



# **FOUNDATIONAL LEADERSHIP WORKSHOP ONE**

# FOUNDATIONAL LEADERSHIP

## WORKSHOP ONE

Category	Learning objective	Focus on:
Personal	Set structured and clear development goals against the defined structure to assist the transfer of learning to the workplace. <i>SMART</i>	Me
Communication	Create time and space for regular one-on-one communication (including feedback and two-way dialogue) with team members.	Us
	Create time and space for regular team meetings in which all voices are heard and proper dialogue is encouraged.	Us
	Adjust messaging, frequency and tools used to communicate with remote workers to ensure their engagement.	Us
Working with Others	Examine and demonstrate core values and leadership brand.	Me
	Utilize strategies for managing different communication styles.	Me
	*Respond appropriately to nonverbal emotional cues in order to create a safe, collaborative environment.	Me/Us
	*Create space and safety for seeking honest feedback from peers, direct reports and managers through multiple communication channels.	Me/Us
Managing Direct Reports	*Hold development conversations in a nondirective manner and identify and appropriately address team members' development needs. <i>let them lead</i>	Us
	Set SMART goals for the team and manage performance against those goals through regular performance conversations, timely feedback and appropriate correction to reach desired performance quickly and comfortably.	Us
	*Understand the policies and follow the processes required to hire, performance manage and develop the team, using the internal systems.	Us/It
Understanding the Business	*Manage to both overall business and team key performance indicators (KPIs).	It

\* Learning objective covered in multiple workshops

## POST-WORKSHOP LEARNING:

Category	Learning objective	Focus on:
Understanding the Business	Articulate the purpose and role of each function and how the organizational structure makes CDK effective.	It

## Agenda

	Day 1	Day 2
9:00	WELCOME AND INTRODUCTION Personal Goals / Personal Goal Setting Your Values + CDK Values	WELCOME Remote Teams Team Meetings
	BREAK	BREAK
	Communication Styles	Team Meetings
	LUNCH	LUNCH
	Verbal and Nonverbal Communication	Feedback
	Performance Conversations	
	BREAK	BREAK
	One-on-one Communication / Building Relationships	Data-driven Decisions
5:30	CLOSE	CLOSE

# PERSONAL GOAL SETTING

## LEARN

Setting goals to obtain what we want is an important part of being human. Although achieving goals can be difficult and encountering problems along the way can happen, having them gives us a sense of meaning, purpose and direction. Accomplishing your goals gives you satisfaction and a sense of achievement, overall making you happier.

Paying attention to how we set goals makes us more likely to achieve them and avoid those all too familiar situations where we set out to accomplish something and then lose interest, give up partway through, or forget about it completely.

Carefully thinking about how you set goals, detailing the things that you are going to do, and understanding how you will know if you have achieved them will set you up for success. Beginning well means you are already halfway there.

**“Well begun is half done.” – ARISTOTLE**

## EXPLORE

### Step 1 – Decide what you want

There are certain things that we will ask you to work on throughout the program, and there are things that you will want to get out of it as well. Your personal goals could come from some feedback that you have received, a skill you want to master, or a new behavior you want to adopt. Look at the learning objectives for this workshop, and identify the ones in which you believe you need the most development. This can help you to decide what you want from this part of the program.

### Step 2 – Write it down

Research completed by Dr. Gail Matthews has shown that people who write down their goals are far more likely to achieve them. When writing down a goal, consider:

- What exactly do I want to achieve? Be SPECIFIC.
- How will I know I have achieved it? How will I MEASURE this?
- Is this something I know I can do? Is it ATTAINABLE?
- How does this relate to my role as a people leader? Is it RELEVANT?
- How long have I given myself to achieve it? Make it TIME BOUND.

What do you  
want to achieve?



# PERSONAL GOAL SETTING

## Step 3 – Break it down

Particularly with large goals, it is helpful to break these down into smaller commitments. We can make large changes to the way that we work just by setting a series of small tasks and doing them repeatedly.

For example, if you would like to give feedback to your team on their performance, your commitments list may look like this:

Small Commitments	Weeks			
	1	2	3	4
Tell my team that I am aiming to give feedback more often				
Write down things that I observe that I should give feedback on		1		
Prepare an example of feedback and deliver it			1	
Prepare and share three examples of feedback in a week				1

What small commitments will you make?



## Step 4 – Share your goals

In the same study conducted by Dr. Gail Matthews, people who shared their goals, including the small commitments, and provided regular updates on their progress were 76 percent more likely to achieve them.

### EXERCISE: 5 minutes

Split into pairs and share your goals with the other person. Ask each other:

1. Could you be more specific with your goals?
2. How do you plan on measuring your goals? Are there any other ways you could measure them?
3. Can you realistically achieve them? What might get in your way?
4. How will your goal affect your role as a people leader?
5. What deadline have you set for yourself?



### On-the-job task:

Share your goals with your line manager. Commit to updating your manager on your progress once per week.

### You could do this:

1. Bring up your goals during your weekly one-on-one meeting.
2. Add a calendar reminder to send an email update once a week.
3. Set up a 15-minute call each week to give your line manager a progress update.

# PERSONAL GOAL SETTING

## Step 5 – Plan your first step

- What will I do first? BE SPECIFIC.
- When will I do this? Give yourself a deadline.
- Do I need anything/anyone to help me?
- Do I need to set some time aside to do this?
- Do I need to set a reminder to do this?

What will  
I do first?



## Step 6 – Celebrate your achievements

It is important to mark your achievements and take time to enjoy them, even if they are small. Perhaps promise yourself a reward when you complete your small commitments to encourage yourself to keep going. Think about what you will do to reward yourself after you have fully completed a goal.

How will  
I reward  
myself?



## APPLY

Once complete, it is important to look back at what you achieved, how you got there, and what you learned along the way.

What does this  
mean to you as  
a people leader?



What resonated  
most with you?



What actions  
will you take  
away from this?



## NOTES

Notes



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# VALUES

## EXPLORE

What are values,  
and why are they  
important?



## LEARN

### How are our values formed?

The majority of our values have been formed during childhood. We may have held on to these values and created a life around them. Sometimes we need to work to change our values.

There are two types of values: “toward” values and “away from” values.

- **Moving toward values** – These are things that bring us joy and pleasure and make us happy – things that we strive to attain through our daily actions.
- **Moving away from values** – These can be much stronger than moving toward values and can impact decision making – things that we would do almost anything to get away from.

For example, someone may hold a “toward” value of “success” and an “away from” value of “poverty.” Their “away from” value could prevent them from taking risks to make them more successful at work as they may be afraid of losing their job and, in turn, their income. Their “away from” value is causing a blocker to achieving and striving for their “toward” value.

With both moving away from and moving toward values, there is a hierarchy. We will not hold all values the same; some are more important than others. Understanding both your moving “toward” and moving “away from” values and their hierarchies will help you understand if you are limiting yourself.

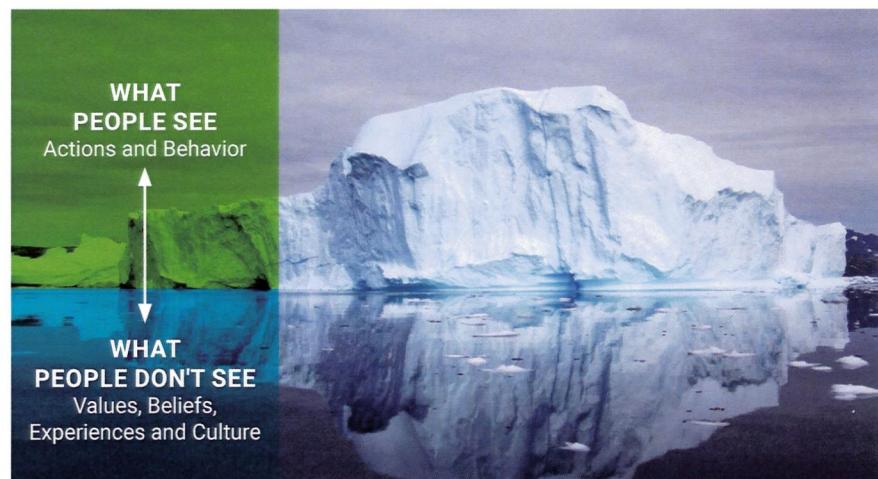
People with the same goals can be motivated to achieve them for different reasons, and these will be affected by their values. Some may be motivated to achieve based on “toward” values; others will be motivated based on their “away from” values.

# VALUES

## The Iceberg Theory

The Iceberg Theory suggests that the part of the iceberg that is above the surface is what people see – the things that define people's perception of us. Underneath the surface, there is a lot that people don't see – things like values, beliefs and future vision. The things above the line are motivated by the hidden things – the things that make up who we are.

This is why our values create our brand. People will understand our values, beliefs and vision through our behavior.



### EXPLORE

## Eliciting values

When answering the questions and analyzing your values, it is EXTREMELY important to be completely honest with yourself. Often when we engage in exercises like this, our answers to the questions can be projections of who we wish we were as opposed to who we really are. Only by being honest with yourself, even about the aspects that you don't like, will you come to a real answer about your values.

### Early experiences

- What were the values of your parents?
- What values did you experience in your formation period?
- What were you rewarded for? Winning at sports? High grades?
- What were you punished for? Not sharing? Shouting loudly?
- What would your parents say were the lessons they tried to teach you?
- Which values do you still hold?

# VALUES

## Current life

- What do you do for a living? Does it make you happy? Do you feel engaged and satisfied at the end of the day? What do you wish you could do instead?
- Where do you live? A city? A town? The country? What led you to live there? What keeps you there?
- What activities do you engage in the most? Social? Political? Physical? Cultural? Religious?
- What do you talk about the most? You? Your family? Your hobbies? Your work? How do you talk about them? In a positive way? With passion? With negativity?
- What do you spend your money on? What does this say about your values?

Current life



What are you left with after looking at all of these questions? Can you identify the values that you move toward? Move away from?

My values



# VALUES

## CDK values

Values are not just important for individuals. Values can help define the culture of an organization and let its customers know how it operates. Our values define how we operate internally. They have informed the creation of our CDK Leadership Competencies, our internal processes, and our strategy.

### **Integrity – always do the right thing**

We believe that integrity is the critical foundation of each individual and corporate action that drives an organization of which we are proud.

### **Partnership – succeed together (or building better outcomes together)**

We believe partnership leverages our individual strengths.

### **Results – performance matters**

We believe that the results we achieve are what differentiate us from our competitors.

### **Innovation – challenge the status quo**

We believe that learning innovation and experimentation drive many projects, efforts, assignments and, ultimately, opportunities for improvement.

### **Simplicity – easy to work with**

We believe that complexity is waste, so we strive to make everything we do simple, essential and useful by removing clutter or the unnecessary from our products, processes and services – for our clients and our employees – until all that remains is essential and useful.



## VALUES

As a leader, how do you see yourself living and breathing these and your own values?



### APPLY

What does this mean to you as a people leader?



What resonated most with you?



What actions will you take away from this?



## NOTES

Notes

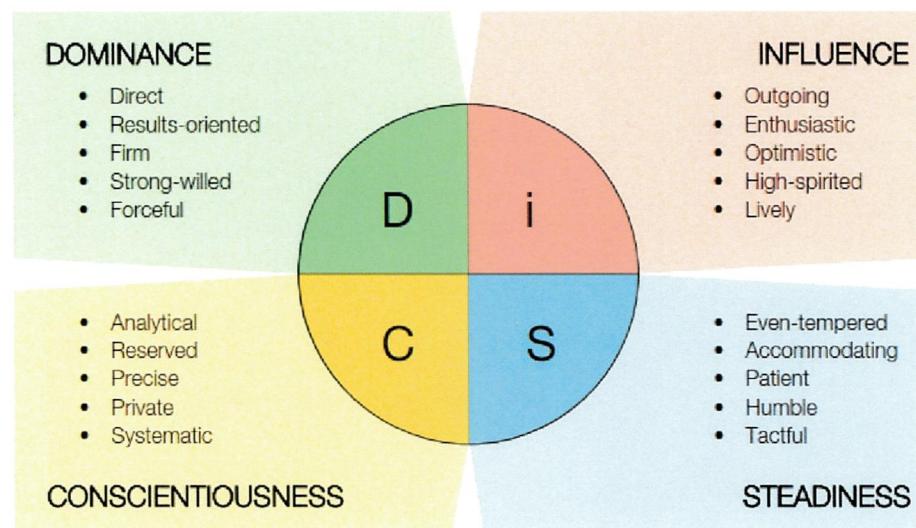


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# COMMUNICATION STYLES

## LEARN

Everything DiSC® Management is a tool that offers information to help you understand yourself and others better. This is a tremendous value to you as a manager. The report that you completed uses your individual assessment data to provide you with lots of information about your management style and priorities. In addition, the profile can help you understand how to connect with others who have different styles and priorities.



Remember that:

- All DiSC styles are equally valuable, and people with all styles can be effective leaders
- Your management style is also influenced by other factors such as life experiences, education and maturity
- Understanding yourself better is the first step to becoming more effective
- Learning about other people's DiSC styles can help you to understand their priorities and how they may differ from your own
- You can improve the quality of your management experience by using DiSC to build more effective relationships

# COMMUNICATION STYLES

## EXPLORE

What are the descriptions you like most about yourself?



### Your DiSC profile

My DiSC preference is \_\_\_\_\_

What are the descriptions you like least about yourself?



When working with others, how can your style be an advantage?



### Your communication style with others

When working with others, how can your style be a barrier?



	Summary of style	Ways your profile could be positively perceived	Ways your profile could be negatively perceived
D			
I			
S			
C			

## COMMUNICATION STYLES

## APPLY

What does this mean to you as a people leader?



What resonated most with you?



What actions  
will you take  
away from this?



## EXPLORE

## Mapping your team

Mark the columns that you think most closely represent the behaviors of your employees.

1

65

-DC

5

# COMMUNICATION STYLES

Which section  
of the circle are  
they in?



APPLY

Name	DiSC style	What does this mean for how I communicate with them?

What actions  
will you take  
away from this?

## NOTES

Notes

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# VERBAL AND NONVERBAL COMMUNICATION

## LEARN

You are always communicating. The things you say and how you say them, the things you don't say, the way you behave, and the way you don't behave all communicate things about you to other people.

- Communication isn't just about words; it can often be about silence
- It can be about the types of words we choose
- Our body language communicates too
- The tone in which we speak can change the whole meaning

It is important to understand the impact of words, tone and body language when communicating.

Although words are very important in our communication, body language and tone of voice help add meaning to what you are saying. They give insight into:

- What you believe about what you are communicating
- How you feel about what you are communicating

As a leader, it can be helpful to look for clues within the words, tone and body language that your direct reports are using to understand whether your communication has been understood and also whether they are engaged in what you have communicated.

Nonverbal communication is commonly known as body language and includes:

- Body position and posture
- Gestures
- Eye movements
- Facial expressions
- Breathing
- Voice tone and tempo

When working with other people, we notice both what they communicate and the way in which they communicate it. Nonverbal communication has a large effect on the way in which we interpret what people say. It is often nonverbal communication that changes the meaning of the words a person says. We often are not aware of the way in which our nonverbal communication impacts what we say. For example:

- When has someone told you of feeling a certain way and you have not been convinced?
- When has a person said one thing but showed another?
- When have you had feedback that the way you appeared did not support your message?

# VERBAL AND NONVERBAL COMMUNICATION

Usually, a message is strongest when nonverbal communication and verbal communication are aligned. It is often our feelings or attitude toward a situation that influence our nonverbal communication.

## Inconsistent messages

What is said and how it is said can sometimes be in conflict with one another.

For example, you could communicate news of a change to a project that your team is working on. All of your direct reports respond with positive statements, such as "This seems like the right direction" and "This change will be good for the customer." However, this positivity is not reflected in their tones of voice or their facial expressions. These are inconsistent messages.

## How does this help me as a leader?

As a leader, it is probable that you have been inconsistent with your messages when communicating with others. Nonverbal communication can be hard to control, yet being aware of what you are saying and how you are saying it can help you to be more clear.

Paying attention to the words, tone and body language that a person is using when communicating can be helpful to you as a leader in understanding whether your employees:

- Have understood the communication
- Have bought into the ideas and principles behind the communication
- Are engaged and want to move forward
- Feel positively about their work and their relationships at work

All of these things can help you know whether you need to adjust your communication style, frequency or channel in order to communicate effectively with your employees.

We pay more attention to the nonverbal indicators in a conversation with a person with whom we do not have a good relationship as it is generally understood that voice tone and body language are harder to control than words. This also leads to more attention to nonverbal signals when determining if the other person is giving you the right information and all of it.

## What do I do if my team members are giving me "inconsistent messages"?

Building stronger relationships with your direct reports will help to reduce the amount of times you receive inconsistent communication. Strong relationships lead to a much more open and honest dialogue between you and your employees, meaning that issues get resolved more quickly.

Remember that culture can play a large role in the types of nonverbal communication that an individual shows. It is difficult to have rules about what any nonverbal communication means as this can change from person to person. It is therefore important to be aware of what you notice and to check your understanding of what it means.

# VERBAL AND NONVERBAL COMMUNICATION

Ask questions to check understanding such as:

- What are your thoughts about what I have just said?
- How do you feel about this?
- What questions do you have?
- Have I given you enough information?

When checking understanding, it is important to be **objective** about the things that you have observed from your direct report. Often when we observe something, we add our own interpretation of what is happening because of experiences we have had. Look at the table below:

What was observed	Possible interpretation
<b>The employee</b> <ul style="list-style-type: none"><li>• Said "Okay, I will do that"</li><li>• Had crossed arms</li><li>• Sighed loudly</li><li>• Rolled their eyes</li><li>• Had a sharp tone of voice</li></ul>	Frustration Annoyance Boredom
<b>The employee</b> <ul style="list-style-type: none"><li>• Used a loud tone when communicating</li><li>• Became red in the face</li><li>• Made large gestures when communicating</li></ul>	Anger Frustration

When providing feedback to our employees about their communication, it is important to talk about what was observed rather than our own interpretation of what we observed. It is possible to interpret reactions in the wrong way. In doing this, it can move us further away from mutual engagement and agreement within our communication.

## EXPLORE

### EXERCISE

Repeat the first exercise (page 10) and what you notice about what the other person is doing. Write down:

- What the person said
- What the tone of voice was like
- What the facial expression was like
- What the person's body movements showed

Review what you have written down. What is objective information?

What is interpreted information?

## APPLY

What does this mean to you as a people leader? 

What resonated most with you? 

What actions will you take away from this? 

## NOTES

Notes

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# PERFORMANCE CONVERSATIONS

LEARN

## **Why do we have conversations with our employees about performance?**

Individuals who are engaged perform well if they are given the ability, motivation and opportunity to succeed. High-performing individuals collectively have a positive impact on organizational success. Managing the ability, motivation and opportunity of our team in order to achieve success is what we mean by performance management.

### **What do we mean by ability, motivation and opportunity?**

**Ability** – employees with the necessary skills, behaviors and knowledge to do current and future jobs

**Motivation** – the drive for employees to perform at their best

**Opportunity** – chance to show what they can do or to be part of something different

In performance management conversations, you should be considering all three of these things.

Ability, motivation and opportunity also have an effect on an employee's engagement. And having an engaged organization can impact the bottom line of the business, as well as improve retention and customer satisfaction.

When employees are engaged and have the ability, motivation and opportunity to succeed, they will perform better in their current roles, and they will be better prepared for future roles. As a result, the organization will perform better. This is why performance management is so important, not only for you personally but also for the business as a whole.

# PERFORMANCE CONVERSATIONS

LEARN

What are the different conversations I need to have with my employees throughout the year?



## **myGoals – July and August**

What to do and how it connects to the greater strategy. This creates alignment and a sense of purpose for each of your employees and helps them understand how they contribute to the wider business strategy.

## **Continuous Feedback – throughout the year**

These are your regular one-on-one conversations, feedback and coaching given to your employees throughout the year. Continuous conversations and feedback mean that your employees know how they are doing throughout the year and aren't surprised by feedback during their myReview meeting or midyear check-in.

## **Midyear Check-in and myDevelopment – January**

Circumstances can change and affect original goals. This is the time to revisit and evaluate progress. It's also time to talk about development and what will help your employees succeed. Our CDK Leadership Competencies help employees understand their strengths and weaknesses and should aid this conversation.

## **myReview – May, June and July**

What did the employee accomplish, and what did others say about that employee's performance? This is the employee's chance to recall accomplishments and your chance to lend perspective through a helpful discussion and an accurate rating.

## **myRewards – August and September**

After the discussions and feedback, this is the final step when compensation decisions are made, based on the employee's performance and your available budget.

Throughout the year, we offer just-in-time training for all of these meetings. Your local HR contact or Learning and Development Department will send you details of this training around these key points in the year.

# PERFORMANCE CONVERSATIONS

## CDK Leadership Competencies

### What are Competencies?

Competencies are the knowledge, skills and behaviors we need at every level in the organization to perform our jobs effectively. They are the behaviors that we value at CDK and the attributes that make us a successful organization.

We set goals to define *what* we want to achieve, and competencies are there to guide us in *how* to achieve them.

### Why do we have Competencies?

They give us all a clear and consistent expectation for how we work, the key behaviors we should demonstrate, and the skills needed to succeed.

They provide a framework to discuss strengths, areas for growth, training and development.

They support the organization by highlighting the attributes that will enable us to achieve our aims.

### Why are Competencies so important?

Competencies are an essential part of working toward our strategy. It's how we align across the business so that while we may work on different things, we recognize positive behavior in a similar way. This is how we shape our culture.

Competencies also help us seek out future leaders within the business that we know will drive our success.

The eight Competencies have been created in order to support us with our newly defined strategy and our priorities, such as leveraging One CDK and delivering a great customer experience.

<ul style="list-style-type: none"><li>• Understand customer goals and needs</li><li>• Deliver a great customer experience</li><li>• Do what is right for customers and CDK Global</li></ul>	 <b>Customer Focus</b> We work for our customers and see our success starting with their success.	 <b>Strategic Orientation</b> We focus on today's work while considering long-term results.	<ul style="list-style-type: none"><li>• Know the competitive environment</li><li>• Understand challenges and opportunities within the organization</li><li>• Adopt a global perspective</li></ul>
<ul style="list-style-type: none"><li>• Demonstrate financial aptitude</li><li>• Analyze trends, patterns and business cycles</li></ul>	 <b>Business Acumen</b> We learn how our business works and use facts to make better decisions.	 <b>People Focus</b> We are fair, lead with integrity, and help individuals and teams achieve high performance.	<ul style="list-style-type: none"><li>• Align the right person to the right role</li><li>• Develop others to achieve results and grow leaders</li><li>• Provide timely feedback and coaching</li></ul>
<ul style="list-style-type: none"><li>• Include the right people</li><li>• Align processes and systems to eliminate silos</li><li>• Demonstrate two-way communication</li><li>• Seek diverse input</li></ul>	 <b>Collaboration</b> We seek opportunities to include the right people from across the company to create better solutions.	 <b>Dealing with Ambiguity</b> We are comfortable taking action even when the way forward isn't absolutely clear.	<ul style="list-style-type: none"><li>• Demonstrate comfort with changing conditions</li><li>• Take appropriate risks and create a safe environment for risk taking</li><li>• Learn from failure</li></ul>
<ul style="list-style-type: none"><li>• Take ownership and follow through</li><li>• Do what you say you will do</li><li>• Trust others and delegate work appropriately</li></ul>	 <b>Accountability</b> We do what we say we will do.	 <b>Drive for Results</b> We achieve our goals through superior leadership at all levels.	<ul style="list-style-type: none"><li>• Take bold action</li><li>• Increase speed of decision making</li><li>• Increase productivity through continuous improvement</li></ul>

# PERFORMANCE CONVERSATIONS

LEARN

Turn the ship around  
Marguerite

## Progressive Discipline

Managing performance is about the ways in which you as a manager can increase the likelihood that an employee's performance is in line with expectations, so the company can achieve or exceed its growth goals. So you set goals, discuss development, check in during the year, and give an accurate evaluation of performance at the end of the year.

- You notice that performance begins to decline, and you spot a trend
- You identify that an employee's behavior — regardless of results — is out of bounds with our expectations for the work environment

Progressive discipline is intended to address both problems: performance and behavior.

When performance is declining and the manager has taken appropriate steps to provide feedback and coaching without improvement, management (with the guidance of HR) chooses to document a plan for the employee to return to acceptable performance within a period of time (usually 60–90 days) or face the possibility of further consequences that may include a final warning or termination.

When an employee's behavior violates company policies (e.g., falsification of records, insubordination or harassment of other employees), the incident may result in a written warning or in the case of severe violations, immediate termination, after consulting with HR.

Remember: Applying progressive discipline increases the awareness of the serious nature of the problem for the employee. The goal of progressive discipline is to get the employee back on track to meet organizational and performance goals. Before applying progressive discipline, appropriate feedback and coaching should have been delivered.

## When to use coaching conversations

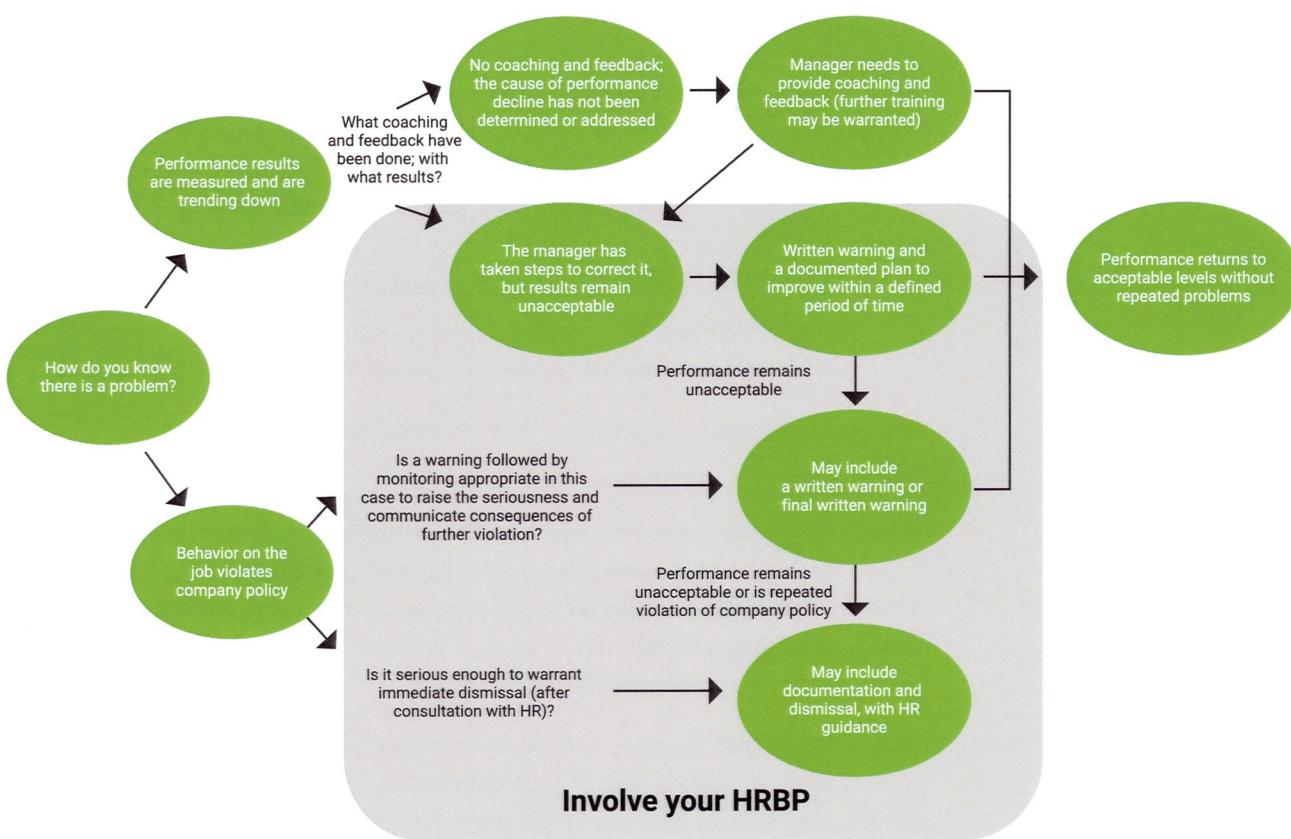
Coaching should be used when:

- A minor issue is being addressed for the first time
- The associate is not aware that below-average performance is an issue
- An issue is a combination of lack of training and/or associate is at beginning of tenure/new role
- Document the coaching conversations that you have with your associate

## When to apply progressive discipline

We start by giving feedback and coaching to improve performance or to correct behavior problems that might be minor, but when performance fails to improve or when a behavior problem is more serious or repeated, progressive discipline is appropriate. The decision tree that follows describes when progressive discipline should be considered.

# PERFORMANCE CONVERSATIONS



Documentation usually consists of four key elements:

- F Facts:** Describe what you know (dates, times, measures)
- O Objectives:** Describe what is acceptable performance that must be demonstrated
- S Solutions:** Describe what the employee can do to make improvements and achieve acceptable performance
- A Actions:** Describe what reasonable steps you will take

In the next workshop, you will look at coaching and how to have conversations that may be challenging to either you or the other party.

# PERFORMANCE CONVERSATIONS

## EXPLORE

### Set the expectations for your team

As a leader, you are responsible for helping your team members understand what is expected of them with regards to their performance. CDK Global Performance Development processes, CDK Global Values, Competencies and Progressive Discipline processes are tools to help you outline these expectations.

Alongside these expectations, it is up to you to set your team-level expectations.

This could include things like:

- How team meetings are run
- How often you review performance objectives
- The focus your team places on innovation and continuous improvement
- Who is accountable for what

Imagine you are inducting a new team member. Create a summary of your expectations of your direct reports. This will need to include not only information about formal, global processes, but also the expectations that you have created within your own team culture.

Summarize



## APPLY

What does this mean to you as a people leader?



What resonated most with you?



What actions will you take away from this?



## NOTES

Notes



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# BUILDING RELATIONSHIPS

## LEARN

Great relationships with your direct reports lead to better results. A Gallup survey conducted in 2017 showed that people are more engaged and productive when they have great relationships. As a leader, you are responsible for the output of your team. Having strong, effective working relationships with each of your direct reports will build a high-performing team.

A complaint from many leaders is that they are too busy to build good relationships with their team. In fact, investing time in strengthening those relationships means that you are likely to have less things on your to-do list. For example, you will be able to spend less time and energy overcoming the problems that come with a negative relationship and focus on opportunities.

## EXPLORE

What are the person's areas of strength?



What are the areas that the person needs to develop?



What was/ has been the person's career path?



What are the person's career aspirations?



Do you have the same level of knowledge about other members of your team? If not, why not?



What impact do you think great professional relationships have on team performance?

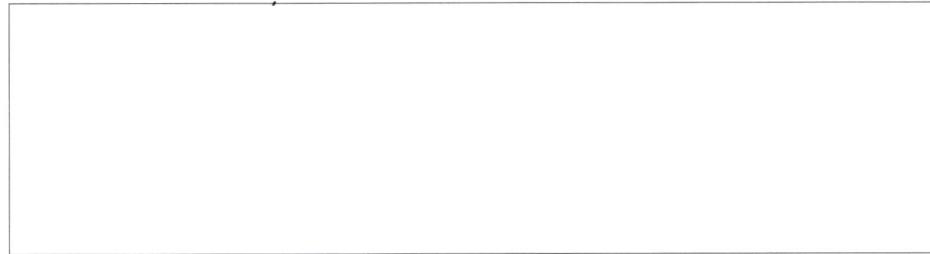


Think of your strongest performer and answer the following questions:

# BUILDING RELATIONSHIPS

## LEARN

Why are good relationships important?



## One-on-one Communication

Research conducted by Manager Tools shows that the most effective way to build strong, productive relationships with your employees is to spend time with them. This is why one-on-one time with your employees is so important. Better relationships will mean better results for you and your team. Knowing each of your team members well allows you to easily identify their strengths and weaknesses, enabling you to help them develop themselves in the right way and leverage their strengths to motivate them to produce better results.

### **Treat everyone as an individual**

Each of your team members will have different strengths and weaknesses. This means that they will need different levels of support from you and different opportunities to progress and develop. Treating all of your team members in the same way will leave people feeling like you do not have a good understanding of what they need and possibly feeling like you are doing them a disservice.

### **Give them a platform to talk about the things that are important to them**

Teams are built on trust. How do you build trust? You communicate with your team. There is no other way to create a relationship with someone than by sitting down and spending time with them.

You will learn more about building trust later in this workshop when we discuss feedback.

One-on-ones are a useful tool for giving your employees time to talk about the things that are important to them. Giving them the platform to do this means that they are more likely to tell you about their successes, their challenges, what they want to develop, and their next career step.

Creating a time to communicate with them about things that are important to them will build trust with your employees. It demonstrates an interest in the things that they are focusing on and any issues that they are having.

**Remember:** The focus of a one-on-one should be about them and not about your agenda or business updates. Let your employees set the agenda for their one-on-ones.

### **Schedule regular time to talk with each of your direct reports**

It is not enough for you to try to build a relationship with members of your team through vague personal questions at the beginning of the work day or the beginning of a meeting. This will not lead to a strong relationship.

Regularly engaging with your employees about the things that are important to them will lead to a more effective working relationship.

### **Make a commitment** to scheduling regular time for you and your direct reports to meet.

- It is important that the time is scheduled as it lets your employees know that investing in the relationship with them is important to you
- Making time to talk with your employees each week means that people will come to you less often with questions because they know that they have time with you

# BUILDING RELATIONSHIPS

## **Time needs to be scheduled**

- You are always going to have time with me, and I am investing in our relationship.
- If you do not, it demonstrates that the relationship with your direct report is not as important as other things. Remember: Your team is responsible for the majority of your output. Your team is responsible for your success.
- They will sometimes ask you questions that you don't really need to answer because they are trying to build a relationship with you. It could indicate that you are not giving your direct reports enough time.
- Weekly 30-minute one-on-ones are effective for building better relationships and getting the most out of your employees.
- It may be tempting to schedule monthly one-on-ones to help you better manage your schedule. Although monthly one-on-ones may get you the information that you need as a leader to be able to report on your employee's performance, it will not help you to improve your relationship with that person.

## **Don't give up**

- Learning new things and trying new things are difficult for everyone. When you are first trying to form new habits and behaviors, it takes a lot of additional effort before it becomes second nature.
- Tell your team that you are going to communicate with them differently and let them know what to expect.
- Once you have committed to this, ensure that you see it through. Giving up early gives your team the impression that you are not invested in them as individuals, destroying any trust or credibility that you have built.
- Your one-on-ones are a great tool for building a picture of the strengths and weaknesses of your team members. This will ensure that both you and your direct reports are prepared for development and performance conversations.

## APPLY

What does this mean to you as a people leader?



What resonated most with you?



What actions will you take away from this?



"You are  
the weather"

## NOTES

Notes



# REMOTE TEAM MEMBERS

## EXPLORE

What are the challenges we face working in remote teams?



How does the team operate?



How do the remote workers feel?



## LEARN

### Suggestions for improving engagement for remote workers

**Visit predictably** – As a leader of remote workers, it can be difficult to find face time with them. Often it is more important that they know when you will visit them rather than visiting them as often as you can. As with one-on-one conversations, knowing that you have set aside time to see them on a predictable basis will help build trust and reliability between you and your remote workers.

**Experience things from their side** – When you do visit them, hold a team meeting from their location or interact with the team in the way that you do. Make an effort to understand what it is like for them to be remote from the team.

**Create informal conversations** – Often teams become stronger when they can communicate more easily. This is more difficult with remote workers. Try setting up a group chat for the team or having an open video link throughout the day that can encourage more free-flowing communication.

**Level the playing field in meetings** – When joining a meeting remotely, it can be difficult for remote workers to understand everything that is being said in the room, particularly if lots of people are talking over one another. This can discourage their input and may leave them just sitting back and watching the meeting rather than participating. For smaller meetings, ask everyone to join via WebEx and use their video from their desk. That way everyone is in the same situation.

**Ensure that you reward and recognize their contribution** as much as the people you sit close to – It is easy for leaders to say “well done” to their team at the end of the day before they leave the office. But what about your remote worker who may be in a different time zone? If you regularly thank those around you for their contributions, make a conscious effort to do the same with remote workers.

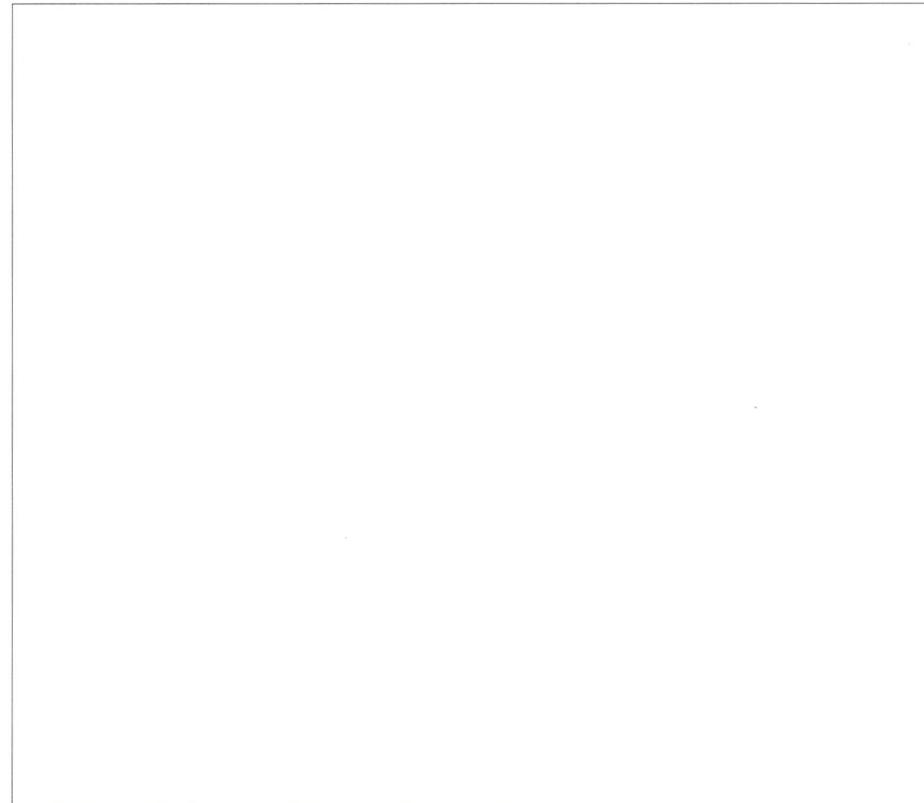
# REMOTE TEAM MEMBERS

Use the first 10 minutes of every team meeting for an informal discussion to increase team trust. Schedule the first 5–10 minutes of the meeting just to talk informally and allow the team to build relationships. This is interaction that is often missed with remote workers.

## EXPLORE

Tips for  
managing  
remote teams

**What top tips can you share with other leaders for managing remote teams?**



## LEARN

### Why hold team meetings?

The team meeting should be a place for you to:

- 1. Share information.** Whether this is a business update from you, the leader, or sharing information among team members, remember to structure this information and ensure that it is timely. Avoid using the time to reiterate business messages that are coming from different channels. Instead, use the time to clarify and discuss the information that is being shared in a team context.
- 2. Make decisions.** As a team leader, there are things for which you are accountable. A team meeting provides a good platform for deciding how to move forward.
- 3. Give feedback and discuss.** Team meetings allow all team members to move away from their day-to-day work for a period of time and discuss and give feedback on things that are working well and things that need to be improved. Team meetings offer a chance for people to learn and improve together.

## NOTES

Notes

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# TEAM MEETINGS/DIALOGUE

## EXPLORE

How do different DiSC styles contribute to team meetings?



### Summary of DiSC styles

	<b>Summary of style</b>	<b>How to communicate with this style</b>
D	<ul style="list-style-type: none"><li>• Is resolute and tends to make fast decisions</li><li>• Likes competition and to be in control – dislikes inactivity</li><li>• Is independent and rational</li><li>• Works quickly and often likes working alone</li><li>• Looks for the greatest amount of freedom in what they do</li><li>• May not consider others' feelings or advice</li></ul>	<ul style="list-style-type: none"><li>• Talk to them about challenges and concrete results</li><li>• Argue facts and not personal feelings</li><li>• Let them decide</li><li>• Be precise and direct</li></ul> <p><i>lead meetings</i></p>
I	<ul style="list-style-type: none"><li>• Is extroverted and does not like to be alone</li><li>• Likes to be involved and looks for recognition</li><li>• Is good at influencing and can get others to buy into an idea</li><li>• Can exaggerate or generalize</li><li>• Can jump from one topic or activity to another</li><li>• Is fast and active in work style</li></ul>	<ul style="list-style-type: none"><li>• Let them express themselves</li><li>• Give them compliments and accept their originality</li><li>• Don't try to speed up discussions</li><li>• Support their opinions and ideas</li></ul> <p><i>ice breakers, recognition, ideas</i></p>
S	<ul style="list-style-type: none"><li>• Does not like conflict</li><li>• Is reliable and works well in teams</li><li>• Lends support and listens to others</li><li>• Reinforces team cohesion</li><li>• Is able to gain support from others</li><li>• Is a good advisor</li></ul>	<ul style="list-style-type: none"><li>• Show personal interest in their feelings</li><li>• Create a friendly, nonaggressive atmosphere</li><li>• Give time for them to develop trust in you</li><li>• Use an informal approach</li><li>• Listen to them</li></ul> <p><i>supportive, bring others out</i></p>
C	<ul style="list-style-type: none"><li>• Likes to make decisive choices</li><li>• Likes organization and structure</li><li>• Is interested in facts and details</li><li>• Wants to be right</li><li>• Is task orientated, objective and analytical</li><li>• Is happy to work independently</li><li>• May like problem solving</li></ul>	<ul style="list-style-type: none"><li>• Be exact and provide facts and proof</li><li>• List advantages and disadvantages in plans</li></ul> <p><i>Note taking</i></p>

## TEAM MEETINGS/DIALOGUE

### EXPLORE

**EXERCISE: How does/might my team contribute to team meetings?**

**Do members' contributions differ if they join the meeting remotely?**

- good team meetings
- agenda/structure
- focused audience/right audience
- good note taker/facilitator
- allow others to take ownership

Name	DiSC style	How could their communication style affect how they contribute to team meetings?
	D/i	<ul style="list-style-type: none"> <li>• likes to lead; has strong opinions</li> <li>• wants decisions</li> </ul>
	D/i	<ul style="list-style-type: none"> <li>• brings up topics that need to be discussed, but may be controversial</li> </ul>
	S	<ul style="list-style-type: none"> <li>• brings everyone together</li> <li>• navigates difficult topics skillfully</li> </ul>
	C	<ul style="list-style-type: none"> <li>• chooses when to talk carefully</li> <li>• ensures what he has to contribute is meaningful</li> </ul>
	D/C	<ul style="list-style-type: none"> <li>• tends to be reserved, but likes to make decisions</li> </ul>
	C	<ul style="list-style-type: none"> <li>• needs to be drawn out</li> </ul>
	C	<ul style="list-style-type: none"> <li>• reserved/careful</li> <li>• likes to talk from a list</li> </ul>
	C/S	<ul style="list-style-type: none"> <li>• supportive of team</li> </ul>

# TEAM MEETINGS/DIALOGUE

## EXPLORE

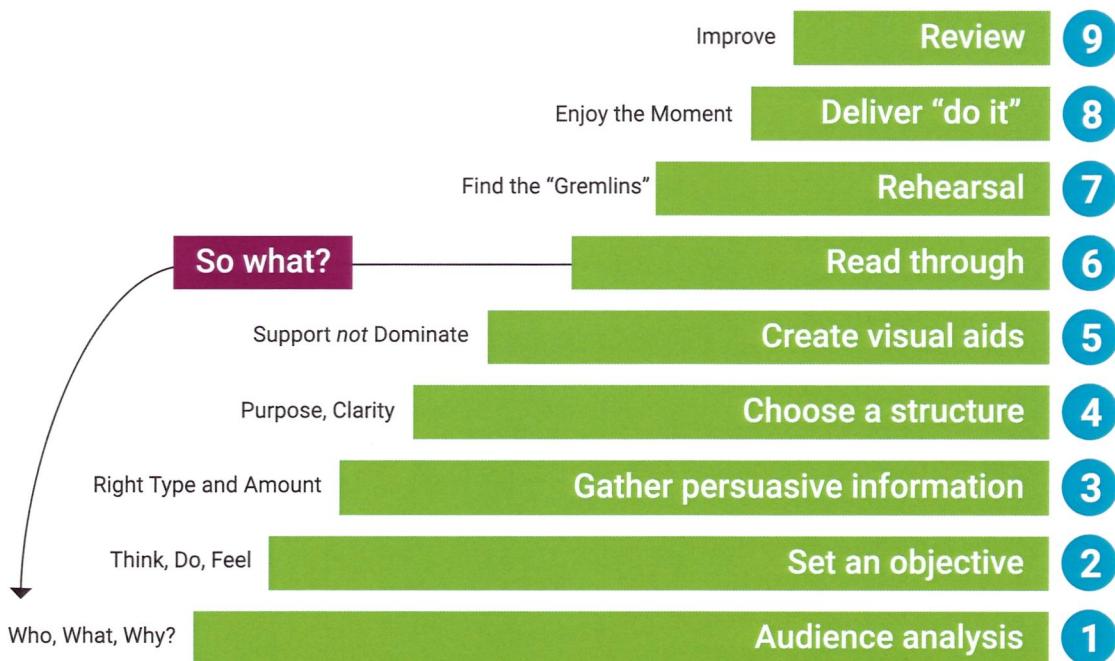
My next team meeting

Build the agenda for your next team meeting

## LEARN

### Presenting to your team

Presenting information to your team can be a large part of your team meeting. You want to make sure that the information that you are communicating is understood and well-received by your team. Often the information is directly relevant to their job role or their work, and you need them to do something with the information. A well-structured, clear presentation can help you clearly communicate messages and ensure that your team uses the information following the meeting.



# TEAM MEETINGS/DIALOGUE

## EXPLORE

What's in it  
for them?



### Audience analysis

We have already thought about our audience in terms of their DiSC communication styles. It is important to understand how information may be received and reacted to by your audience to ensure that you are giving them the right information that is relevant to them. For example, if you consider the roles of the people in the room when giving them a business update, you may make the information more meaningful to them.

What do you  
want them to  
think, feel  
and do?



### **Set on objective**

What do you want people to think, feel and do after you have presented them with the information? Thinking about this ahead of time will help you to tailor your message so that people can easily understand it and know what to do with it. Setting the objective for the information can also help you understand how much detail you need to go into.

Identify data  
sources



### **Gather information**

With whom do I need to speak and what information do I need to get to ensure that I am presenting the right information? It is essential that you are correctly communicating the information. Try to anticipate the questions that you may be asked in the meeting and find the answers ahead of time.

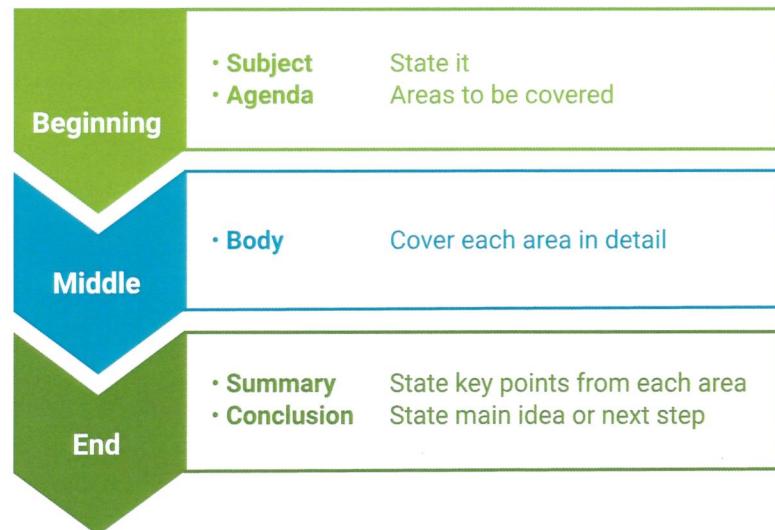
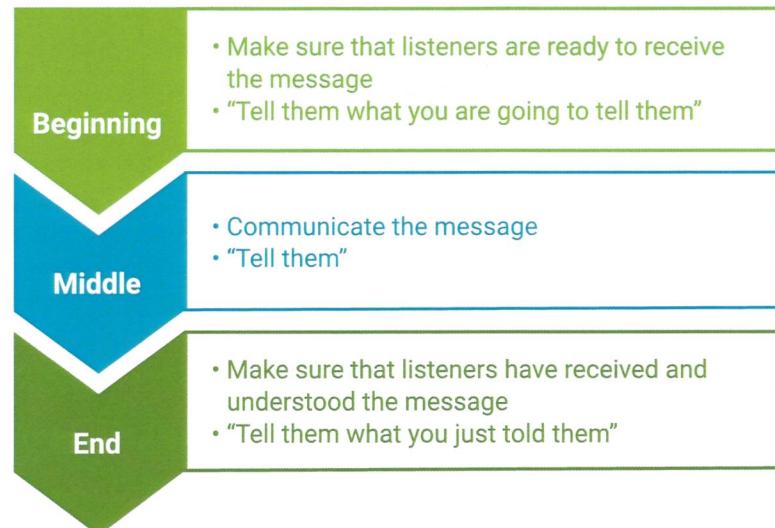
## LEARN

### **Choose a structure**

When we were young, we were told that a story needed a beginning, a middle and an end. This is the same with presentations. When you are presenting to a group of people, having a defined beginning, middle and end can give your message clarity and help it to be fully understood.

# TEAM MEETINGS/DIALOGUE

## LEARN



### Short presentation outline

When creating your structure, it is unlikely that you will create it in this order. Sometimes it is much easier to create the beginning and the end before you create the middle of the presentation.

# TEAM MEETINGS/DIALOGUE

## Create visual aids

Visual aids can be very useful in reinforcing the message that you are communicating. Remember that less is often more. Visual aids should reinforce your message – not communicate your message. Too much information on a PowerPoint slide or a whiteboard can confuse your audience rather than provide clarity.

Top tips for visual aids:

1. Keep it simple; less is more
2. Use your visual aids to reinforce your message – not present it
3. Avoid presenting complicated information and just pull out the key data
4. Keep your colors, fonts and formatting consistent; it can be distracting if they aren't

## Read through: So what?

Once you are at this point, make sure that you have included all of the information that you wanted to.

Ask yourself:

- Have I catered well to the audience?
- Is there a strong objective for this meeting? Have I followed that objective?
- Will this presentation influence my audience members to think, feel and do the things I want them to?
- Do I have all of the right information?
- Is it structured well?
- Do my visual aids support my message?

## Rehearse

Practicing your presentation means that you know your content, and you know it well. It allows you to think ahead about how you would like to present yourself when you are presenting the information. For example, if your team meetings are relaxed, then you may want to present this information sitting down. If you have an important and serious message to present, you may want to stand up when delivering this.

Here are some things to consider when rehearsing your presentation:

- **Presenting position** – The place where you choose to stand or sit can create a different impact on your audience. Carefully consider where you want to stand or sit when presenting. Remember that excessive movement can be distracting, so if you are going to move around while presenting, **move on purpose and with purpose**.
- **Eye contact** – Ensure that you make regular eye contact with everyone in the room, not just the one or two people that you think are listening. Making deliberate eye contact with your team will encourage engagement and participation.
- **Voice** – Be aware of how you are using your voice during your presentation. It can be a useful tool to place emphasis on important points.

## Deliver and review

Preparation can only take you so far. When it gets to your team meeting, remember to relax. Following your presentation, remember to get feedback from your team and reflect on how well you did. You can then make adjustments for your next presentation to ensure that you continually improve.

## TEAM MEETINGS/DIALOGUE

### APPLY

What does this mean to you as a people leader?



What resonated most with you?



What actions will you take away from this?



## NOTES

Notes

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# GIVING AND SEEKING FEEDBACK

## LEARN

In order to learn and develop, we require information or evidence of our performance. This can then be used to evaluate and adapt in our roles. Feedback can come from a variety of sources and is essential for knowing how we are doing and where to direct our attention as we progress. As a manager, it is your role to be a source of valuable and useful feedback to help your teams know how they are doing, increase their self-awareness, and generate alternative ways of behaving in order to increase their performance. Regular, timely and frequent feedback is one of the criteria for high-performing teams and individuals.

Feedback can be used in one of two ways:

- To encourage the repetition of effective behavior
- To discourage the use of unhelpful behavior

Feedback is broadly categorized into two groups and is often referred to as good/bad or positive/negative. The purpose of feedback is to constructively support individuals in achievement of their goals; therefore, it is difficult to label any feedback as negative, or bad. Feedback is about the recognition of things that have gone well and should continue or the opportunity to review where things have not gone so well and offer an opportunity for development. This is known as developmental feedback.

**POSITIVE:** Recognition for action or behavior that was successful and appreciated and should be replicated

**DEVELOPMENTAL:** Identification of unwanted behavior or unsuccessful actions that should be stopped or changed

While no feedback needs to be “bad,” it is possible to give feedback badly. Being able to give useful and practical feedback is an important skill for a leader. The Situation – Behavior – Impact (SBI) model enables feedback to be structured in a useful way.

# GIVING AND SEEKING FEEDBACK

## EXPLORE

What is stopping us from giving feedback more often, and what can we do about it?

## LEARN

*CREDIBILITY + RELIABILITY + INTIMACY*

*SELF-INTEREST*

*TRUST*

### Why don't we give developmental feedback?

### Creating an environment that encourages two-way feedback

As we have already discussed with one-on-one communication and performance and development conversations, good quality relationships with your direct reports will build trust between you and your team.

We are able to share more with the people that we trust more. One way to indicate the level of trust that you have in a relationship is to consider the ways in which you communicate. When communication is deeper and comes more freely, the trust is deeper.

- With whom do you share ritual conversation (e.g., talking about the weather)?
- Who are the people with whom you only share factual information?
- Who are the people with whom you will share your personal opinion?
- Who are the people with whom you can discuss your beliefs and values?
- Who are the people with whom you can share your emotions and feelings?

The people who you have listed as the answer to the last question will be those you trust more than others. Knowing the amount of trust you have and the amount of trust you need may help you determine strategies to increase trust in your matrix relationships.

The Trust Equation, developed by Charles H. Green, is a way to view the elements that make up trust. This means the sum of credibility, reliability and intimacy. The suggestion is that, for trust to exist in business relationships, it includes the sum of the following:

**Credibility** – the experience and expertise you have on a subject - *does what they say*

**Reliability** – your actions and level of dependability - *you can count on them*

**Intimacy** – the willingness to share with others and the security you feel in doing so

The total of these three qualities is then divided by the extent that an individual is focused upon oneself and one's own interests. If a person feels that you are prioritizing your own needs and interests over the individual's needs, this can damage any trust that has been built. Understanding the other person's perspective and prioritizing that person's needs along with or ahead of your own will help you build a strong foundation.

# GIVING AND SEEKING FEEDBACK

Good working relationships with your team members is the platform for creating the environment for sharing feedback. You should also:

1. **Set the expectation** — Let your team know to expect feedback and that you expect feedback from them
2. **Graciously receive feedback** and let your team members know what you will do with their feedback

## EXPLORE

The trust equation



**What examples can you think of that make you credible? Reliable? Intimate? What examples can you think of that do the opposite?**

**What will I do to build more trust with my team?**

Building trust  
in my team



# GIVING AND SEEKING FEEDBACK

## LEARN

### Situation – Behavior – Impact (SBI) model

Our behavior describes what can be seen and heard. It refers to the specific actions that take place and not an interpretation of the feelings that it generates in others. The SBI model allows you to provide specific, behavioral feedback, which helps people identify what they did and connect this to what happened as a result. The SBI model can be used to give someone positive or developmental feedback.

#### Giving positive feedback

Using the SBI model to structure positive feedback helps people understand what they did well, what impact it had, and what you would like them to continue doing in the future. Giving structured positive feedback rather than general vague praise means that it is clear to the person receiving the feedback exactly what was done well.



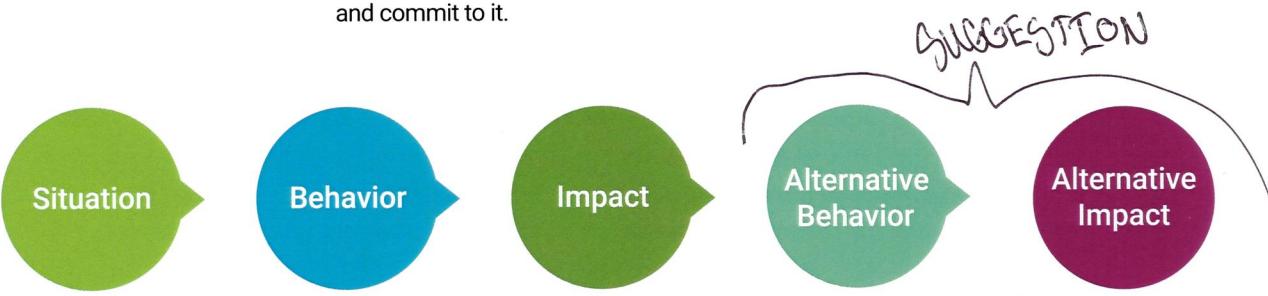
Situation	The specific date, time or incident that occurred. <i>(place)</i>
Behavior	What was seen, said or took place, based on evidence or observations by you, them or another witness. <i>(action)</i>
Impact	The result of the behavior. This may be a response, an interpretation of the behavior, or feelings about the situation.

# GIVING AND SEEKING FEEDBACK

## LEARN

### Giving developmental feedback

If there are opportunities to modify or improve that behavior in the future, the SBI model enables people to commit to an action that will result in a different outcome. When giving developmental feedback, adding "alternative behavior" and "alternative impact" will allow someone to think of what could be done differently in the future and commit to it.



<b>Situation</b>	The specific date, time or incident that occurred.
<b>Behavior</b>	What was seen, said or took place, based on evidence or observations by you, them or another witness.
<b>Impact</b>	The result of the behavior. This may be a response, an interpretation of the behavior, or feelings about the situation.
[Pause]	Allow time for your employees to react to your feedback. Sit quietly and listen. Expect that your employees will have a defensive reaction to the feedback.
<b>Alternative behavior</b>	Suggested alternative ways of behaving in a similar situation that may generate alternative responses.
<b>Alternative Impact</b>	Imagined responses to the suggested alternative behavior.
[Commitment]	Ask employees for commitment on next steps.

### The rules of feedback

Sticking to the rules given here will help you to give useful, constructive and actionable feedback without stirring up conflict or confrontational behavior.

#### Expect that people will become defensive

When giving feedback that is negative or developmental, you should expect that people may act in a defensive way. Preparing for this reaction and knowing that people will be defensive is half the battle. When this happens, allow individuals to speak and listen to what they have to say. Then make a suggestion or request with alternative behavior and alternative impact.

*(Handwritten notes from bottom left corner: "Stages of developmental feedback", "Denial", "Motivation", "Rationalization", "Acceptance", "Change")*

# GIVING AND SEEKING FEEDBACK

## Be timely

Ongoing feedback should be given regularly and as close to the situation that took place as possible. Feedback can take place immediately afterward, in a daily briefing, as part of normal weekly or monthly reviews, or during performance and development conversations. The longer you wait to share it, the less time individuals have to change their behavior. This is especially important for developmental feedback.

## Focus on behavior – not on personality

What people do is their behavior, and this is what you can see. Personality is something you can generally only guess at. However, people do tend to behave in a way that is linked to their personalities. It is too easy to fall into the trap of believing that behavior is always an external expression of personality.

## Keep it neutral not judgmental

Any judgments you make about what is “good” or “bad” or “right” or “wrong” are based on your own frame of values. For example, punctuality may be a strong value for you, whereas the individuals to whom you are giving feedback may see punctuality as less important than the quality of input. If you assume that their regular lack of punctuality reflects laziness or lack of focus on their work, you could be quite accusatory when discussing this with them.

## Keep it simple

Most of us can only process one or two bits of information at one time. This means that if you give people too much feedback at once, they may not be able to deal with it, and they certainly will not be able to make use of the information. Feedback on one or two points at one time is much more useful than feedback on six or seven minor points. It is also important to remember to give feedback as soon as possible after something has happened or been observed.

## If you give feedback, you may have to accept some

If you give feedback to others on their behavior and performance, it is likely that they may want to offer you some feedback. Make it easy for them to do so as their feedback could be very helpful to you.

## EXPLORE

### My DiSC profile and giving feedback

How might my DiSC profile affect how I give feedback?

My DiSC style



How other styles may react

\*How might my direct reports react to feedback based on my DiSC style and theirs?

D - tell me how it is, get to the point, have data i - value others' ideas, listen to my story S - value how I feel C - show me the data
---

# GIVING AND SEEKING FEEDBACK

## EXPLORE

Practice giving each other feedback.

Notes



## APPLY

What does this mean to you as a people leader?



What resonated most with you?



What actions will you take away from this?



## NOTES

Notes

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# DATA-DRIVEN DECISIONS

*Well-informed, based on data*

**EXPLORE**

Day-to-day  
decisions



**How many decisions have you made today?**

**How many of them are intuition? How many are data driven?**

Habitual	Data driven
----------	-------------

**EXPLORE**

You and your team have been working on a project for the last six months. The project is contributing to a cost-saving exercise for the business and is part of a wider program.

The leader of your business unit has asked you to review the progress of the project and make decisions on how to move the project forward.

Read the information that you are given carefully and with your team make a recommendation.

Recommendation



# DATA-DRIVEN DECISIONS

## EXPLORE

Notes



**How did the two scenarios differ? How did the outcomes differ based on the information?**

## LEARN

### **1. Understand the different sources of data available to you**

When solving a problem, it is likely that you do not have all of the information within your business area. Building networks and relationships can help you leverage metrics that can help you make the right decisions.

### **2. Remain focused on the question**

It can be easy to be overwhelmed by all of the information that is within the data that you gather. Staying focused on what you are trying to achieve and the questions you are trying to answer will help you find the useful data.

### **3. Make sure you're asking the right questions of the data**

Often data can be misleading if we do not look close enough. It is important to consider how accurately the data is representing the answer to your question. For example, outliers in data can often skew overall results, leading you to the wrong conclusion. Ask yourself:

- Where did the data come from?
- How big is this sample of data? Does it represent the majority?
- Are there outliers in the data? Is this affecting results?
- How did you analyze the data? Is there a different approach?

# DATA-DRIVEN DECISIONS

## APPLY

What does this mean to you as a people leader?



What resonated most with you?



What actions will you take away from this?



**CONGRATULATIONS!**  
You have completed your first  
Foundational Development Workshop!

But as we said at the beginning, this is just the first step on the road to becoming a better leader. Unless you actively and consciously apply your newly acquired skills and knowledge and make any changes to behaviors that will deliver a better outcome for YOU, YOUR TEAM and YOUR BUSINESS, nothing will happen!

Just attending a training course is not going to change anything.  
You now need to **APPLY** and **DEMONSTRATE** your learning.

## NOTES

Identify, draft  
and record your  
initial thoughts



Review notes next week

- improve 1-1s
- have separate goals/career discussions
- review Disc with team
- give timely feedback, build trust
- determine team expectations
- make well-informed decisions





# **FOUNDATIONAL LEADERSHIP DEMONSTRATE**

# DEMONSTRATE

## DEMONSTRATE

After you **Learn** the theory behind leadership concepts, **Explore** what it means for you, and reflect on how to **Apply** it, your last step is to **Demonstrate** your new and improved skills through your actions.

Being honest in your reflection, clear about what you plan to do differently, and deliberate about measuring progress is essential to your development as a leader.

After each workshop in the Foundational Leadership Program, you will outline clear development goals, using the workshop's learning objectives as a guide. It may feel overwhelming; focus on the objectives where you need the most development instead of what feels easiest. Your goals should not be check-the-box items; the goals should require focus, dedication and a change to your normal way of working and behaving. You'll review your goals with your manager and let your direct reports know what you'll be working on so that everyone can help you on your development journey.

**Use the space below to:**

1. Identify which learning objectives will require more of your attention.
2. Draft your goals. Remember to make your goals SMART:  
Specific, Measurable, Achievable, Relevant and Time based.
3. Record evidence (observations, feedback, etc.) and track your progress.

Identify, draft  
and record



# DEMONSTRATE

## Workshop 1

Category	Learning objective	Focus on:	Self-rating (1 = this needs work; 5 = I already do this well)
Personal	Set structured and clear development goals against the defined structure to assist the transfer of learning to the workplace.	Me	
Communication	Create time and space for regular one-on-one communication (including feedback and two-way dialogue) with team members.	Us	
	Create time and space for regular team meetings, in which all voices are heard and proper dialogue is encouraged.	Us	
	Adjust messaging, frequency and tools used to communicate with remote workers to ensure their engagement.	Us	
Working with Others	Examine and demonstrate core values and leadership brand.	Me	
	Utilize strategies for managing different communication styles.	Me	
	*Respond appropriately to nonverbal emotional cues in order to create a safe, collaborative environment.	Me/Us	
	*Create space and safety for seeking honest feedback from peers, direct reports and managers through multiple communication channels.	Me/Us	
Managing Direct Reports	*Hold development conversations in a nondirective manner, and identify and appropriately address team members' development needs.	Us	
	Set SMART goals for the team, and manage performance against those goals through regular performance conversations, timely feedback and appropriate correction to reach desired performance quickly and comfortably.	Us	
	*Understand the policies and follow the processes required to hire, performance manage and develop the team, using the internal systems.	Us/It	
Understanding the Business	*Manage to both overall business and team key performance indicators (KPIs).	It	

\* Learning objective covered in multiple workshops

# DEMONSTRATE

## Goal 1

SMART goal	
What will I work to develop?	
How will I demonstrate this skill or behavior?	
What metric will I use to gauge progress?	
When and from whom will I gather feedback or note my own observations?	
What might throw me off track?	
When will I achieve this?	

# DEMONSTRATE

## Notes and evidence

# DEMONSTRATE

## Goal 2

SMART goal	
What will I work to develop?	
How will I demonstrate this skill or behavior?	
What metric will I use to gauge progress?	
When and from whom will I gather feedback or note my own observations?	
What might throw me off track?	
When will I achieve this?	

# DEMONSTRATE

## Notes and evidence

# DEMONSTRATE

## Goal 3

SMART goal	
What will I work to develop?	
How will I demonstrate this skill or behavior?	
What metric will I use to gauge progress?	
When and from whom will I gather feedback or note my own observations?	
What might throw me off track?	
When will I achieve this?	

## DEMONSTRATE

### Notes and evidence

# DEMONSTRATE

## Goal 4

SMART goal	
What will I work to develop?	
How will I demonstrate this skill or behavior?	
What metric will I use to gauge progress?	
When and from whom will I gather feedback or note my own observations?	
What might throw me off track?	
When will I achieve this?	

## DEMONSTRATE

### Notes and evidence

## NOTES

Notes



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