

# IRISH EXEC TEAM DEVELOPMENT

## *Workshop Two (19-20 November 2014)*

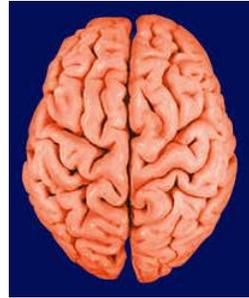
### Key Ideas Summary



Making life's everyday moments more enjoyable



Every second, the eye is receiving a deluge of information – million of bits of data, which the cerebral cortex or thinking brain cannot process. So it just doesn't bother; mindsets are the process of filtering out the majority of this data, so that we can focus on what we've decided is important in any moment.



10m



< 100

In this process of setting our minds, we 'dump' around 10m bits of visual data every second. And what we dump depends on how we've set our minds...

To work productively with this idea, we need to pay attention to the recurring thought patterns we're using; become more conscious of them and make choices to change the way we've set our minds. Or at least balance one mindset with the possibility of another – in order to let our minds process different information.

When we don't do this, it's likely that we'll only pay attention to, and give importance to information which supports our mindset *i.e.* we see *what we expect to see*.

To change your mindset ask yourself a series of questions:

1. What's happening?

2. Is it working for me?

3. What mindset have I got about this?

4. What's it making me pay attention to?

5. Is that helping or hindering me?

6. What mindset might be more useful?

Some example mindset balances we discussed:

I'm a small person in the scheme of things	I influence the direction of the business
The results people achieve is what matters most	Let's find out what they're actually doing
Changing my behaviour to suit them would lack integrity	Refusing to change my behaviours to suit them would just be stubborn
I don't want to try to 'influence' people	I'm influencing all the time, whether I try or not
Unforgiving	Forgiving
My job is to fix problems	My job is to challenge them to identify problems and change their approach
If they screw up they're on their own	Protect in public, develop in private
I set the direction of my team	Current performance & targets set the direction of my team
Open door policy	Twice weekly 1-to-1s to check on progress
You can't teach an old dog new tricks	It's never too late to learn
Their poor performance is down to them – they've got to change	Their poor performance is down to me – I've got to change
I concentrate on making performance meaningful	I concentrate on performance
People are lazy; they avoid work if they can – they dislike it. They need close supervision and systems of control. People will show little ambition without an enticing incentive program and will avoid responsibility whenever they can.	People are ambitious, self-motivated and exercise self-control. They enjoy mental/physical work duties and want to do well. They possess ability for creative problem solving, can learn to seek out/accept responsibility and to exercise self-control and self-direction to achieve.

# INFLUENCING STYLES & FEEDBACK TECHNIQUES

We began considering the impact of four different ways of behaving – first in terms of the kinds of mindsets which typically went with each style.

And then with regards to all kinds of different issues including:

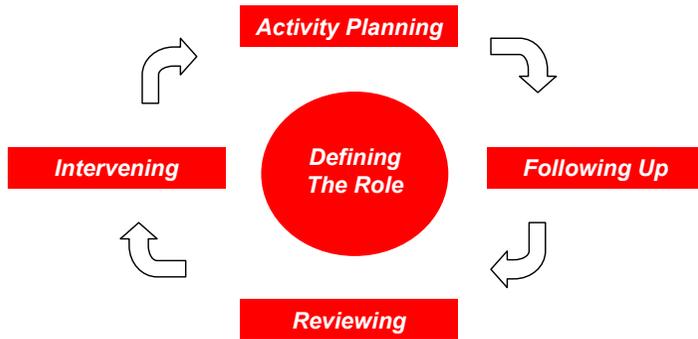
- How your behavioural style will affect the motivation of direct reports.
- How your behavioural style will affect issues like trust.
- The choice to match someone's preferred way of behaving in order to build rapport.
- The need to move from 'matching' behaviours into 'leading' behaviours in order to make different things happen.

	<p><b>Promoters - MATCHING</b>                      High energy &amp; upbeat - stand up, move about                      Animated physiology - face &amp; hand movements                      Lots of small talk                      Be enthusiastic about them &amp; their stuff - match stories                      Minimise the detail - key points only</p>	<p><b>Supporters - MATCHING</b>                      Easy going chat about them &amp; their team first                      Make your voice and physiology warmer &amp; gentler...smile                      Slow down &amp; take a genuine interest in what they're saying                      Position yourself at an angle – not face on                      Listen &amp; gently question, but don't interrupt or take over</p>	
	<p><b>Promoters - LEADING</b>                      Visibly &amp; audibly, step up a gear &amp; get down to business                      Pin them down to detailed actions – on paper                      Contract about what you're both going to do next</p>	<p><b>Supporters - LEADING</b>                      Strengthen physiology &amp; voice and increase the pace                      Focus on helping them &amp; their team                      Keep acknowledging, but get to pinning down at the end</p>	
	<p><b>Controllers - MATCHING</b>                      Be well prepared                      Strong energy, clear &amp; direct voice, good eye contact                      No small talk - straight in, to the point, no nonsense                      Contract about purpose, structure &amp; length of meeting                      Use bullet points, but have the detail available                      Focus on results, performance &amp; timed actions</p>	<p><b>Analysts - MATCHING</b>                      Keep intro short and ask "What's the objective here?"                      Match their energy &amp; voice – could be fast, could be slow                      Allow plenty of time to go into the necessary detail                      Explore what they're interested in – ask for more information                      Stay well away from selling, flattery &amp; small talk</p>	
	<p><b>Controllers - LEADING</b>                      Use higher risk, more challenging questions                      Offer recommendations, based on evidence</p>	<p><b>Analysts - LEADING</b>                      Step up a gear into Red (more control &amp; authority)                      Cut in &amp; get to action - so what are we going to do?                      Use hard data &amp; examples to support your argument</p>	

<p><b>STATE OF PLAY™</b>                      • How do you feel it's going?                      • Which areas do you feel you're struggling with?                      • So what do you see as your key priorities to improve on?                      • And for each of those, what do you want? Give me the first one...                      • And if you get that, what will that do for you? <i>And the next one...?</i></p>	<p><b>3 Cs</b>                      • <b>Confront</b> - I'm afraid that just wasn't up to standard                      • <b>Clarify</b> - Specifically, what you did was (A)                      - That meant the result was (B)                      • <b>Change</b> - So, I'm looking for you to change to (C)</p>
<p><b>COACH</b>                      • Just remind me, what were you trying to do?                      • Take me through what happened                      • What could you do differently next time?                      • So what are you going to do?</p>	<p><b>SANDWICH</b>                      • I thought you did (A) very well                      • And... I think you can really improve improve on (B)                      • To be clear though, you did (A) very well</p>
<p><b>SELL</b>                      • Let me tell you how I'm seeing it at the moment                      • Ok, I can show you a great way to be even better                      • So, this is what I want you to try                      • Once you're doing that, it means (A, B &amp; C) will happen                      • Agreed? Great – when's the earliest you could try that?</p>	<p><b>NEGATIVE SPADE</b>                      • Frankly, I'm disappointed with that – that's not the standard I from expect you and I need to see an improvement</p>
<p><b>TEACH</b>                      • Ok, let me explain how this should be done                      • Now I'll show you how to do it – you'll be having a go in a minute                      • Now let me see you do it in the same way                      • Let's now go back through it to make sure you've really got it</p>	<p><b>POSITIVE SPADE</b>                      • I loved the way you did that - brilliant – you're great at this!</p>
<p><b>TELL</b>                      • Ok, let me cut to the chase                      • I'm going to show you a better way of doing this</p>	<p><b>SPONSORSHIP</b>                      • Ok... I'm a big supporter of yours - I rate you very highly                      • And now, I want you to step up a level – I know you can do this.                      • So, let's go for it - this is what I want you to do...</p>
<p><b>EEC</b>                      • Here's an <i>example</i> of what you do                      • When you do that, the <i>effect</i> on me is (X)                      • So, this is the <i>change</i> I'd appreciate you making...</p>	<p><b>STOP-START-CONTINUE</b>                      • Ok, let's get clear... I want you to <b>stop</b> doing (A)                      • And I want you to <b>start</b> doing (B)                      • And to <b>continue</b> doing (C)</p>
	<p><b>SEE-SAW</b>                      • How do you feel that went?                      • I agree... and I also noticed... (A)                      • So how could you do it differently next time?                      • I agree... and I'd also like to see you do (B)</p>
	<p><b>I NOTICE</b>                      • I notice that when you do (A) there's an impact on (B) as well</p>

- The need to consider people's preferred behaviours when conducting management or development work with them e.g. we discussed how style will affect the kind of feedback which might work best with people e.g.
  - 'Sandwich' technique may not work with some styles
    - Promoters might ignore the negative
    - Controllers might get impatient or feel patronised
  - The power of a Positive Spade
  - And a Negative (*do however consider 'do I have enough rapport for this?' and 'does it matter?'*)
- 'Land the And' – remember, no 'Buts' and no 'Howevers'
- We discussed the importance of setting up feedback:
  - Not giving it immediately that you've been asked.
  - Investigating exactly what it is they want
  - Checking whether they want it, if it's a painful message?
  - Creating a sale (even by suggesting you won't give feedback)

# MANAGEMENT & MEETING MANAGEMENT



We began exploring what we think of as the **5 Management Activities**.

In particular we looked at **Reviewing** and **Activity Planning**.

## Reviewing

**BOMM** is our suggested structure for good reviewing practise.

Within the Base or Background of BOMM the manager conducting the review needs to push for a particular thought process.

**Facts First**

**Judgement**

**Forward Direction**

Judgement is about “how we feel about the facts,” “what’s gone well,” and “what’s not gone so well.”

As you experienced yourselves, a good review will not only get to the key issues which need to be addressed, but it can also change your perspective (and your mindsets) about what’s happened – for better or for worse.

## Activity Planning

**BOMM** is a really good example of an effective, easy to complete **Activity Plan**. It’s designed to help people develop a good picture, and a good understanding of the current situation (as a benchmark), get clear on what the objectives of the piece of work are, as well as identifying the key activities to complete. It establishes more context and meaning than a set of actions, and therefore provides a much richer picture for Reviewing.

As we explored it’s equally powerful as a 1-to-1 management tool or a team thinking process.



**State of Play™** is a simple 5 question word pattern to help you to:

- Establish rapport.
- Get the context for a discussion or piece of work.
- Hear important information when their guard's down e.g.
  - Mindsets
  - What's on my mind at the moment
  - What I really think about my business
  - Key operational issues as far as I see it
  - What's really driving me

To make it really effective practise:

1. Listening more than talking.
2. Repeating back particular words & phrases which really interest you - ones you, or they, feel are in some way significant.
3. Repeating back in order to keep your attention on what's being said rather than thinking about what you'll ask next.
4. Trusting the 5 questions, rather than thinking of more – instead spend your energy and attention on noticing what's being said and how it's being said.
5. Repeating the answers to the last 2 questions more than once – really get you and the other person you're speaking with to learn their goals.

**Get Them Talking**

How's it going?

**Top Line Probing**

Tell me more about ...

**Identify Priorities**

So, what are your top 3 priorities?

**Get The Goals**

So, what do you want?

And if you get that...  
... what will that do for you?