FOUNDATIONAL LEADERSHIP

WORKSHOP THREE

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Category	Learning objective	Focus on:
Working with Others	*Create space and safety for seeking honest feedback from peers, directs, and managers, through multiple communication channels	Me/Us
	*Coach self and team members through conflict to arrive at mutually agreeable solutions	Me/Us
	Recognize and eliminate instances of unconscious bias in decision making	Me
	*Delegate responsibilities in a way that capitalizes on the strengths of others and fosters role clarity	Us
Managing Direct Reports	Hire suitable candidates through competency-based and fair interviews, and provide a structure to support and train new employees to reach desired performance quickly and comfortably	Us
	*Hold development conversations in a non-directive manner, and identify and appropriately address team members' development needs	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	Utilize standard business strategy frameworks to analyze performance and deliver results	It
	Interpret wider department and company strategy and build team and individual goals that align and contribute to that strategy	It

* LO covered in multiple workshops

Agenda

Day 1	Day 2
WELCOME AND REVIEW	**WELCOME AND ICEBREAKER**
Business Stategy Fundamentals	Unconscious Bias
Aligning Team Goals to Stategy	Interviewing
Psychological Safety	Delegation
Challenging Conversations, Part 2	Development and Careers
WRAP UP AND CLOSE	**WRAP UP AND CLOSE**

REVIEW

APPLY

Following your last workshop, you set some development goals to apply the new skills, knowledge and behaviors you learned. Take a few moments to reflect on your progress and make some notes below.

What are the three most surprising things you learned?

What have you done differently?

What feedback have you had?

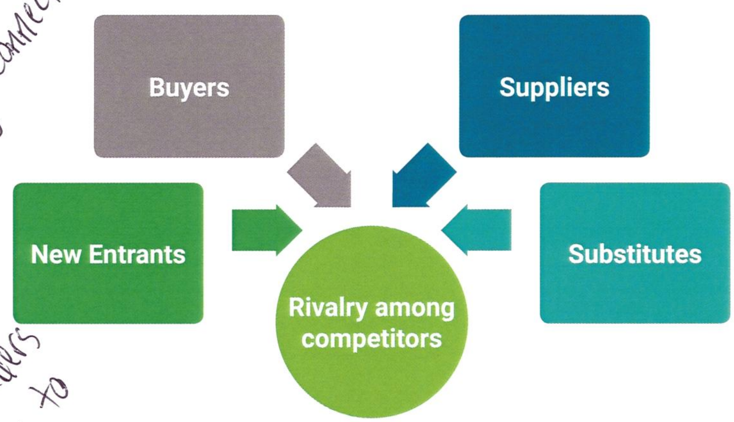
BUSINESS STRATEGY FUNDAMENTALS

Every business needs a strategy to be successful – for example, what their product lines will include, where they will sell, and how they will operate. In your role as a front-line leader, you are likely not building the company's overall strategy. But, you do have a responsibility to help your team understand the direction of the business and their role in bringing the strategy to life. Below you'll learn a few standard tools used to shape and evaluate both internal and external business strategies.

External Analysis

Michael Porter, a professor at Harvard Business School, developed a model called **Porter's Five Forces** that helps analyze an overall industry:

TEAM
How do we impact strategy?
1) Have input ready (elevator speech)
2) Contribute to Quarterly Connect questions
3) Find out what leaders listen to



New Entrants:
How big is the threat to see new players entering the market?
Time and cost of entry
Specialist knowledge
Cost advantages
Technology protection
Barriers to entry

Suppliers:
How strong is the bargaining power of your suppliers?
Number of suppliers
Size of suppliers
Uniqueness of service
Your ability to substitute
Cost of changing suppliers

Buyers:
How strong is the bargaining power of your customers?
Number of customers
Size of orders
Price sensitivity
Ability to substitute
Cost of changing suppliers

Substitutes:
How easy is it for competitors to substitute your product or service?
Substitute performance
Cost of change
Willingness to switch

Rivalry among existing competitors:
How competitive is your industry?
Number of competitors
Quality differences
Switching costs
Customer loyalty
Costs of leaving market

BUSINESS STRATEGY FUNDAMENTALS

Another tool, **PESTLE** is an acronym used to help you think about external factors that can affect your business:

Political

Stability of government

Potential changes to legislation

Global influences

Trade policy

Economic

Economic growth

Employment rates

Inflation rates

Consumer confidence

Materials costs

Socio-Cultural

Income distribution

Demographics

Lifestyle factors

Cultural shifts

Technological

International influences

Tech infrastructure

Emerging technologies

Consumer access

Legal

Tax policies

Employment laws

Industry regulations

Health and safety

Intellectual property

Data protection

Environmental

Regulation

Customer attitudes

Weather

Pollution and waste management

Energy sources

Coffee Shop

BUSINESS STRATEGY FUNDAMENTALS

EXPLORE

In a small group, choose a generic business to use as an example for this exercise (restaurant, book shop, etc.). Using the PESTLE model, identify external factors that should be considered in the business's strategy.

Political	
Economic	
Socio-Cultural	
Technological	
Legal	
Environmental	

BUSINESS STRATEGY FUNDAMENTALS

LEARN

Internal Analysis

These tools can be used to look at the internal factors affecting a whole business, and can also be used on a smaller scale, like with your individual teams. Just tweak the questions to make the most sense for the situation.

SWOT can help you understand what your business or team weaknesses and threats are, plus areas for potential growth through identifying strengths and opportunities.

$\boxed{\text{TEAM}}$ Can be used for team-building

S Strengths	W Weaknesses	O Opportunities	T Threats
• What advantages do you have? • What do you do better than competitors? • What unique or low-cost resources do you have access to? • What would your clients or competitors say you do best? • What is your organization's unique selling proposition?	• What can you do better? • What should you stop doing? • What makes you lose sales? • What would your clients or competitors say you you need to work on?	• What trends can you see now or potentially in the future? • What changes are happening (internally or externally) that you can take advantage of?	• What are major roadblocks in your way? • What are your competitors doing? • What environmental changes (internal or external) do you need to be cautious of?

BUSINESS STRATEGY FUNDAMENTALS

A **Balanced Scorecard** starts with the company or team's mission and values. Then, it defines goals and looks at measures needed to evaluate performance against desired results. It will typically include metrics around the following categories:

Finances
This looks at your financial performance and use of your financial resources

Customers
This looks at your performance from the perspective of the customer (market share, NPS, loyalty)

Internal Processes
This looks at quality and efficiency in your products and operations

Organizational Capacity
This looks at your human capital, culture, and infrastructure that support your business (engagement, knowledge, resources)

Then, within each category, you work to define:

1. Your objectives

2. How you'll measure the objectives

3. The targets for the measurements

4. The steps you'll take to reach the targets

Once you've established those, you'll be able to track and measure progress and use that data for making decisions on actions.

Mission, Values, Strategy

	Objectives	Measures	Targets	Next Steps
Finances				
Customers				
Internal Processes				
Organizational Capacity				

BUSINESS STRATEGY FUNDAMENTALS

EXPLORE

In small groups, use the Balanced Scorecard tool to build out the team strategy of someone in the group. Draft or revise objectives in each of the four areas, including measures/targets/next steps:

	Objectives	Measures	Targets	Next Steps
Finances	· look for opportunity to decrease cost	budgeting determing ROI	$ saving money charging appropriately for our product	
Customers	CIO - internal CTO - customers modernizing technology	· asking NPS customers · spotlight and feedback internal	high NPS customer retention growth	
Internal Processes	how quickly can we develop quality software w/limited resources	reporting on velocity and throughput	being able to deliver quality quickly	
Organizational Capacity	flex model	time required for onboarding	reduce time	

BUSINESS STRATEGY FUNDAMENTALS

APPLY

What does this mean to you as a people leader?

What resonated with you the most?

What action will you take away from this?

Want to Learn More?

- Martin, Roger and Alan Laffley, *Playing to Win* (2013)

ALIGNING TEAM GOALS TO STRATEGY

EXPLORE

As part of your prework, you were asked to bring notes on your department and team strategy and goals to this workshop. Use those resources to complete this exercise.

What are CDK's current fiscal year priorities?

What are your departmental or team goals?

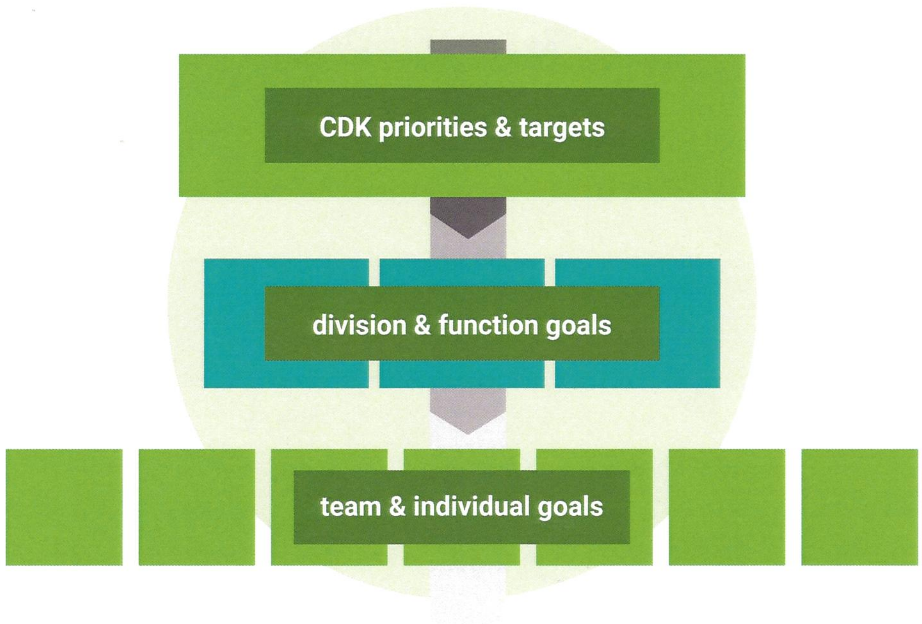
How are your team goals aligned or misaligned with the CDK priorities?

ALIGNING TEAM GOALS TO STRATEGY

LEARN

At the beginning of each fiscal year, the CDK Executive Leadership Team communicates a broad vision and strategy for the organization. This typically includes a few key priorities or targets that will be used as measures of success.

Those priorities should be used as guidelines in goal setting throughout the organization so that we're all working toward the same end. Your function or division leaders will utilize the priorities to set goals for your department – and then it's up to you to help your team set goals that also align.



Setting good performance goals starts with understanding the strategy so that you can clearly communicate how your team will contribute toward the functional goals and how your team will help CDK reach its larger goals.

Think back to Workshop Two when you talked about purpose. Understanding one's purpose (at the individual, task, and organizational level) is a key driver of engagement.

Can each of your direct reports answer these questions?

- How does my role fit into the organization?
- How does my work matter in the big scheme of things?
- How does my work affect other teams/departments?
- How do my goals roll up to our team/department/division goals?

ALIGNING TEAM GOALS TO STRATEGY

Once your team understands how their role and annual targets fit into the bigger picture, you can ask them to write their own performance goals. In Workshop One, you learned how to write and measure SMART goals, and you've been applying that learning for the last few months with your development goals. You can use the same methodology when guiding your team with their performance goals. Writing clear, descriptive goals and being deliberate about what evidence you will use to measure the goals will help you provide fair, observation-based, unbiased performance reviews at the end of the fiscal year.

Your HR representative will offer just-in-time training for goal setting (and every step of the performance cycle) to dive deeper into this topic.

And remember – goals can be revised at any time! Circumstances change throughout the year, and that may warrant changes to strategy and revisions to your direct reports' performance goals. If that's the case, make sure you help your team members understand and align on the changes.

EXPLORE

Are the goals SMART?

Is the purpose for each individual clear?

Are the goals aligned with CDK and departmental priorities?

How might the team goals be improved?

Review your partner's department and team goals, and provide feedback:

ALIGNING TEAM GOALS TO STRATEGY

APPLY

What does this mean to you as a people leader?

We need better communication about goals
Better individual ownership

We're all responsible for breaking down silos

What resonated with you most?

Development Goal Examples
1) Difficult Conversations
2) Culture & Collaboration

What actions will you take away from this?

TEAM
Meeting on MyCareer new features for tracking

~~Spotlight~~
- unsolicited
- in the moment
- making a difference/impact
- positive

Feedback
- Requested by employee
- Directly related to goals/activities
- Developmental or Positive

Feedback requested and given on Activities is logged to Performance Management

PSYCHOLOGICAL SAFETY

LEARN

Have you ever wondered what makes one team better at working together than another?

In 2015, Google embarked on an internal study (Project Aristotle) to answer that question and find out what characteristics made teams high-performing. It turns out that the most effective teams didn't necessarily have the smartest or most experienced people; team size or type of work didn't matter either. Instead, they discovered these five key factors that led to the best teams:

1. Psychological Safety
An individual's perception of the consequences of taking an interpersonal risk or being vulnerable within a group or team

2. Dependability
Team members do what they say they will, when they say they will, and deliver good quality work

3. Structure and Clarity
Job responsibilities and processes are clear; goals are challenging, but achievable

4. Meaning
Team members find purpose in their roles

5. Impact
Individuals can see the result of their work and how it helps the organization achieve its goals

Of these five, Psychological Safety was by far the most important. When groups feel comfortable giving & receiving feedback, sharing ideas, taking risks, and failing – without threat of real or perceived punishment – they set themselves up for success. They're able to avoid groupthink and blind spots. As an added benefit, employees are more likely to perform above and beyond their job scope through an increase in discretionary effort and increased productivity across the team.

Suggestion
- Ask those that always give comments/opinions to wait 5 seconds before commenting
- Call out those that may be quiet first
- Value contributions and action them → Share Results

PSYCHOLOGICAL SAFETY

The construct of Psychological Safety was first introduced by Amy Edmondson, a professor at Harvard Business School, in 1999. In her research, she used the following survey statements to measure the level of safety within a team:

- If you make a mistake on this team, it is often held against you.
- Members of this team are able to bring up problems and tough issues.
- People on this team sometimes reject others for being different.
- It is safe to take a risk on this team.
- It is difficult to ask other members of this team for help.
- No one on this team would deliberately act in a way that undermines my efforts.
- Working with members of this team, my unique skills and talents are valued and utilized.

Survey question: What is one unique skill you bring to this team that no one else has?

Take a moment to think about the statements in the context of yourself in a team of your peers. Would you agree or disagree with the items? How might your direct reports answer these questions about the team that you lead?

In 2008, David Rock, who leads the NeuroLeadership Institute, added to the theory of Psychological Safety with his SCARF model. This idea is based on the fact that:

1. Our brains treat social threats and rewards like physical threats and rewards
2. We produce better thinking and decision making under reward responses rather than threat responses
3. Threat responses are felt more intensely and happen more often than reward responses

Domain	About	Question
Status	Importance to others	Do I feel recognized for my role?
Certainty	What the future holds	Do I know why I am here?
Autonomy	Control over events	Am I empowered to do what I need to do?
Relatedness	Sense of safety	How do I relate to others here?
Fairness	Perception of treatment	Is everyone being fairly treated?

PSYCHOLOGICAL SAFETY

Even though the workplace can be regarded as a transactional environment (work for pay), the brain experiences it as a social system. Thus, it's important to pay attention to the social and emotional aspects of the overall workplace culture, team, and 1:1 relationships.

As a leader, your words and actions are interpreted with a heightened sense of importance and can influence the SCARF domains for your direct reports. Your awareness of these is the first step to adjusting your behaviors in order to create an environment of safety for your team.

There are a few other things that can have an effect on psychological safety in the workplace. The Corporate Executive Board conducted a Workforce Culture Survey in 2017 that identified some of these additional factors:

1. Lack of well-being

a. Emotional ("I had a good night of sleep last night")
b. Health ("I feel good about my personal health")
c. Financial ("I feel confident about my financial security")
d. Work ("My manager and I are getting along well")

Of these, Work was the well-being factor that mattered most to psychological safety. It reinforces the impact that you as a leader have on your direct reports. But remember, it's less about comradery and similar interests, and more about how well you define roles and goals for your direct reports and provide feedback and development opportunities for them.

2. Lack of Communication

Creating space and time for dialogue within your team, especially in the face of organizational changes, can build the safety among your team – up to 21 percent, through research performed by CEB, a best practice insights and research organization.

3. Lack of Cultural Clarity

When employees understand the company values, team's values, and behavioral norms, then the stage is set for psychological safety to exist. Your team members need to know what behaviors are accepted (and not), which is reinforced through how you work with your team as their leader.

So, what are actions you can take as a leader to build psychological safety within your team?

Amy Edmondson suggests:

1. Frame challenges as learning problems, not an execution or people problem
2. Acknowledge your own fallibility
3. Model curiosity and ask lots of questions

"You can raise any issue; just make sure you have at least one solution"

PSYCHOLOGICAL SAFETY

Google's Project Aristotle research led them to the following key areas to improve psychological safety:
https://rework.withgoogle.com/guides/understanding-team-effectiveness/steps/foster-psychological-safety/

Demonstrate engagement

- Be present and focus on the conversation (e.g., close your laptop during meetings)
- Ask questions with the intention of learning from your teammates
- Offer input, be interactive, and show you're listening
- Respond verbally to show engagement (e.g., "That makes sense. Tell us more.")
- Be aware of your body language; make sure to lean towards or face the person speaking
- Make eye contact to show connection and active listening

Show understanding

- Recap what's been said to confirm mutual understanding/alignment (e.g., "What I heard you say is..."); then acknowledge areas of agreement, disagreement, and be open to questions within the group
- Validate comments e.g. verbally ("I understand." "I see what you're saying.")
- Avoid placing blame ("Why did you do this?") and focus on solutions ("How can we work toward making sure this goes more smoothly next time?", "What can we do together to make a game plan for next time?")
- Think about your facial expressions- - are they unintentionally negative (a scowl or grimace)?
- Nod your head to demonstrate understanding during conversations/meetings

Be inclusive in interpersonal settings

- Share information about your personal work style and preferences, encourage teammates to do the same
- Be available and approachable to teammates (e.g., make time for ad hoc 1:1 conversations, feedback sessions, career coaching)
- Clearly communicate the purpose of ad hoc meetings scheduled outside normal 1:1s/team meetings
- Express gratitude for contributions from the team
- Step in if team members talk negatively about another team member
- Have open body posture (e.g., face all team members, don't turn your back to part of the group)
- Build rapport (e.g., talk with your teammates about their lives outside of work)

Be inclusive in decision making

- Solicit input, opinions, and feedback from your teammates
- Don't interrupt or allow interruptions
  (e.g., step in when someone is interrupted and ensure his/her idea is heard)
- Explain the reasoning behind your decisions
  (live or via email, walk team through how you arrived at a decision)
- Acknowledge input from others
  (e.g., highlight when team members were contributors to a success or decision)

PSYCHOLOGICAL SAFETY

Show confidence and conviction without appearing inflexible

- Manage team discussions (e.g., minimize conversations in team meetings, make sure conflict isn't personal)
- Use a voice that is clear and audible in a team setting
- Support and represent the team (e.g., share team's work with senior leadership, give credit to teammates)
- Invite the team to challenge your perspective and push back
- Model vulnerability; share your personal perspective on work and failures with your teammates
- Encourage teammates to take risks, and demonstrate risk-taking in your own work

EXPLORE

How will you know if your team has psychological safety? In small groups, brainstorm a list of behaviors or phrases you may see or hear when team members feel safe, as compared to when they feel unsafe.

Safe	Unsafe

PSYCHOLOGICAL SAFETY

APPLY

What does this mean to you as a people leader?

Encourage + work toward safety

What resonated with you the most?

Our brains treat social threats like physical threats

What actions will you take away from this?

Ask team about safety

Want to Learn More?

- David Rock, "Managing with the Brain in Mind," Strategy + Business (2009) https://www.strategy-business.com/article/09306?gko=5df7f
- Laszlo Bock, *Work Rules!: Insights from Inside Google That Will Transform How You Live and Lead* (2015)
- Charles Duhigg, "What Google Learned from Its Quest to Build the Perfect Team," *New York Times Magazine*, (2016).
- Laura Delizonna, "High-Performing Teams Need Psychological Safety. Here's How to Create It," *Harvard Business Review* (2017)
- Amy Edmondson, "Building a psychologically safe workplace," TEDx Talks (2014) https://www.youtube.com/watch?v=LhoLuui9gX8

CHALLENGING CONVERSATIONS (PART 2)

Now that you can identify a challenging conversation from your learning in Workshop Two, think about how you have applied the model and practiced the skills over the last few months.

People who are skilled at holding challenging conversations are able to draw out all the relevant information to share, by creating open, honest dialogue, and thus, psychological safety for those involved. Without the flowing discourse that comes from that honest dialogue, (when people withhold views or information, or inject their views without hearing the other side of the argument), you are less likely to have the information you need to truly understand the other person and come to agreement.

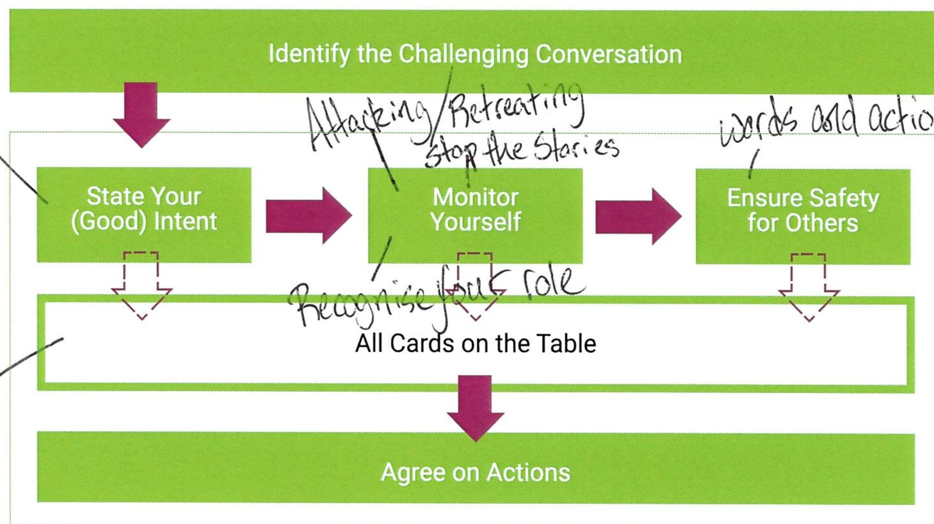
Being skilled at challenging conversations requires a certain degree of humility, trust and vulnerability, and putting All Cards on the Table. Review the model below and think about the applications towards psychological safety with your teams.

LEARN

What do you really want for:
- Yourself
- Others
- The Relationship
- The Organization

Important
Don't hold anything back that may be raised later.

Challenging Conversations Model



CHALLENGING CONVERSATIONS (PART 2)

1. Identify the Challenging Conversation

a. Does it have:
   - i. High stakes?
   - ii. Strong emotions?
   - iii. Opposing opinions?

b. Is it about the:
   - i. Issue?
   - ii. Pattern of Behavior?
   - iii. Relationship itself?

2. State Your (good) Intent

a. What do you really want for:
   - i. Yourself?
   - ii. Others?
   - iii. The relationship?
   - iv. The organization?

b. What is your goal in the conversation?

c. Invite the other person into dialogue.

3. Monitor Yourself

a. Recognize Your Reactions: Attacking or Retreating

b. Stop the Stories: Observing vs. Judging

c. Recognize Your Role:
   - i. What do your words or actions say about your intent?
   - ii. What do your words and actions say about what you believe about yourself and the other person?
   - iii. How do you need to adjust your words or actions?

4. Ensure Safety for Others

a. Recognize Others' Reactions

b. Mutual Purpose
   - i. Do others believe that you care about them and their goals?
   - ii. What are your shared goals?

c. Mutual Respect
   - i. Apologize (when respect is violated)
   - ii. Contrast (when there is or could be misunderstanding)

d. Use Tentative Language
   - i. Ask
   - ii. Paraphrase
   - iii. Prime

5. Agree on Actions

a. What are the next steps for each person?

EXPLORE

How have you put the model to use and practiced the skills over the last few months?

What were the results?

CHALLENGING CONVERSATIONS (PART 2)

LEARN

Ensure Safety for Others

After you have become self-aware of the emotions you're feeling and the stories you're telling, and you've adjusted your actions to invite the other person into dialogue – what comes next? What if the other person is not productively participating in the conversation? Chances are, if they're not engaging with you, it's because it doesn't feel safe to do so. So, what do you do?

First, **Recognize Others' Reactions**. Learn to look for signs that they might be Attacking or Retreating so that you can respond appropriately and help bring them back to a productive conversation.

EXPLORE

What are reactions (obvious and subtle) that you may see in others? Think about both verbal and nonverbal reactions.

Attacking	Retreating
- finger pointing - Loud volume - "You" statements - Interrupting	- "whatever" - closed body language - quiet

CHALLENGING CONVERSATIONS (PART 2)

LEARN

If you're seeing signs of Attacking or Retreating, it's due to a lack of safety in the conversation – they don't trust that you have their best interests at heart. In Challenging Conversations, that lack of safety is caused when Mutual Purpose or Mutual Respect are threatened.

Mutual Purpose:
If someone questions your purpose, thinks that you're out to get them, or that you only care about your own goals, you can't have a productive conversation. Both parties need to be working toward the same end.

Some signs of lack of mutual purpose could be:

- Debating (engaged in conversation, but not agreed yet)
- Forcing opinions (trying to win)
- Defensiveness
- Hidden agendas
- Accusations

When this happens, it's up to you to create a mutual purpose (after all, you can't just be concerned about your own goal!). First, aim to truly understand the other person's goals by asking questions and truly listening to understand. If a shared goal isn't uncovered through this, work to create a shared goal – something that both parties can buy into. This gives you both a reason to have the challenging conversation and work together toward the desired outcome.

EXPLORE

The 5 Whys Technique

With a partner, ask them "What is your favorite hobby? Why?" Ask "why?" or "what else?" at least five times, until your partner has explored beyond surface-level answers. There is usually a value at the root of our decisions!

Ask "why" 5 times to get to the root

In the workplace, this technique can be used to explore beyond surface-level issues of a problem you or your team is facing. It can help discover a root cause issue with a process, and avoid placing blame on an employee or group of individuals.

Example:
Issue: Intranet site is not opening.

1. Why? #1: The portal is not functioning.

2. Why? #2: The portal is not linked to the current, upgraded integrated system.

3. Why? #3 The portal version has not been updated.

4. Why? #4 The portal updates are not linked to the upgraded system updates.

5. Why? #5 (Root Cause): The portal updates are not maintained according to the recommended schedule.

CHALLENGING CONVERSATIONS (PART 2)

EXPLORE

Read the following scenario:

4

> An employee has been assigned to a special project task force. So as not to make the employee feel overworked, the employee's line manager made it clear to the task force lead that the employee's priorities were to their existing goals first, and the special project second – which would mean occasional missed meetings or deadlines. Regardless, the task force lead is frustrated with having to accommodate the employee's absences or missed deadlines, but wants to keep to employee on the task force because of their expertise.

With a partner, role-play the conversation between the line manager and the task force lead, with the goal of finding mutual purpose. Before you start, prepare for the conversation with the guides below.

Task Force Lead Role:
Before you begin the conversation, think about:

1. What makes this conversation challenging?

Alignment of resources, differing priorities

2. What is my intent for myself, the other person, and the organization?

Complete project; improve performance/efficiency

3. What am I feeling and how am I currently reacting?

Frustrated

4. What story am I telling myself about the other person?

Then, begin the conversation by stating your (good) intent and inviting the Line Manager into dialogue.

Line Manager Role:
Make your first response to the Task Force Lead an uncooperative one; the story you're telling yourself is that the Task Force Lead is being uncooperative in the time expectations placed on your employee. Then, react according to how the Task Force Lead speaks to you; if they try to seek mutual purpose, engage in productive conversation. If they seem to be aggressive or controlling, don't back down on protecting your employee's time.

CHALLENGING CONVERSATIONS (PART 2)

What Mutual Purpose did you come to?

LEARN

Mutual Respect

When there's a perceived lack of Mutual Respect, there's no reason for a conversation to continue. Think about it – if someone calls you names, or if you think they don't value your opinion, why talk to them at all?

Some signs of lack of mutual respect could be:

- display of high emotion
- pouting
- name calling
- yelling
- threats
- eye rolling

When respect has been violated due to a blatant action that you don't truly mean (like name calling), first **apologize** (sincerely). It's imperative that the apology be authentic.

If respect has been violated due to a misunderstanding, use **Contrasting** statements to explain your true intent.

For example: "I don't want ____________________. I do want ________________________."

Contrasting Statements are great to use to re-establish mutual respect, but they can also be used at other points in a Challenging Conversation. You can use them up front as you're Stating Your Intent or any time something needs clarifying. Remember – we all tell stories to ourselves about other people, so clarification is needed throughout a conversation to ensure All Cards are On the Table.

CHALLENGING CONVERSATIONS (PART 2)

EXPLORE

Read the following scenario:

> You are a sales manager. Recently, when approving expense reports, you've noticed a few lavish dinners and big-ticket events on the reports from one of your team members. The team member is entertaining a client, but the dollar amounts exceed the company's anti-bribery limits, and it's always the same client receiving this special treatment. You decide to ask the employee about it.

Role-play the conversation between the leader and the employee, with the goal of practicing Contrasting Statements. Before you start, prepare for the conversation with the guides below.

Sales Manager:
Before you begin the conversation, think about:

1. What makes this conversation challenging?

____

2. What is my intent for myself, the other person, and the organization?

____

3. What am I feeling and how am I currently reacting?

____

4. What story am I telling myself about the other person?

____

5. What observable behaviors have I seen?

____

Then, begin the conversation by stating your (good) intent and inviting the employee into dialogue. Practice using contrasting statements if the employee misunderstands your intent.

Employee:
Make your first reaction a defensive one. Then, if the Leader uses contrasting well, admit to acting outside of the anti-bribery policy and engage in the conversation to productively figure out next steps. If the Sales Manager doesn't use contrasting well, maintain your position until they've made the conversation safe.

Both: if the dialogue gets off track and respect is violated, practice Apologizing.

CHALLENGING CONVERSATIONS (PART 2)

LEARN

Using Tentative Language

When you're in a challenging conversation, **Using Tentative Language** helps invite the other person into dialogue and reduce defensiveness. Instead of saying "All reasonable people would agree that....", framing your thought as "I wonder if....What do you think?" can help keep a conversation going and prevent others from feeling the need to attack or retreat. Think about the conversation from the other person's perspective. Tentative language helps demonstrate that you are interested in and care about the other person's thoughts and feelings.

The first way to use tentative language is to simply **Ask!** Use open ended questions or statements that invite the other person to share their true thoughts and opinions. For example:

- "What are your thoughts?"
- "I'd like to hear your opinion on this."
- "How do you see it differently?"

After you hear the other person's response, it's good to **Paraphrase** to ensure understanding. This is also an opportunity to comment on what you're understanding from their tone or body language. For example:

- "I hear you saying that you're feeling frustrated that Joe is not delivering his work on time. Does that sound right?"
- "You said that you're fine to move forward on this project, but I'm sensing by your crossed arms that you might still have some concerns. Is that the case?"

If the other person is just not engaging in the conversation, your last resort to invite them into dialogue can be **Priming**. With this technique, you take a guess at what they could be thinking and ask for confirmation. It's best used when people are very hesitant to share an unpopular opinion (that you are pretty sure exists), and you have to create the safety to discuss it by mentioning it first. For example:

- "Are you concerned that the recent layoffs will make your workload unmanageable?"
- "Do you think that we only care about the bottom line, and not about you as employees?"

Notes on Tentative Language

CHALLENGING CONVERSATIONS (PART 2)

EXPLORE

Read the following scenario:

> One of your normally participative team members has been noticeably quiet at the last two weekly team meetings. You've asked them directly during the meeting if they have anything to share, but the response has been a short "no." Around the same time as you noticed this behavior, one of your former team members left the company. You're wondering if the two things are related, or if there is something else going on.

Role-play the conversation between the leader and the team member, with the goal of using tentative language. Before you start, prepare for the conversation with the guides below.

Leader:
Before you begin the conversation, think about:

1. What makes this conversation challenging?

____

2. What is my intent for myself, the other person, and the organization?

____

3. What am I feeling and how am I currently reacting?

____

4. What story am I telling myself about the other person?

____

5. What observable behaviors have I seen?

____

Then, begin the conversation by stating your (good) intent and inviting the employee into dialogue. If the employee misinterprets your intent, practice Contrasting. Then, practice Asking to get the conversation started, Paraphrasing the responses you get back, and Priming if you aren't getting a response.

Team Member:

- After the Leader Asks, respond with something like, "I'm fine, it's not a big deal."
- After the Leader Paraphrases, respond a little defensively with something like, "I know all teams go through changes"
- After the Leader Primes, then open up and begin discussing your feelings around the new team dynamics and what you're missing since the old team member left.

CHALLENGING CONVERSATIONS (PART 2)

What else could influence the effectiveness of a challenging conversation?

LEARN

Once you're able to engage in a productive dialogue, with mutual purpose and mutual respect, the conclusion should be that you **Agree on Actions**. Be specific about what will get done, who will do it, and when you will follow up next. Document the actions, and then work to hold each other accountable.

APPLY

Conversation Planner

1. Identify the Challenging Conversation

What makes it challenging (issue/pattern/relationship)?

2. State Your (good) Intent

What do you want for:

- yourself?
- others?
- the relationship?
- the organization?

CHALLENGING CONVERSATIONS (PART 2)

3. Monitor Yourself

Recognize Your Reactions

Will you tend towards:

Attacking	Retreating

Stop the Stories

What are the observable behaviors you have seen?

What story are you telling yourself about yourself and the other person?

CHALLENGING CONVERSATIONS (PART 2)

Recognize Your Role

What are your actions saying about your intent?

What are your actions saying about what you believe about yourself and the other person?

How do you need to adjust your words or actions?

CHALLENGING CONVERSATIONS (PART 2)

4. Ensure Safety for Others

What lack of safety responses might you see from the other person?

What actions would you take to address it (create mutual purpose, mutual respect, tentative language?)

5. Agree on Actions

What are the next steps for:

Me	Them

CHALLENGING CONVERSATIONS (PART 2)

Next follow-up

APPLY

What does this mean to you as a people leader?

TEAM survey for myInstall group on Psychological Safety pg15

What resonated with you most?

What actions will you take away from this?

TEAM

Locus of Control

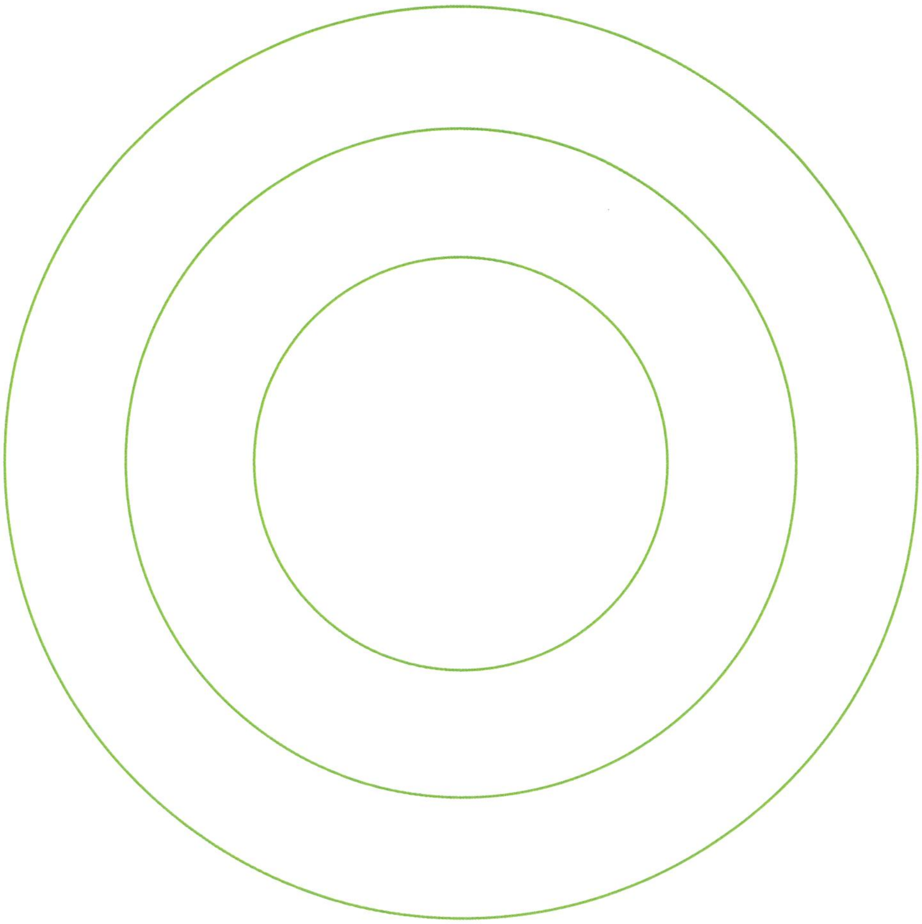
Want to Learn More?

- *Crucial Conversations: Tools for Talking When the Stakes are High,* Patterson, Grenny, McMillan, and Switzler (2012)

UNCONSCIOUS BIAS

EXPLORE

Circle of Trust



Name	Gender	Race	Age	Disability (Y/N)

UNCONSCIOUS BIAS

LEARN

A human brain — though capable of filtering, prioritizing, categorizing, and summarizing huge amounts of information at a time — can only process about .000004% of the information that it takes in. We've evolved to make up for this shortcoming through bias, which allows our brains to make quick decisions about environmental threats. Bias is what has allowed the survival of our species!

But in our modern age, the brain's reliance on the unconscious to process information and make decisions can lead us astray and contribute to a lack of diversity or a hostile work environment. Research shows that diverse teams are more innovative, and companies with more diversity in leadership outperform those with lower representation by 53 percent. And like you learned earlier, a team's performance depends on psychological safety, which cannot be present if some team members sense any unfair practices.

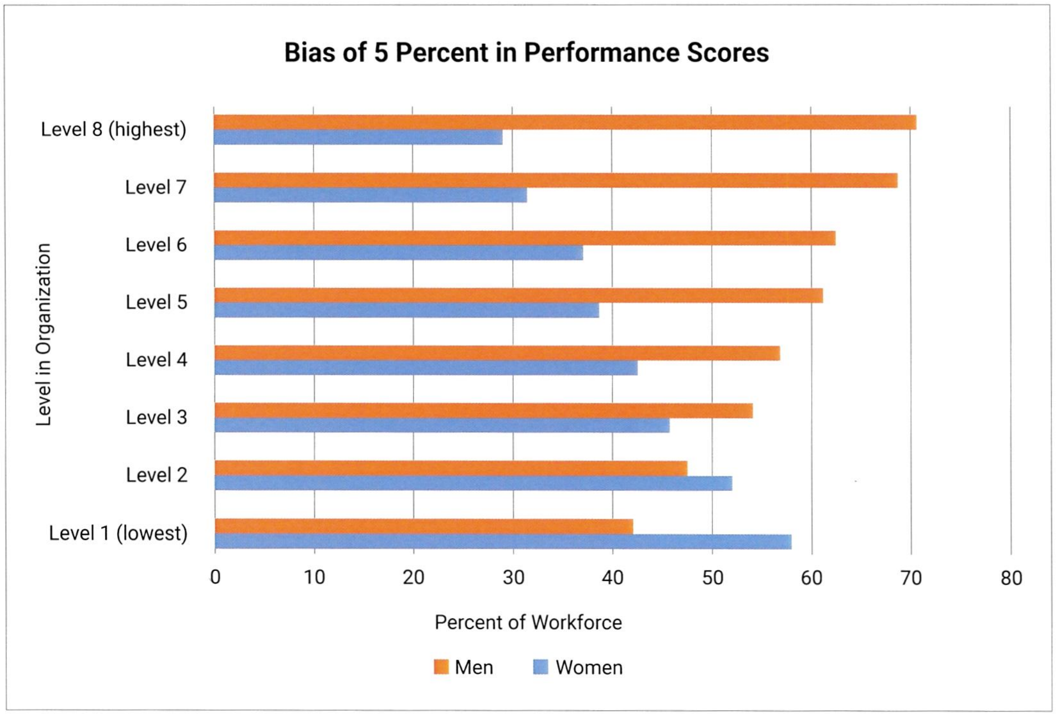
Even small amounts of unconscious bias can have a staggering impact when you look at the bigger picture. Researchers at Rice University, Columbia University, and University of Otago designed a computer simulation to demonstrate the organizational effects of unconscious gender bias in performance scores. This study simulates the distribution of men and women in leadership positions at different levels within a company.

The fictional company started with equal numbers of men and women at "Level 1", the lowest level of the organization. The organization was set up to have a pyramid structure, meaning the number of available positions decreased at each higher level. The simulation was then run to mimic career progression over a number of years, promoting people from "Level 1" up to "Level 2", from "Level 2" to "Level 3" and so on, until the highest level positions in the company were filled by people who had started at the bottom. The employees' performance scores were used as the sole determining factor for who was promoted.

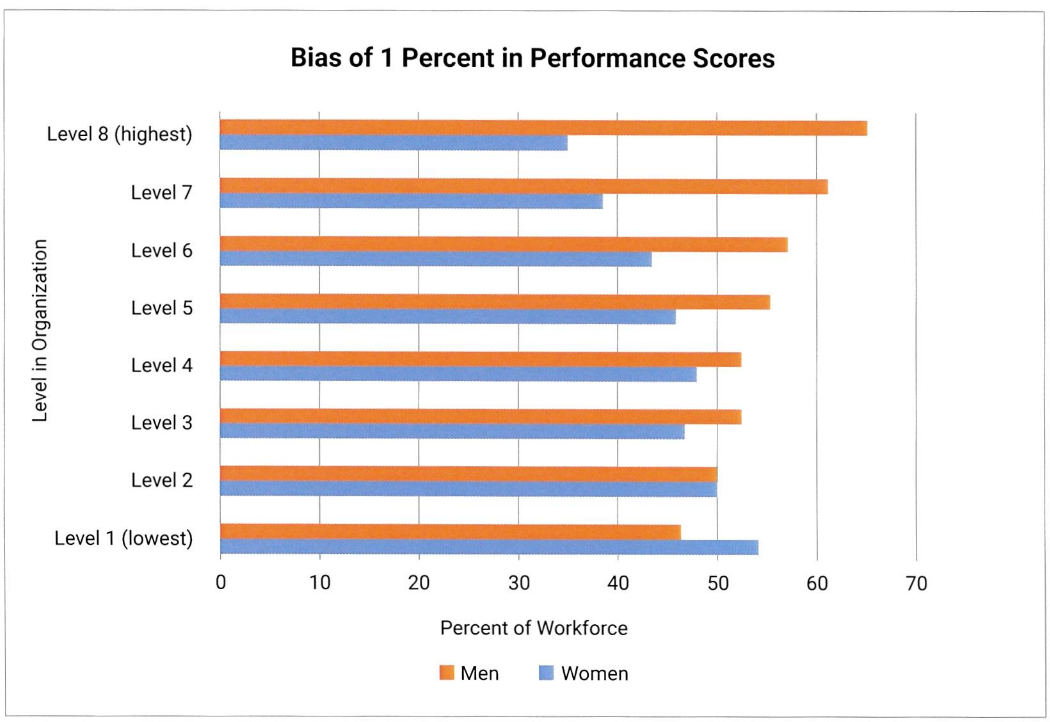
Here's the twist: the researchers added small amounts of favorable bias toward men in the employee performance scores.

UNCONSCIOUS BIAS

When the simulation was run with 5 percent bias favoring men, the resulting organization had only 29 percent of their top leadership positions filled by women.



With only 1 percent bias favoring men, the resulting organization's top leadership levels still only had 35 percent female representation.



UNCONSCIOUS BIAS

$\boxed{\text{TEAM}}$

check linked-in learning for training on bias and assign + follow-up

• Recent lawsuits from fathers b/c Mothers are primary bread-winners

• Bias is changing or being eliminated

• Today some fathers are taking more time-off than mothers, regardless of legalities.

This study demonstrates how unchecked unconscious bias, even in miniscule amounts, can have large disparate effects. So, while unconscious bias is not a study of diversity and inclusion, it can be a contributing factor to some of the issues we encounter in this area. It's important to be aware of how our biases effect the people around us, in addition to the decisions we make on a daily basis.

There are four factors that make us susceptible to the influence of our unconscious bias:

1. **Task** - if the job we're assessing has common stereotypes associated with it our unconscious will immediately bring those stereotypes up in our mind. For example, nursing and teaching are stereotypically female-gendered jobs. If we're assessing these jobs we may be more likely to be unconsciously biased to think that women are better suited to these jobs.

2. **Numbers** - When looking at a group of things, like a group of job applicants, if there's a clear minority group ("minority" here just meaning a group that is outnumbered by others) our brains are more likely to bring up any unconscious biases we have associated with that group. This doesn't happen as often if there isn't a clear minority in the group.

3. **Clarity** - Whenever we don't have all the information (which is pretty much all the time) our brains will work to fill in the gaps using our own unconscious biases. This can be helpful, but especially if we're missing lots of critical information it can be dangerous and can lead us to make poor assumptions.

4. **Perceiver** - You, the perceiver, can be influenced if you're stressed, rushed, or emotional. We're always trying to get things done quickly, but when making important decisions it pays to slow down.

The following are common cognitive biases that affect our behavior and rational decision making skills:

Confirmation Bias
We are more likely to remember evidence that supports our existing beliefs and to ignore evidence to the contrary.

Anchoring
We tend to rely too heavily on first impressions, using our initial assessment of a person or situation to make decisions, rather than all the available data.

Overconfidence Bias
We place too much weight on our own decision-making capabilities, knowledge, and opinions.

Gambler's Fallacy
We expect past events to influence the future, despite mathematical odds. For example, if you've flipped a coin eight times and gotten heads each time, you are more likely to think to the ninth flip will be tails.

Attribution Error
When we do something poorly, we tend to credit the poor performance to external factors (thinking of ourselves as victim of circumstance). When others perform poorly, we tend to think it's because of their inherent bad traits or lack of skill. The opposite is also true – when we perform well, we think it's because of our natural talent or high skill, but when others do well, we credit external factors rather than the individual.

UNCONSCIOUS BIAS

Referral Bias
Trusting those that are referred above others

Horns and Halos Effect
We assume that someone is overwhelming good or overwhelming bad, based on one or two overarching behaviors.

Recency Bias
We allow recent trends and patterns to overshadow past actions or additional information and assume that the trends will continue.

Contrast Error
We tend to compare data only to the most similar data and lose site of the bigger picture. For example, when the majority of a team is low or high performance, an employee being rated in comparison may appear high (but only against low-performing peers) or low (but only against high-performing peers).

EXPLORE

In what workplace processes or environments might you see unconscious bias playing a role?

Process or Environment	Type of bias
Example: Performance Management Rating	Recency Bias — Providing a high rating for a direct report that turned around their underperformance in the last quarter despite underperforming during three quarters of the year.

Combating bias
- Use Structure
  - Predefined and consistent criteria
- Measure Results
  - Collect data and look for patterns
- Evaluate Subtle Messages
  - Body language and comments
- Hold everyone accountable
  - Challenge assumptions

APPLY

Craft Your Plan
Where do you see an instance of unconscious bias potentially affecting your team? Map out a plan to help combat the effects:

What structure can you add to reduce bias in decision making?

Video: Inclusion starts with I

UNCONSCIOUS BIAS

What are you not measuring now that will help you see a clearer picture?

What subtle messages are you/team members/the environment sending?

APPLY

What does this mean to you as a people leader?

Organizations perform 50% better with diverse groups.

What resonated with you most?

TEAM training + meeting on LinkedIn Learning

What actions will you take away from this?

Want to Learn More?

- Sherbin, Laura and Ripa Rashid, "Diversity Doesn't Stick Without Inclusion," *Harvard Business Review* (2017)
- *Thinking Fast and Slow*, Daniel Kahneman (2011)
- *Blind Spot*, Mahzarin Banaji and Anthony Greenwald (2013)
- Test your personal implicit associations: https://implicit.harvard.edu/implicit/

INTERVIEWING

EXPLORE

What makes a good interview?

- dialog
- structure to questions asked
- transparancy - on both sides
- interviewers that make the environment "open"
- "why" questions
- consistency in questions asked
- balance
- flexibility
- when interview expectations are set
- Listening
- integrity
- "People can't fake it over 45 minutes"

~~Why is a good interview process important?~~ Advice

- for legal reasons, always ask 1+ questions from each category
- only take hand-written notes; get rid of notes after selection process is complete.

LEARN

Feedback

- More manager training for new managers or raing ...rs

Interviews are designed to enable you as a leader to select the best candidates to join our business. They are also an opportunity for you to provide a professional and positive experience for the candidates to ensure that they are excited about the chance to join us. Providing this type of experience gives candidates the information they need to understand if we are the right business fit for them.

Today, interviewing is a two-way process, and ensuring that we give the candidates a strong, but accurate, impression of CDK is as equally important as expecting them to give us a good impression of themselves. Candidates think carefully about making the decision to change roles and it's important that you present the opportunity in the best and most transparent light to help them make the right decision.

INTERVIEWING

Interviews should enable candidates to demonstrate their skills and experiences in the best light. As a leader, it is your responsibility to provide a comfortable, professional and open setting to encourage this.

When you bring candidates in for interviews, pay careful attention to the structure:

Planning and preparation

- Evaluate core job skills required to be successful (refer to position description and your knowledge of the role)
- Review the candidate's resume and application
- Choose the questions to ask (keep consistent for each candidate)
- Manage the logistics (timing, location, interviewers, etc.)

Opening the interview

- Create a welcoming environment, free of distractions
- Welcome the person by name (don't use a shorter nickname for the person unless you have asked)
- Offer water/coffee
- Set expectations, for example:
    - "I am going to be taking notesduring the interview to help me remember your responses, so take your time if you need time to think of your answers."
    - "I am going to leave ten minutes at the end of the interview for you to ask questions."
    - "In your responses, please give me specific examples or situations you have faced that relate to this job."

Asking the questions you have planned (and taking notes)

- To clarify questions about the resume
- To probe about prior experiences
- To ask about specific job requirements and experiences
- To get the candidate talking – think about the amount of talk time as 30 percent for yourself and 70 percent for them
- Tactfully direct the conversation back to a job-related topic if the candidate volunteers information on a topic that should not be discussed

INTERVIEWING

Providing information

- Explain the primary duties and responsibilities of the job and what it takes to be successful
- Create a realistic picture of the job, not just the ideal state of things
- Talk about what you like about working at CDK Global (culture, people, job) without making promises about promotions or job security

Inviting questions from the candidate

- To help the candidate gain the information he or she needs to make a decision
- To provide you with additional information about what is important to the candidate

Closing the interview

- Thank the candidate
- Discuss next steps and time frames for making a decision
- Ask the person to keep you informed if their situation changes

Consolidating data and making a decision

- All interviewers review and compare notes
- Consider the weight/importance of each desired skill, etc. as well as coachability on any weak factors
- Encourage the group to challenge assumptions and call out potential bias. Beware of the tendency to adapt ratings to fit the desired candidate instead of objectively evaluating

INTERVIEWING

We apply the concept of data driven decision making to the interview process (think back to Workshop One!). When interviewing, you're looking to assess the candidate in four areas:

Knowledge
Do they have the required education/training to perform this role? Can they learn it?

Skills/Competencies
Do they have the necessary skills and competencies to be successful in the role?

Behaviors
Have they consistently demonstrated behaviors that will lead them to be successful in this role?
And conversely, managed behaviors that may derail them?

Organizational fit
Do they share values and motivational drivers with CDK, the team's culture, and the job requirements?

As you think about this, consider how our CDK Leadership Competencies can be used as a guide for assessing skills, behaviors, and organizational fit. The Leadership Competencies describe expected behaviors at three levels in the organization: Individual Contributor, People Leader, or Senior Leader (VP+).

INTERVIEWING

EXPLORE

Review the following job description and identify what a successful candidate for the role would demonstrate.

Job Description: Sr. Accountant

The CDK Global Corporate Accounting Team is looking for self-starting and creative professionals to join our growing team. This is a unique opportunity to deliver strong value to the organization through leadership, business partnering and analytics.

We are looking for professionals who have an open mind, a "can-do" attitude, and solid accounting skills to help the corporate accounting team reach its full potential. This team is highly visible in the organization and provides excellent growth and development opportunities. If you like fast-paced environments and want the opportunity to leave your personal mark within the controllership group, CDK is right for you.

Utilizing their strong knowledge of US GAAP, the Sr. Accountant will work directly with corporate FP&A, division business leaders, and the shared service accounting team to analyze and record complex accounting matters. The Sr. Accountant will partner with the technical accounting team to apply accounting policy and generate superior quality analysis.

This role will report to the Finance Accounting Manager and have considerable interaction with Sr. Management.

RESPONSIBILITIES

- Monthly accounting close
- Partner with the shared service accounting team to ensure timely and accurate recording and reporting of the General Ledger
- Support and provide monthly analysis to business partners
- Perform complex account reconciliations and analysis
- Review reconciliations performed by the shared service accounting team to certify compliance with accounting policy
- Provide detailed analysis of balance sheet fluctuations and trends
- Develop schedules and insights for planning and external reporting
- Establish, modify, document and coordinate the implementation of accounting and control procedures and efficiencies as necessary to meet established company goals
- Coordinate audit requests for external and internal auditors
- Develop, document, and apply accounting policies and procedures
- Special projects as assigned

INTERVIEWING

REQUIREMENTS

generally accepted accounting practices (differs globally)

- Bachelor's degree in accounting or finance
- CPA designation
- 3+ years public company accounting experience or 3+ years auditing public companies
- Superior command of US GAAP and public company reporting requirements
- Ability to manage deadlines and a strong desire to partner across the business
- Highly proficient with personal computer word processing, database and spreadsheet software (Microsoft Word and Excel)
- Oracle EBS and Blackline experience preferred

What would a successful candidate for this role demonstrate?

Knowledge	Skills/Competencies	Behaviors	Organizational Fit
- CPA - US GAAP - Reporting + Analytics - MS Word + Excel - Bachelors Degree	- Oracle EBS - Analytical mind - Creativity - Process management	- Good communication - Proactive - Detail Oriented - Integrity - Dedication (long hours) - Time management -	- Being able to change quickly - Fast paced - Open minded - Resiliency - Global mindset, able to work w/other cultures

INTERVIEWING

LEARN

The best way to gather the information you need in each of the four areas is through structured questioning. The types of questions we use at CDK are:

- Background / Informational
- Behavioral
- Contrary Evidence
- Probing

It's not recommended to use hypothetical questions ("what would you do if…."), as these don't point to past behavior and can only tell you how a candidate might approach a situation or how they might behave. Past behavior is a better predictor of future behavior than a hypothetical response. Don't come to the candidate's rescue by offering them a hypothetical option if they are struggling to think of a response – that may be telling you they are lacking a key area of experience that you need!

The types of questions listed above are designed to help you gather the best information about how a candidate will perform in the role. Therefore, when listening to a candidate's responses, listen for them to describe their experiences using the same SBI model that you've been practicing for feedback:

SBI

- What was the **situation**? Situation
- What **behaviors** or skills did they employ? Task
- What was the **impact** or outcome of their actions? Activity

Results

Thorough answers that cover each of these aspects will give you the best perspective on the candidate's ability to meet the demands of the job as you have identified.

As you ask questions, it's important to be aware of how your phrasing can affect the ability of a candidate to respond thoroughly.

Closed questions typically warrant yes/no answers, and can be used to check understanding or when you don't need a detailed response.

Open questions allow the candidate to provide detail and you can gain insight into what they deem important to share.

For example:

Closed: "Do you have experience working in a customer service setting?"
Open: "Tell me about your experience working in a customer service setting."

INTERVIEWING

Types of Interview Questions

The following are definitions and examples of the types of questions you can utilize during interviews.
After reviewing each one, provide your own example of a question you could pose.

Background or Informational questions seek information from the candidate about their reasons for applying, work history, skills, and qualifications. They should be asked as open-ended questions that allow the candidate to respond freely.

Example: "What was the most helpful skill you developed in your last position?
Example: "Why are you interested in this position?"

Fill in your own example:

____

Behavioral questions ask for evidence and specific examples of what a candidate has done that is similar to the role for which they are applying. The SBI model is an effective tool to assess the response of the candidate in demonstrating the situation, action, and behaviors of their experience, along with the impact of the outcomes.

The majority of the interview should consist of these questions. You are looking for the candidate to respond with a description of the situation, what actions they took / behaviors they exhibited, and what impact or outcome occurred. Keeping these questions open and about behavior (vs. a technical skill they can quickly learn) will help you to see transferrable abilities in the candidate.

Example: "Tell me about a time you disagreed with someone at work. How did you handle it?"
Example: "What have you done to initiate changes that you thought were necessary in a previous role?"

Fill in your own example:

____

Contrary Evidence questions are designed to elicit a counter example from the candidate and are typically used as a follow up to a behavioral question. They allow you to ask about "weaknesses" without explicitly saying it. They help you gain insight into the person's ability to learn from experience and own up to errors in judgement.

Behavioral Question: "Give me an example of a day when you were faced with last-minute changes and delays. How did you deal with this situation?"
CEQ: "Now tell me about a time when, you have to admit, you found your patience severely tested by multiple delays and constant change. How did you react?"

Fill in your own example:

____

INTERVIEWING

Probing Questions are a way for you to ask for more detail from a candidate, in the case that their response is vague or they offer an opinion rather than an example. Listen for key words that indicate a generalized answer, and probe for a more specific one that will allow you to understand the SBI.

Question Answer: "I usually do...."
Probing Example: "Tell me about a specific time when this happened."
Question Answer: (addresses behavior and outcome, but not situation)
Example: "Why did you choose to do it that way?"
Question Answer: "I'm a strong believer in...."
Probing Example: "Give me an example of how you applied that belief on the job, and what the outcome was."

Fill in your own example:

____

Questions to Avoid

Depending on the local state, territory, or country regulations on non-discriminatory practices, certain questions may qualify as "illegal" while others are simply to be avoided. Below are a few general principles about what types of questions are more appropriate versus questions that should be avoided.

When you think of a question for a job interview, ask yourself two key questions:

1) **Is it asking for a response that is specific to the job for which the person is interviewing?** If not, then you may be delving into areas that may be interesting, but potentially unrelated to the job, and therefore illegal or inappropriate.

2) **Is it the same question I am asking other candidates?** If not, you may be unfairly discriminating based on factors that are unrelated to the person's ability to perform the job.

Relevant Question	Irrelevant or Porentially Illegal Question
This job requires occasional work in the evenings to meet customer requests. On average, this is about 10 percent of the time. Would you be able to accommodate these times?	Do you have kids? (Whether or not they have children is not important to their ability to do the job; instead, put the job requirements out there and ask whether they can meet those.)
Are you able to speak Spanish? What is your level of proficiency?	Where are you from? What is the ethnicity of that last name? (You might ask how to pronounce a last name if you aren't sure, rather than asking where the person is from.)
What professional or industry associations do you belong to, and how does that experience enhance your skills or knowledge for this role?	What outside interests do you have? (While it's an interesting question once the person has been hired, during the interview phase it may expose personal information that the unsuccessful candidate could interpret as unfair.)
Do you have any existing commitments that would make it difficult to begin work in the next thirty days?	Do you have any upcoming family vacations?

INTERVIEWING

Even when making small talk, avoid making unnecessary comments about personal observations, such as:

- (You see a ring on the person's finger…) and you ask, "So how long have you been married?"
- (The person is walking with a cane…) and you ask questions only to that person that you are NOT asking to other candidates.
- Making comments about what the person is wearing (even compliments can be misconstrued).

EXPLORE

What questions will you ask in order to get the information you need from the candidate for the Sr. Accountant role?

Background/ Informational

· Tell me about your favorite course or experience in your education
· What was a challenging issue you worked through in your last position? What tools did you use?
· Describe US GAAP
What are you looking for / why interested

Behavioral

· Are you able to explain complex problems or data in an understandable way? Can you give an example of when you did this and what the result was?
~~- Why are you interested in this position?~~
- How do you learn and keep up with change?
~~- How have you interacted with a global team?~~

Contrary Evidence

- Give an example of a time you had to respond to a last minute, stressful, change. How did you respond?

INTERVIEWING

LEARN

Active listening helps the candidate know you're engaged. It also ensures you understand the candidate's answers and helps you get the SBI answers you need. In addition to what you learned in Workshop One, here are some tips:

- Ask one question at a time
- Take copious notes
- Nonverbally acknowledge responses with nods, eye contact, etc.
- Verbally acknowledge their responses with non-judgmental statements like "ok", "I understand", etc.
- Summarize by repeating back what you heard.
- Don't interrupt
- Don't provide feedback or offer your perceptions of their responses or performance, i.e. "That's great – just what we're looking for!" It's important to be polite, yet remain impartial.

EXPLORE

In groups of three, practice your interviewing skills. Use the job description and questions that you previously drafted under the different types of interview questions. One person will be the interviewer; one person the candidate; one person the observer. You will rotate through each of these positions so you each have a chance to practice.

As the Candidate, answer the questions honestly, in response to the way the Interview asks them. No need to play a role.

As the Interviewer, ask the questions you drafted (1-2 of each type, depending on time) and use the chart below to take notes on the candidate's answers. This can help you determine where you may need to ask probing questions.

Situation	Behavior/ Skills	Impact/ Outcomes

INTERVIEWING

As the Observer, use the box below to record your feedback for the Interviewer. After the interview, use your SBI feedback skills to deliver the feedback.

Feedback for Interviewer

- good introduction; good putting candidate at ease
- transitioning was good
- good behavioral questions: global, team,
- background questions could use a little work, but could be accounting knowledge
- follow-up & inviting questions

LEARN

After you've held the interviews, the next stage is consolidating data and making a hiring decision. When you're doing this, it's important to think about the unconscious bias that can creep into the decision making.

Beware of common rating errors in interviewing:

- **Evaluating people against one another rather than against a benchmark.** Avoid this by being clear that you are judging performance against the evidence you gather, not anything else.
- **Evaluating people against a judgement that you made about them when you first met.** Avoid this by being honest with yourself on what you have really gathered from them in the interview.
- **Evaluating people against your own self-image.** Avoid this by really believing that they can perform without being a clone of you at their stage of development.
- **Evaluating people against stereotypes like 'good salespeople are always selfish'.** Avoid this by looking hard at the results that people are capable of, not whether or not the live up to your preconceptions.
- **Failing to acknowledge things that are not in their control.** Avoid this by being clear about the competencies you are looking for them to demonstrate, rather than concentrating on the content of their answers.
- **Rating either all high or too low (Leniency/Severity effect)** Avoid this by trying your hardest to be objective about the information you gather.
- **Remember to assess on appropriate experience.** Most roles you'll fill for are technical positions, so assess technical experience.

INTERVIEWING

APPLY

What does this mean to you as a people leader?

What resonated with you most?

What actions will you take away from this?

Want to Learn More?

- Access your Business Unit's specific recruitment materials on the CDK portal, in myCareer, or from your Recruiter
- Darolia, Rajeev, Cory Koedel, Paco Martorell, Katie Wilson, and Francisco Perez-Arce, "Race and Gender Effects on Employer Interest in Job Applicants: New Evidence from a Resume Field Experiment", *Applied Economics Letters* (2015)

ONBOARDING

EXPLORE

What does good onboarding mean to you?

LEARN

Onboarding starts before the person walks in the door, and continues well beyond their first day. In fact, research has shown that the first impressions of a company can make a huge difference on how engaged the person feels in the first week, first month, and beyond. Retention studies have shown that the effects of a great onboarding experience can last as long as two or three years.

There are four primary objectives for onboarding:

- Orient the new person to the company; the physical environment, the systems, policies and processes, structure, values and behaviors
- Help them build relationships with their leader, team and key stakeholders
- Engage them with the organization and its vision, mission, and culture, and help them understand how they will contribute to this
- Help them gather the knowledge and information needed to perform their new role

Onboarding processes will vary by location, so it's best to consult with your HR Representative about specifics.

Below are a few general suggestions to consider:

- Ensure the employee's desk/office is clean and stocked with basic supplies, including any documents or guides for the employee to review. It's also nice to include a little welcome note or card!
- Check to make sure the employee's computer will be ready on Day 1, including access to internal systems
- Set up meet and greets for the first few days, to help the employee get to know fellow team members and other important stakeholders to their work
- Take the employee to lunch on the first day
- Assign a "buddy" who can answer simple questions the new employee may have. Equip them with IT and HR hotlines to also answer questions.
- Take the employee on a tour of the office and introduce them to the team
- Go over expectations about schedule, work load, dress code, and any other relevant policies.
- Help them understand where to access benefits information and how to use internal systems
- Send an org announcement to the department so people know a little bit about the new employee
- Establish a regular 1:1 meeting cadence
- Complete and turn in any required forms to your HR Representative

• Seek input from new employees

Exiting Employees

As important to onboarding is making sure that any employee exiting from the organization has a positive experience, and that we take the opportunity to learn from them. Below are the steps to take if you have an employee exiting, though it's important to note these may vary by Business Unit. Always consult with your HR Partner if you have questions.

1. Termination Transaction in myCareer
This begins the actual termination process in the HR systems.

2. Exit Checklist
Review and complete the items on the "Manager Checklist for Exiting Employees" (found in the My Links section of myCareer on the home page). It's important to start the checklist as soon as you are aware of an exit in order to allow yourself enough time to cover all the items.

3. Exit Interview Survey
This is sent automatically to employees who have resigned (if you've entered the termination transaction). It is optional for employees to fill out.

4. Exit Interview
HR Partners may reach out to schedule a face-to-face interview to gather more specific feedback from the exiting employee. It is optional for employees to participate.

The more notice you provide to the HR organization regarding an exit, the more time they have to gather valuable feedback from the exiting employee.

APPLY

What does this mean to you as a people leader?

What resonated with you most?

What actions will you take away from this?

DELEGATION

EXPLORE

How has the use of your time changed since you started leading others?

LEARN

In Workshop One, you explored what it means to be a leader and how your focus has shifted from yourself to others. With that also needs to come a shift in how you spend your time.

No longer can you spend as much (or any!) time on technical tasks that you did as an individual contributor – though the temptation may be high to dig into the things you know and do well.

Instead, focus on making time for high-value activities, like providing coaching, feedback, and development for your team members. This type of work will increase your team's engagement, results and your credibility as a leader.

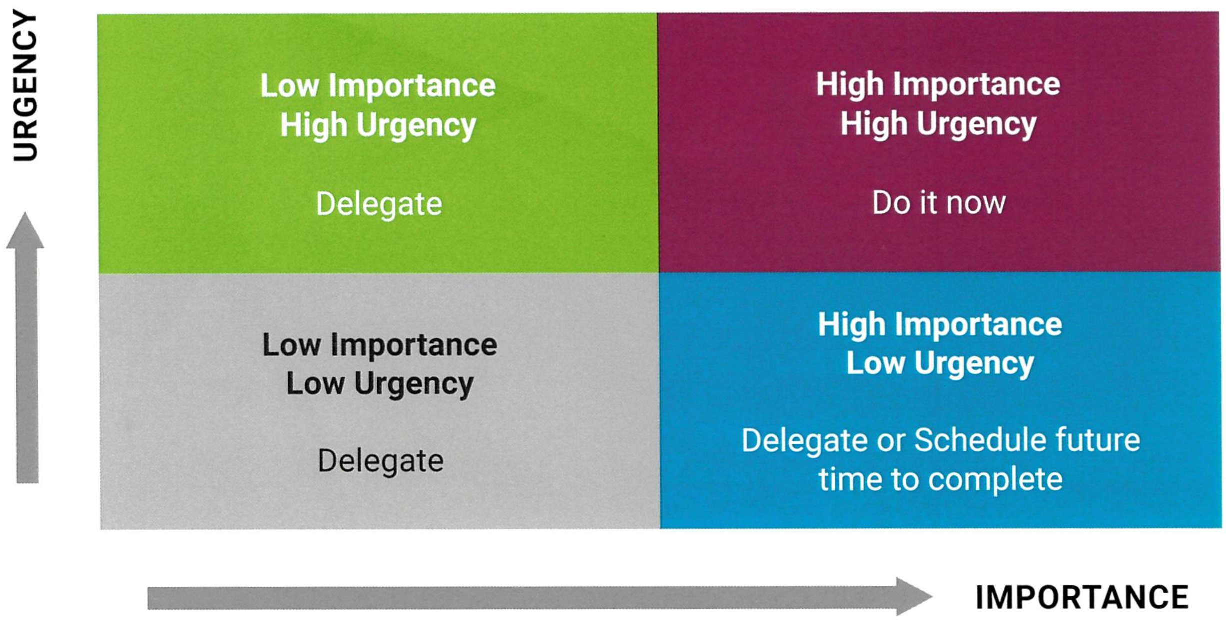
We'll explore two tools that can help you evaluate the use of your time so you can make more time for those high-value activities.

Priority Grid

Prioritization is a constant challenge, and being able to focus on those things that will add the most value to your productivity as a leader is key to your success. The Priority Grid can be a helpful way for you to periodically assess your activities and how you are spending your time. There are four quadrants:

1. Low Importance/High Urgency – Delegate
2. High Importance/High Urgency – Do it now
3. High Importance/Low Urgency – Delegate or Schedule a future time to complete
4. Low Importance/Low Urgency – Eliminate or Delay

DELEGATION



Tasks that fall in the "Low Importance/Low Urgency" box should be evaluated to see how they could be automated or eliminated entirely.

Items that fall into the "Low Importance/High Urgency" quadrant are not necessarily unimportant. They are more likely things that are unimportant for YOU to be doing as a leader – someone on your team could handle it on their own.

"High Importance/Low Urgency" items are good opportunities for delegation as well, and given the importance or exposure they may present great stretch opportunities for people on your team. If you must do them, their low urgency means you can hold off on completing them until a later time or unexpected open slot of time.

"High Importance/High Urgency" items should be things that only you, as the leader, can or should be doing. They should make up the majority of your day.

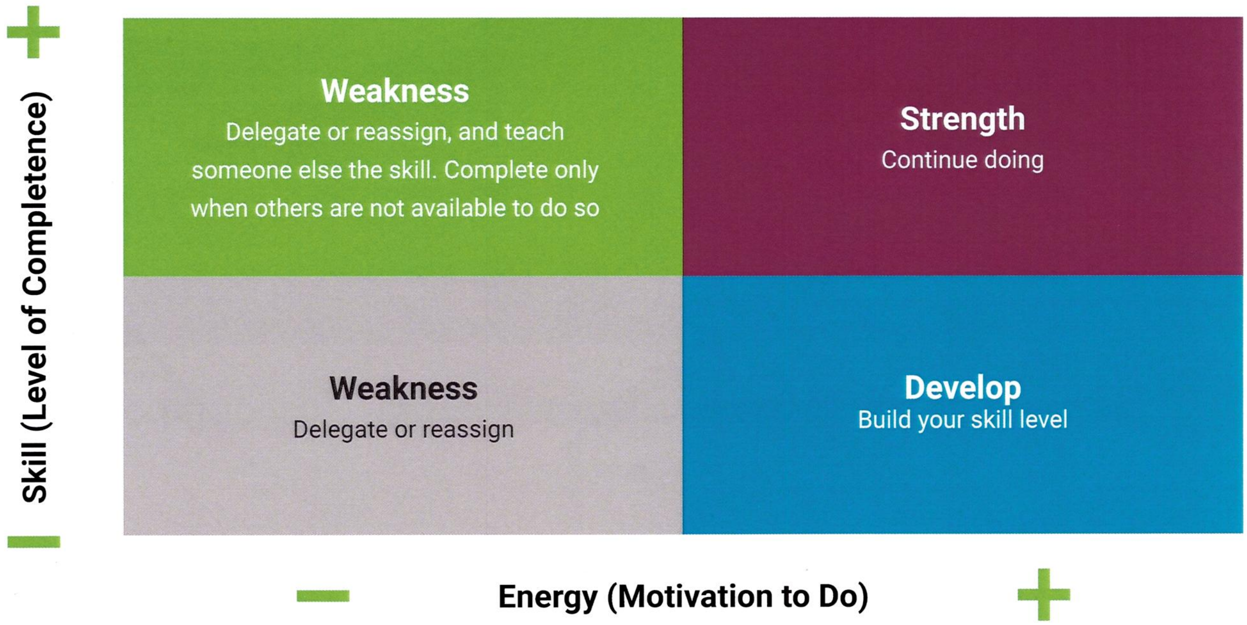
Listing the activities that make up your day may seem rudimentary – but actually creating the list can provide a good deal of insight and ideas for reflection.

- What could you eliminate or reduce time spent on?
- What tasks could you train someone else to do or delegate?
- What priorities could you renegotiate with your leader?

DELEGATION

Skill/Energy Matrix

Once you've identified tasks, programs, or other items in your area of responsibility through the Priority Grid tool, you can then identifying the right person to own each item. The Skill/Energy Matrix is a great tool for this.



In this matrix, you identify the things toward which you have strong energy– you're motivated to do them, and you gain energy from working on them. You also identify items in which you have strong skills, or high level of competence.

Any items that fall into the boxes on the left hand side are considered weaknesses – because even though you may be good at doing them, they're a drain on your mental energy and may affect your capacity to do other, more productive work. The box on the top right contains areas of strength – things to continue doing. The box on the bottom right contains areas to develop – you like these tasks a lot, but you need to build your skill level with them.

The Skill/Energy Matrix can be shared with your direct reports to help you better understand what they enjoy working on. This insight will help you delegate more effectively and develop your team – leading to more engagement.

DELEGATION

EXPLORE

Fill out the Priority Grid and the Skill/Energy Matrix to better understand how you are truly spending your time.

Low Importance / High Urgency Delegate	High Importance / High Urgency Do it now
Low Urgency / Low Importance Eliminate or Delay	**High Importance / Low Urgency Delegate or Schedule a Future time to complete**

Weakness	Strength
Weakness	**Develop**

DELEGATION

After you've delegated the appropriate tasks from your Priority Grid, in what additional areas should you focus your time?

How will you eliminate the low importance/ low urgency work you've identified?

Based on the Skill/Energy Matrix, how might you need to adjust the way you're currently delegating work?

LEARN

We all make or hear excuses for not delegating effectively.
Let's bust the myths on them!

Common Excuses for Not Delegating

From You:

- Not enough time to teach
- You could do it better
- You won't get credit for it
- You enjoy doing it
- What will your role be without it?
- ______________________________
- ______________________________

From Directs:

- Not enough time for more work
- Fear of failing
- "Not my job"
- Fear of reaction from fellow team members
- ______________________________
- ______________________________

Being honest about what may be preventing you from effectively delegating will help you tackle the issue head-on.

In Workshop Two, you explored how delegation can be used as a tool for providing Opportunity to your direct reports (as the third component of Engagement: Ability, Motivation, and Opportunity), and you began discussing things to consider when creating opportunities through delegation. Here, we'll explore that further.

DELEGATION

Delegation Considerations

Though you've identified tasks that you don't need to do, delegation is not as simple as passing those tasks off to your direct. Instead, put thought into how delegation can be used as a development tool, and consider the following:

- Which tasks are most appropriate for which individuals, based on their skill level or enthusiasm for a particular topic?
- How will you explain the task in an outcome-based way that still allows your direct to decide "how" and retain some autonomy with the work?
- How will you adjust the workload of your directs if you are delegating new (and potentially time-consuming) items?
- What training, coaching and feedback will you need to deliver in order for your direct to excel at the new task?
- How might your unconscious bias affect how you're delegating work among your team members?
- Who needs to be made aware that a new person will be making decisions on or delivering a particular work product?
- How will you follow up on progress or make yourself available for questions?

What NOT to delegate

Mundane work
Yes, someone has to do it – but be careful that you are not always passing the buck. When you do assign this type of work, it will be better received by your team member if you:

- Acknowledge it as boring work
- Express gratitude for the person completing it
- Demonstrate how the work is contributing to the bigger picture

Crisis work
You don't want to appear as if you are trying to escape the problem or avoid blame. Your direct may be able to handle the work involved, so if they are taking on a crisis, make sure they know you're there to back them up 100%.

Overly ambiguous work
You should be able to coach your team member through anything you assign. If work doesn't have a clear definition, make sure your team member knows that risks and failure are an acceptable part of the process.

Confidential matters
As a leader, there are certain tasks that only you can do, like writing performance reviews.

Work that is appropriate for your role
It's fine to involve your team in decision making, or to have a direct help on a project for which you're responsible (especially for development!). But, be clear about what you own and where it is most appropriate for you to be making the calls.

DELEGATION

APPLY

What does this mean to you as a people leader?

I need to delegate more - specifically w/ Salesforce + meetings

What resonated with you most?

Delegation of meetings may be a really positive thing for engineers

What actions will you take away from this?

What excuses will you need to avoid in order to delegate more effectively?

"I don't like x"
"It's not interesting" > 5 whys

Want to Learn More?

- "Management Time: Who's Got the Monkey?" William Oncken, Jr., and Donald L. Wass, *Harvard Business Review* (1974).

$\boxed{\text{Feedback}}$

Goals drive toward deadline was tracked well, but the push was more to "check the box" or get it done. There needs to be more guidance on ensuring the quality of the goals entered - preferably with every communication.

DEVELOPMENT AND CAREERS

EXPLORE

How have development conversations gone for you in the past, as an employee and as a leader?

Now that you're equipped with more knowledge on leadership practice, why do you think they went that way? What would you do differently now?

LEARN

Development is a key component of your employees' engagement at work, and it's your role as a leader to create opportunities for them to learn and practice new skills. Think back to the Engagement model that you learned in Workshop Two. Without Opportunity, Motivation and Ability are irrelevant.

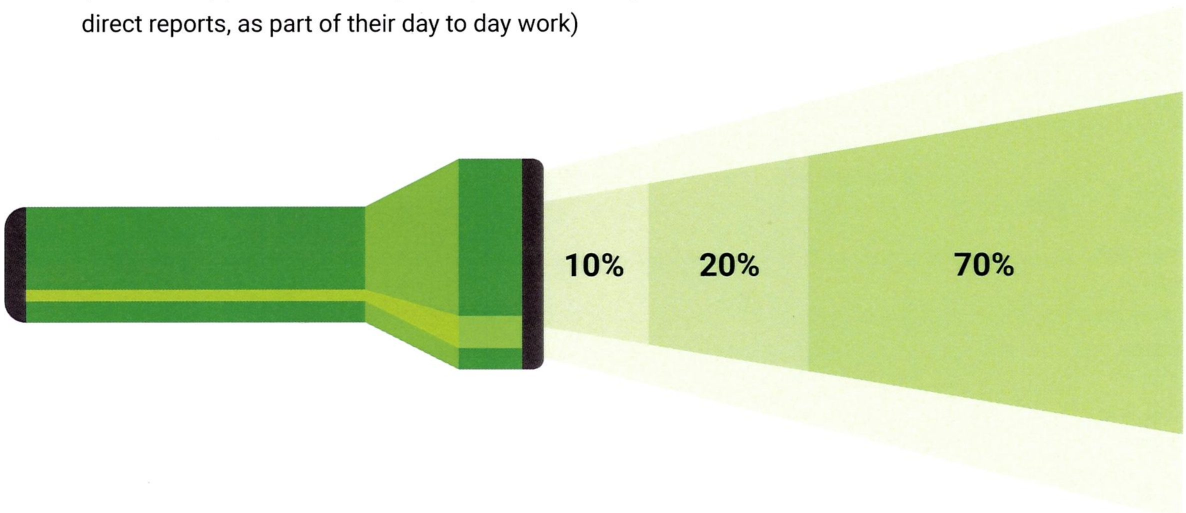
The focus of development should be to help your employees improve in their current role or prepare for future roles. Improving in their current role will help them, your team, and CDK achieve its objectives. Preparation for a future role will support CDK long-term by growing talent internally and equipping them to lead the business in the future.

Development planning (myDevelopment) is part of the CDK annual performance cycle and typically takes place halfway through the fiscal year. Even though this is the time to formally document development goals, development and feedback should be a year-round activity, incorporated into your regular 1:1 conversations with your direct reports. It's a perfect opportunity to practice the feedback and coaching skills you learned in the previous two workshops!

DEVELOPMENT AND CAREERS

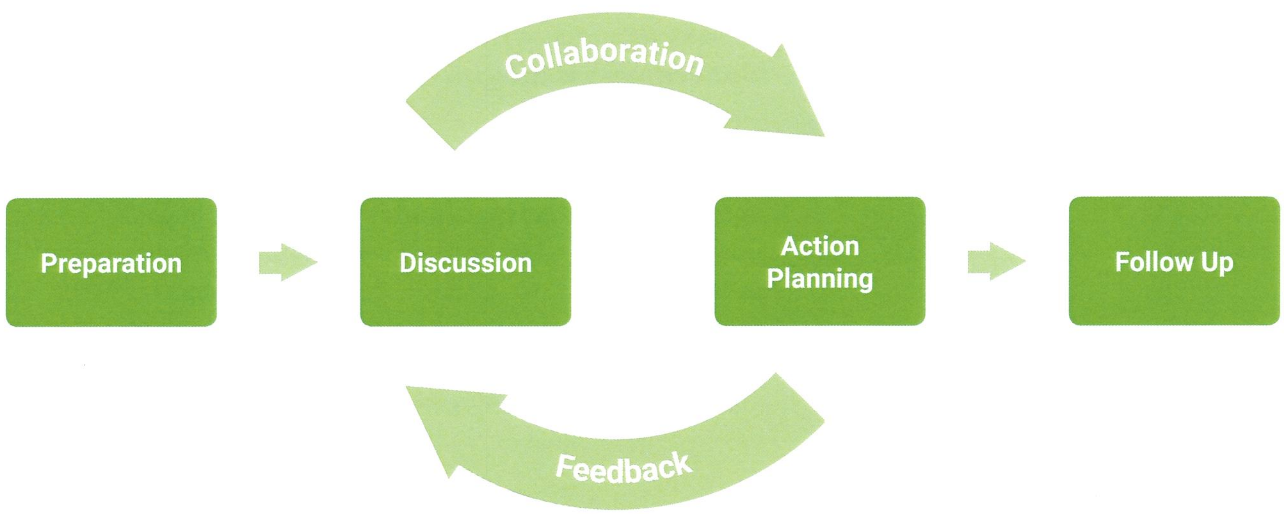
At CDK, we follow the 70/20/10 rule when it comes to development:

- 10 percent should come from formal sources (classes, training)
- 20 percent of learning should come from others (shadowing, mentoring, gathering feedback)
- 70 percent of learning should come from on-the-job experiences (these are opportunities that you help structure for your direct reports, as part of their day to day work)



Just like your experience with the Foundational Leadership Program, development can start with formal learning, but it's only through feedback from others and a demonstration of the learning on the job that we make concrete the concepts learned in the classroom. That is why the majority of development focus should be on-the-job experience.

How to have a development conversation:



DEVELOPMENT AND CAREERS

1. Prepare by scheduling a dedicated time and noting some observations and feedback for the employee. Think about the skills you learned on observing vs. judging – and be aware of how your unconscious bias might come into play in what you choose to give feedback on and how you choose to give it. What stories might you be telling yourself about each of your direct reports?

   Ask the employee to prepare for the conversation as well, and send them some questions to consider ahead of time.

2. Have the conversation! Ask the employee:

   - What do you enjoy most about the job? Least?
   - What do you do well? Not so well?
   - Where do you feel you are on the continuum of mastering this role?
   - What goals do you have for the future within or beyond this role?

   Be prepared to offer your perspective on these questions, too. Have a dialogue with the employee. Practice your active listening. Be attentive, and take notes.

   You can offer the employee the Skill-Energy Matrix from earlier to help them identify things they prefer to work on. This could aid the conversation.

   You can use the CDK Leadership Competencies for ideas on areas of non-technical development. Refer to the level appropriate for each team member.

DEVELOPMENT AND CAREERS

3. After you and your team member have identified a few areas to work on, the next step is to determine how the team member will learn and practice the needed knowledge/skills/behaviors.

   This is where you can be creative in coming up with different projects, stretch assignments, or delegating components of your role that would aid the team members' learning.

   Support any on-the-job learning with opportunities to learn from others and potentially some formal learning opportunities (outside training or e-learning courses in myLearning in myCareer). Be clear about how each action will help the employee grow in the identified skill area.

4. The last step is for the employee to document their development goals – including actions and time frames – and to schedule a time to follow up with you on progress.

EXPLORE

Identify opportunities you could create for on-the-job development for the following three types of employees:

New in Role	Individual Contributor happy in current position	High Potential looking for next oportunity

DEVELOPMENT AND CAREERS

LEARN

Career Pathing

Another component to consider in development planning is career pathing. At CDK, linear career progressions are not currently defined, but that's okay. What that means for you as a leader is that you may need to help your team members navigate a path forward within the company, based on their individual skills and interests. As you look at higher levels of the company, cross-functional experience is necessary for success – and you can help your team members see how they can attain it.

- While no one wants to give up a star performer, he/she might serve CDK best in another role where their talents could be put to even better use, or where they can develop the additional skills necessary to take on a new challenge.

- Not everyone wants to move up in the company – they're content staying where they are. These employees still need development and deserve an opportunity to continue to grow and stretch themselves in their existing role.

- Through development opportunities, help your team members understand what they enjoy and don't enjoy doing – it will help them identify what roles are really of interest and where they could really succeed. For example – not everyone is interested in or equipped for being a people leader, but it's only through opportunities to lead and experience what leading entails that someone could really see if it's a fit for them.

- Be aware of how your opinions or judgements of your direct reports may impact their career opportunities. Keep your unconscious bias in check.

So, what can you do? Start by learning more about all areas of the business and the skills needed to be successful in different roles. Aim to better understand your employees' interests, skills, and long-term goals. Develop relationships with your peers in other business units, and talk with your HR Representatives about what opportunities are available. It is through this type of collaboration at all levels that CDK can better share talent and build future leaders for the organization.

DEVELOPMENT AND CAREERS

EXPLORE

What has your career path been?

1 → 2 → 3 → 4 → 5 → 6

How have different types of roles or assignments helped you learn about yourself or prepared you for your current role?

Who helped you along the way, or gave you a chance to grow and develop?

DEVELOPMENT AND CAREERS

APPLY

What does this mean to you as a people leader?

What resonated with you most?

Leadership Competencies

What actions will you start/ stop to make your employees' development a priority?

Want to Learn More?

- Michael Bungay Stanier, "7 Essential Questions All Great Managers Ask Their Employees," *Business Insider* (May 2016)
- "The 70-20-10 Rule for Leadership Development," Center for Creative Leadership
- Neil Irwin, "How to Become a CEO? The Quickest Path is a Winding One," *The New York Times* (2016)

CONGRATULATIONS!
YOU HAVE COMPLETED YOUR THIRD FOUNDATIONAL LEADERSHIP PROGRAM 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.

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.

Workshop 3

Category	Learning objective	Focus on:	Self-rating (1= this needs work; 5 = I already do this well)
Working with Others	*Create space and safety for seeking honest feedback from peers, directs, and managers, through multiple communication channels	Me/Us	
	*Coach self and team members through conflict to arrive at mutually agreeable solutions	Me/Us	
	Recognize and eliminate instances of unconscious bias in decision making	Me	
	*Delegate responsibilities in a way that capitalizes on the strengths of others and fosters role clarity	Us	
Managing Direct Reports	Hire suitable candidates through competency-based and fair interviews, and provide a structure to support and train new employees to reach desired performance quickly and comfortably	Us	
	*Hold development conversations in a non-directive manner, and identify and appropriately address team members' development needs	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	Utilize standard business strategy frameworks to analyze performance and deliver results	It	
	Interpret wider department and company strategy and build team and individual goals that align and contribute to that strategy	It	

* LO 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