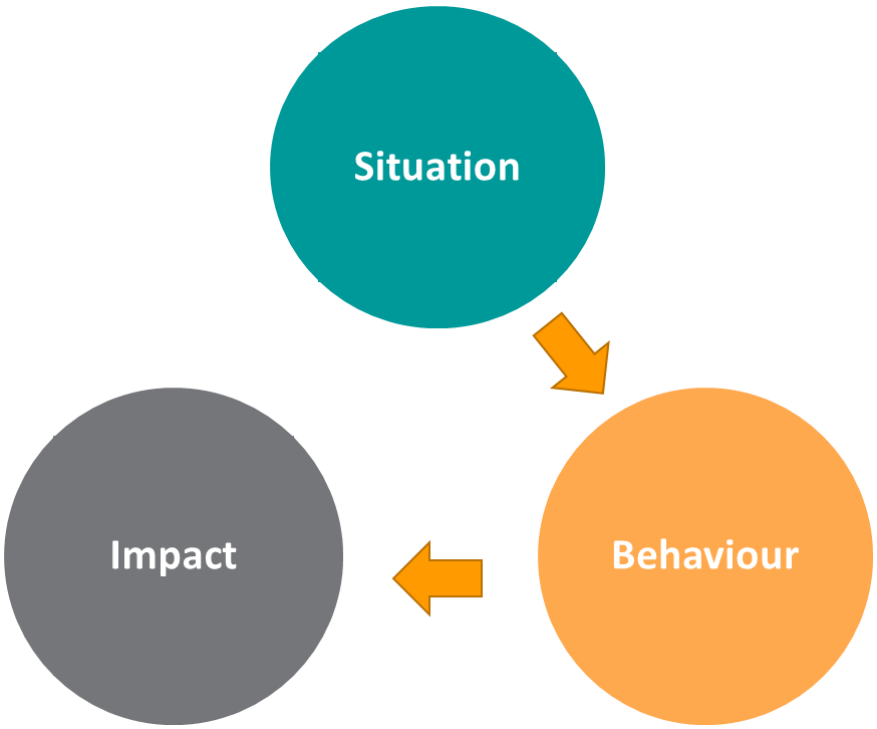
# Monitoring Performance

Situation




Impact

Behaviour

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# Learning, Insights & Actions

**Learning** – What are your key learning points from today?

**Insights** – Why were those key learning points important to you and how will they benefit you and your customers?

**Action** – What will you do differently as a result of this session?

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