



FranklinCovey
ALL ACCESS PASS®
SPECIAL COLLECTIONS

THE **6 CRITICAL PRACTICES**

FOR LEADING A TEAM™



FranklinCovey
THE ULTIMATE COMPETITIVE ADVANTAGE

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FranklinCovey is a global company specializing in performance improvement.

We help organizations achieve results that require a change in human behavior. Our expertise is in seven areas: Leadership, Execution, Productivity, Trust, Sales Performance, Customer Loyalty, and Education.

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THE
**6 CRITICAL
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FOR LEADING A TEAM™

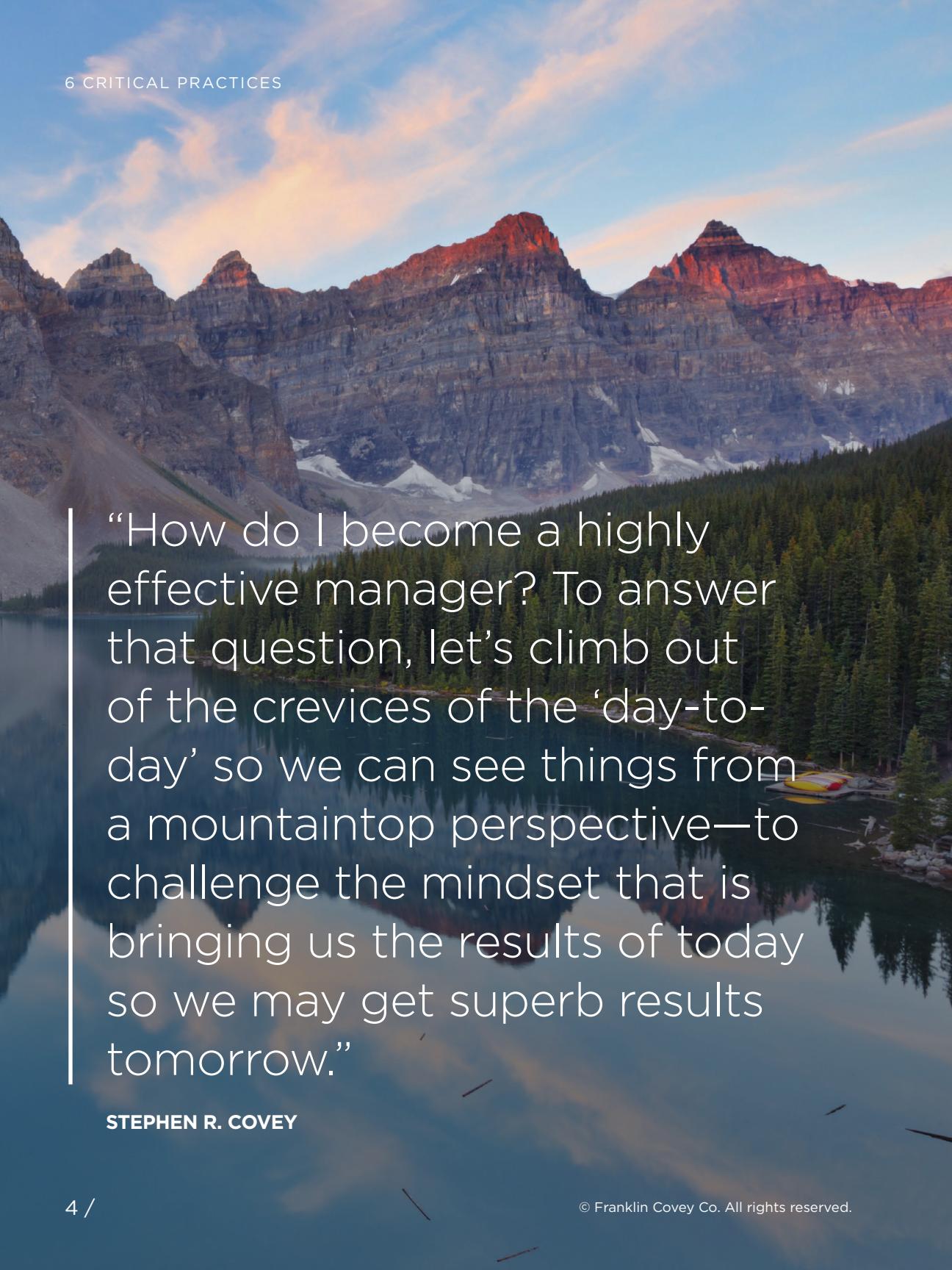
NAME



A photograph of a person's legs and feet wearing jeans and black boots, sitting at a white desk with a laptop and a small green plant. A window is visible in the background.

Introduction

THE 6 CRITICAL PRACTICES FOR LEADING A TEAMTM



“How do I become a highly effective manager? To answer that question, let’s climb out of the crevices of the ‘day-to-day’ so we can see things from a mountaintop perspective—to challenge the mindset that is bringing us the results of today so we may get superb results tomorrow.”

STEPHEN R. COVEY

Your Peaks and Valleys

The two or three challenges that EXCITE you the most as a first-level leader are:

The two or three challenges that FRUSTRATE you the most as a first-level leader are:

First-Level Leaders Impact Results

As a first-level leader, you have a big impact on business results.

- **EMPLOYEE PRODUCTIVITY:** You manage the work for the vast majority of an organization's employees.
- **EMPLOYEE LOYALTY:** You may be the reason people quit their jobs.
- **CULTURE:** You are the creator and carrier of culture.
- **CUSTOMER LOYALTY:** Employee interaction determines 70 percent of customer perception. As a first-level leader, you shape this.
- **INNOVATION:** You and your team members are the biggest source of process/product innovation.



The Role Is Tougher Than Ever

The role has always been tough, and now it is tougher than ever.

First-level leaders:

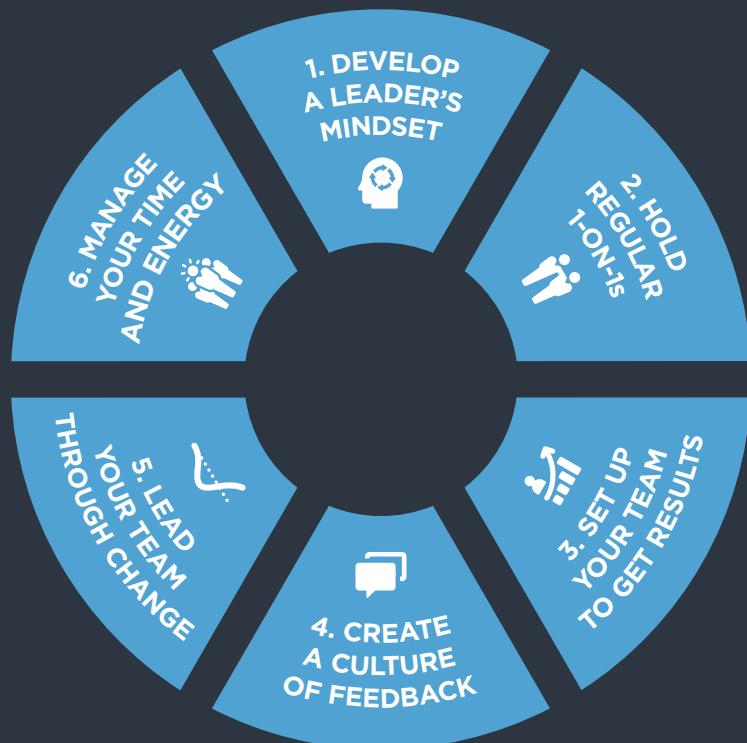
- Assume a player/coach role.
- Lead people to do work the leader hasn't done.
- Adapt quickly to rapid changes in team demographics.
- Lead team members who are remote and virtual.
- Adapt to the rapidly changing nature of work.

PARADOX

People skills account for 80 percent of your success as a **first-level leader**.

Technical skills account for 80 percent of your success as an **individual contributor**.

THE 6 CRITICAL PRACTICES FOR LEADING A TEAM



NOTES



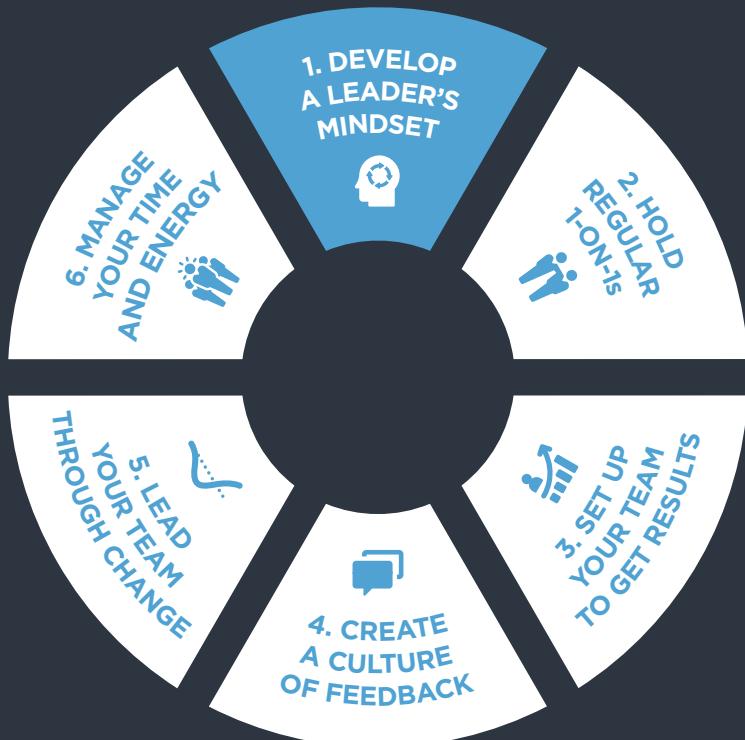


Practice 1

DEVELOP A LEADER'S MINDSET

Practice 1

DEVELOP A LEADER'S MINDSET



Mindset Shift

COMMON MINDSET

I am responsible for my results.

EFFECTIVE MINDSET

I am responsible for delivering results through other people.

What do leaders with the effective mindset do differently?

“If you want to make minor changes in your life, work on your behavior. But if you want to make significant, quantum breakthroughs, work on your paradigms.”

STEPHEN R. COVEY

Video: *Paradigms*

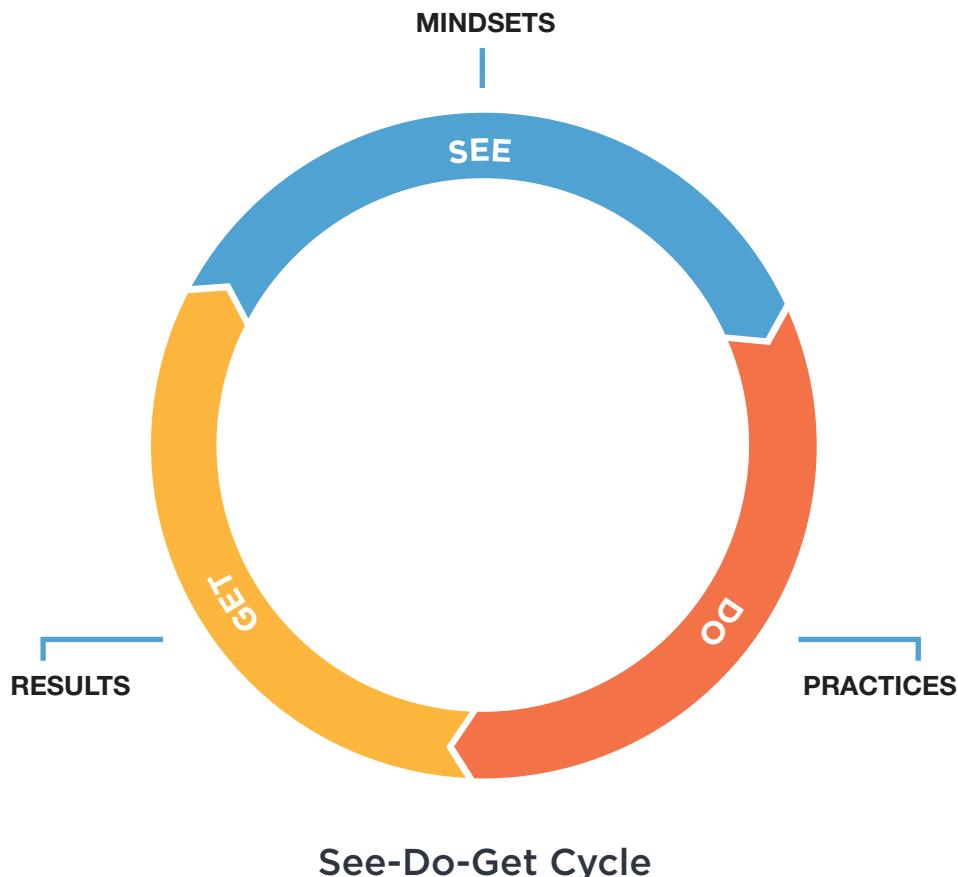
Why are paradigms so powerful in our lives?

Paradigms are the way we see, understand, and interpret the world—our mindsets.



The Power of Mindsets

The results we **GET** in our lives depend on what we **DO**. What we **DO** depends on how we **SEE** the world around us. If you want to change your results, begin by changing your mindsets.



Past Mindset Shift

Think of a time when you needed to shift your mindset.

1. What was the shift in mindset?
 2. What was challenging about making the shift?
 3. What helped you make the shift?
 4. What happened when you made the shift?

Critical Mindset Shifts

PRACTICE	COMMON MINDSET	EFFECTIVE MINDSET
1. DEVELOP A LEADER'S MINDSET	I am responsible for my results.	I am responsible for delivering results through other people.
2. HOLD REGULAR 1-ON-1s	I hold 1-on-1s to check on people's progress.	I hold regular 1-on-1s to help people get—and stay—engaged.
3. SET UP YOUR TEAM TO GET RESULTS	I tell team members what to do and how to do it.	I help people get clear about the “why” behind the “what” and support them in the “how.”
4. CREATE A CULTURE OF FEEDBACK	I give feedback so I can fix people’s problems.	I give and seek feedback to elevate the entire team.
5. LEAD YOUR TEAM THROUGH CHANGE	I control and contain change for my team.	I champion change with my team.
6. MANAGE YOUR TIME AND ENERGY	I am too busy to take time for myself.	I must manage my time and energy to be an effective leader.

A photograph of two women in an office setting. One woman, wearing a pink blazer and glasses, is leaning over a desk, pointing at a computer screen. The other woman, with long brown hair, is looking at the screen. They appear to be discussing something. The background shows a window and some office equipment.

“A good leader inspires a team to have confidence in the leader. A great leader inspires a team to have confidence in themselves.”

RICHARD KOVACEVICH

Capture the Gold

What was your most valuable insight from this practice?

PRACTICE THOUGHT

First-level leaders have significantly different mindsets than individual contributors.





Practice 2

HOLD
REGULAR
1-ON-1s

Practice 2

HOLD REGULAR 1-ON-1s



Mindset Shift

COMMON MINDSET

I hold 1-on-1s to check on people's progress.

EFFECTIVE MINDSET

I hold regular 1-on-1s to help people get—and stay—engaged.

What do leaders with the effective mindset do differently?

“Talented employees need great managers...how long an employee stays and is productive is determined by the relationship with the immediate supervisor.”

MARCUS BUCKINGHAM

Levels of Engagement

How leaders interact with others significantly impacts engagement levels. Every interaction you have with team members affects how they choose to volunteer their efforts and energies. Regular 1-on-1s, when done well, can help release the highest talents and contributions of each individual.



Think of a time when you were at the level of creative excitement. Why were you so engaged?

Simple 1-on-1 Tips

- 1** Hold 1-on-1s at regular intervals.
- 2** Schedule at least 30 minutes for each meeting.
- 3** Use the prep worksheets to identify priority topics.
- 4** Draw out issues and interests with Empathic Listening and coaching questions.
- 5** Help team members find solutions rather than solve problems for them.

Scheduling 1-on-1s

What is the consistent interval that will work for you and your team members (weekly, biweekly, monthly, etc.)?

When is the best time for 1-on-1s for you and your team members (morning, afternoon)?

1-on-1 Prep for Manager: Example

Use this prep worksheet to think through and document topics you'd like to discuss with each of your team members. It's usually best to cover the priorities first in every 1-on-1, but you likely won't have time to get through all the question prompts. You can always prioritize and/or rotate through topics in subsequent 1-on-1s.

Team member's name:

Darell

PRIORITIES

Outcome and follow-up items from previous 1-on-1:

Connect Darell with three other Web designers who have experience in responsive Web design.

The person's overall development goals:

Design user interfaces and server interactions that target mobile devices.

Current development focus:

Responsive design and mobile-first technologies.

Projects or tasks to ask about:

Website upgrade: Improving functionality and overall user experience.

Use these questions during 1-on-1s to draw out issues and interests.

CHALLENGES, OPPORTUNITIES, AND SUPPORT

- What can I do to help with your work?
- What are you most concerned about?
- What's your biggest challenge? Why?
- What's the biggest opportunity we're missing out on?
- What are we not doing that we should be doing?

DEVELOPMENT GOALS AND PLANNING

- On a scale of 1–10, how happy are you working here?
- What development areas do you want to work on this week?
- What have you learned this last week?

FEEDBACK

- I've been working on _____. How am I doing?

1-on-1 Prep for Manager

Use this prep worksheet to think through and document topics you'd like to discuss with each of your team members. It's usually best to cover the priorities first in every 1-on-1, but you likely won't have time to get through all the question prompts. You can always prioritize and/or rotate through topics in subsequent 1-on-1s.

Team member's name:

PRIORITIES

Outcome and follow-up items from previous 1-on-1:

The person's overall development goals:

Current development focus:

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CHALLENGES, OPPORTUNITIES, AND SUPPORT

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DEVELOPMENT GOALS AND PLANNING

- On a scale of 1–10, how happy are you working here?
- What development areas do you want to work on this week?
- What have you learned this last week?

FEEDBACK

- I've been working on _____. How am I doing?

1-on-1 Prep for Team Member

Team members use this prep worksheet to think through topics to discuss with managers in 1-on-1s.

CHALLENGES, OPPORTUNITIES, AND SUPPORT

- Outcome and follow-up items from previous 1-on-1s.
- Biggest challenge I am currently facing and list of ways my manager can help me.
- Biggest opportunity I currently see and ideas about next steps.
- Things my manager should know, but might not.
- Additional information I need to do my job.
- Other projects or tasks I want to talk about.

DEVELOPMENT GOALS AND PLANNING

- Review of progress toward overall development goals.
- List of things I want to ask my manager for feedback on.
- Development area I want to focus on this week, and a list of ways my manager can help me.

FEEDBACK

- Reinforcing/positive feedback I want to provide to my manager to help him or her become a more effective manager.
- Redirecting feedback I want to provide to my manager to help him or her become a more effective manager.

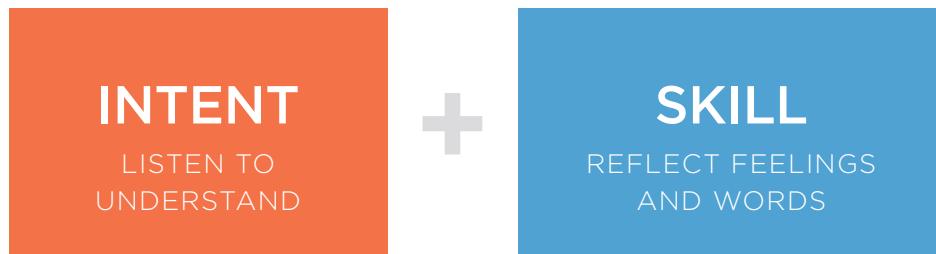


“Leadership happens one conversation at a time.”

MOON, DAVIS, SIMPSON, MERRILL, TALENT UNLEASHED

Practice Empathic Listening

Empathic Listening increases your ability to understand other people. When listening empathically, you move from certainty to curiosity. Instead of assuming you know other people's thoughts, feelings, and perspectives, you are seeking to learn what they see and how they feel. Empathic Listening requires both *intent* and *skill*.



“When I ask you to listen and you feel you have to do something to solve my problem, you have failed me, strange as it may seem. Listen! All I ask is that you listen; not talk or do—just hear me.”

RALPH ROUGHTON, M.D.

Reflect Feelings and Words

USEFUL RESPONSES WHEN LISTENING EMPATHICALLY

- It sounds like you feel about
- So you are saying
- I'm really trying to understand. Are you saying ?

You feel about

(angry, frustrated, excited, sad, irritated, ignored, misunderstood, happy, nervous, hesitant, embarrassed, foolish, upset, discouraged, stifled, disrespected, emotional, confused, speechless, unsure, enthusiastic, etc.)

(Summarize the content, topic, or meaning of what is being said.)

TIPS:

- Focus on your intent.
- Give the other person your full attention.
- Be silent; allow the other person time and space to speak.
- Summarize your understanding.

Empathic Listening

DO

REFLECT CONTENT

Put the meaning of the person's words in your own words.

"So you're saying ____."

REFLECT FEELING

Concentrate on and echo the way the person feels.

"You're frustrated about ____."

DON'T

JUDGE

Agree or disagree with what the other person is saying.

"I couldn't agree more!"

"Are you out of your mind?"

JUMP TO CONCLUSIONS

Ask questions based on assumptions.

"So you want to quit, is that it?"

ADVISE

Recommend solutions or give counsel.

"When I was in that situation, ____."

"You should ____."

Three Types of Coaching Questions

Good questioning is a learnable skill that helps you put aside your own agenda, understand others, and lead them to discover their own solutions.

1 CLARIFYING

When you ask clarifying questions, you deepen understanding.

"When you say _____, what does that mean?" "Can you tell me more?"

2 OPEN-ENDED

When you ask open-ended questions, you create the space to explore options. Open-ended questions usually begin with how, what, and where, and cannot be answered with a simple yes or no.

"How would you address that?"

3 INSIGHTFUL

When you ask insightful questions, you tap into the creative brain. Use this two-part formula:

- First, imagine what's possible.
- Then, ask an open-ended question.

"Supposing you could _____. What would you do?"



Coaching Question Examples

SCENARIO: A team member comes to you and says she is having a problem working with Kim.

CLARIFYING	OPEN-ENDED	INSIGHTFUL
<p><i>"When you say you are having a problem with Kim, what does that mean?"</i></p>	<p><i>"How have you approached it so far?"</i></p>	<p><i>"Think about what you would like your working relationship with Kim to be. What's one thing you could do today to build that?"</i></p>



Capture the Gold

What was your most valuable insight from this practice?

PRACTICE THOUGHT

Regular 1-on-1s are critical for helping your team members be engaged and successful.





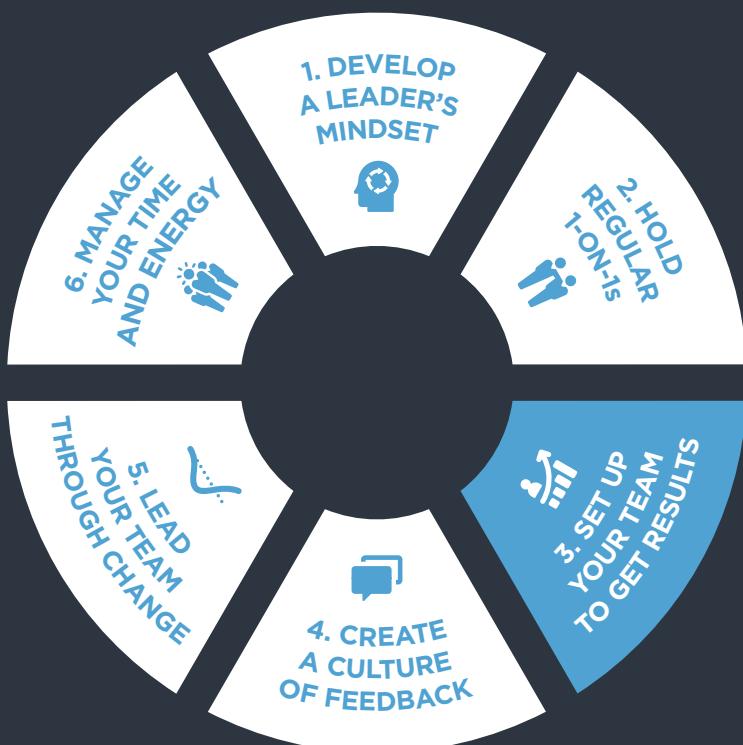


Practice 3

**SET UP
YOUR TEAM
TO GET
RESULTS**

Practice 3

SET UP YOUR TEAM TO GET RESULTS



Mindset Shift

COMMON MINDSET

I tell team members what to do and how to do it.

EFFECTIVE MINDSET

I help people get clear about the “why” behind the “what” and support them in the “how.”

What do leaders with the effective mindset do differently?

“The challenge is to create a shared view of what is important—what matters most.”

STEPHEN R. COVEY

The Why: Align to Organizational Priorities

Effective leaders are clear about the value and contribution of their team's work to the organization.

Answer the following questions to get clear on the value and contribution of your team's work to the organization:

1. What are the top three priorities of your department?
 2. What are your manager's most important goals?
 3. How does your team contribute to your department's priorities and your manager's goals?

The What: Define Goals and Desired Results

Effective leaders define and communicate the team's goals and desired results. They clarify the significant outcomes that represent fulfillment and success for their team.

Answer the following questions to get clear on goals and desired results for your team members.

1. Name your team's top two or three goals.

Goal 1:

Goal 2:

Goal 3:

2. Describe your team's goals in terms of desired results, using the following formula: “[Verb] [what you want to make progress on] From X to Y by When.”

Goal 1 revised:

Goal 2 revised:

Goal 3 revised:

Video: *Copa Airlines*

What is the goal?

What is the impact of the goal on employees?



The How: Delegate the Work

Effective delegation discussions engage people in the detailed work to achieve the team goals and desired results.

Start delegation discussions with a review of the broader “why” and “what.”

- **STATE THE WHY:** Clarify why the work is important.
- **STATE THE WHAT:** Desired results. Clarify how the work you are delegating relates to broader team goals, then be specific about the “From X to Y by When” format: what success looks like and how success will be measured.

Next, discuss the “how”:

- **GUIDELINES.** Define the guidelines—the standards and conditions that must be met.
- **RESOURCES.** Define the resources required to complete the work (people, budget, tools).
- **ACCOUNTABILITY.** Decide how to track progress and be accountable. Depending on the work, you might want to meet daily, weekly, monthly, or less frequently.
- **CONSEQUENCES.** Define specifically and measurably the benefits from successful achievement of the work, as well as what will happen if the work is not completed.

Delegation Planner: Example

Choose a task that you need to delegate to someone on your team, and use this worksheet to prepare for the conversation.

WORK TO BE DELEGATED: What is the task/work to be delegated?

Interview top 10 customers to get their feedback on experience buying and using our products.

WHOM TO DELEGATE TO: Who is this person and what is his or her level of skill/experience/will to do the work?

Chantalle: Excellent questioning skills, high curiosity, and problem-solving abilities. Low experience with our research processes. High level of motivation to engage in research work with customers.

THE WHY: Why is this work important?

Our strategy is to be our customers' #1 choice in our market.

THE WHAT: Desired results: What are the desired results? Express the answer in this format: "From X to Y by When."

Increase our customer-loyalty score from 75 to 85 by December 31. To find opportunities for improving customer satisfaction and loyalty, we will interview our top 10 customers for their feedback.

GUIDELINES: Define the guidelines—the standards and conditions that must be met.

We need to have customer feedback on buying and using our products by the end of next month.

RESOURCES: Define the resources required to complete the work (people, budget, tools).

We have access to our Customer Research team to help us do this work. The Sales director can provide guidance on which customers to interview. We will use our standard interview processes to collect customer feedback.

ACCOUNTABILITY: Decide how to track progress and be accountable.

How should we track progress? How does it sound if we meet weekly with the full team?

CONSEQUENCES: Define specifically and measurably the benefits from successful achievement of the work, as well as what will happen if the work is not completed.

When we're successful, we'll learn from our customers about our top two to three opportunities to innovate. This is an opportunity for us to learn more about customer research and product development. If we don't understand what our customers' expectations are, we'll lose customers to competitors and be stuck reacting to customer complaints.

Delegation Planner

Choose a task that you need to delegate to someone on your team, and use this worksheet to prepare for the conversation.

WORK TO BE DELEGATED: What is the task/work to be delegated?

WHOM TO DELEGATE TO: Who is this person and what is his or her level of skill/experience/will to do the work?

THE WHY: Why is this work important?

THE WHAT: Desired results: What are the desired results? Express the answer in this format: “From X to Y by When.”

GUIDELINES: Define the guidelines—the standards and conditions that must be met.

RESOURCES: Define the resources required to complete the work (people, budget, tools).

ACCOUNTABILITY: Decide how to track progress and be accountable.

CONSEQUENCES: Define specifically and measurably the benefits from successful achievement of the work, as well as what will happen if the work is not completed.

Flex to Skill/Experience of Team Member

If the team member you are delegating to has little or no skill/experience in the work, you need to lead on all topics in the delegation conversation. If the team member has a high level of skill/experience in the work, then you lead on the “why” and the “what,” and invite him or her to lead on the discussion of guidelines, resources, accountability, and consequences.

	TEAM MEMBER: LITTLE OR NO SKILL/EXPERIENCE	TEAM MEMBER: HIGH LEVEL OF SKILL/EXPERIENCE
YOU LEAD:	<ul style="list-style-type: none">• The “Why”: Importance of the Work• The “What”: Desired Results	<ul style="list-style-type: none">• The “Why”: Importance of the Work• The “What”: Desired Results
YOU LEAD WITH QUESTIONS:	<ul style="list-style-type: none">• Guidelines• Resources• Accountability• Consequences	
TEAM MEMBER LEADS:		<ul style="list-style-type: none">• Guidelines• Resources• Accountability• Consequences

Delegation Watchouts

- Delegating the wrong things—assigning key management responsibilities to team members (e.g., hiring/firing decisions, performance reviews, etc.), or handing off work that requires your unique skills and experience.
- Failing to make specific links to why the assignment is important.
- Failing to define what success will look like.
- Micromanaging—providing too much direction and not enough ownership by the team member.
- Abdicating—providing too little direction and assuming the team member does not need support.



“We tend to think that people produce results because management wants results. But in a volunteer organization, people produce results because they want the results.... If people are really enjoying their work, they'll innovate, they'll take risks, they'll trust one another because they really are committed to what they're doing.”

PETER SENGE

Capture the Gold

What was your most valuable insight from this practice?

PRACTICE THOUGHT

You're measured by the results you achieve through others, not just the results you achieve on your own.





Practice 4

CREATE A CULTURE OF FEEDBACK

Practice 4

CREATE A CULTURE OF FEEDBACK



Mindset Shift

COMMON MINDSET

I give feedback so I can fix people's problems.

EFFECTIVE MINDSET

I give and seek feedback to elevate the entire team.

What do leaders with the effective mindset do differently?

“One of the greatest gifts you can give another human being is constructive feedback on a blind spot they never knew they had. It’s a great disservice not to say what needs to be said because it isn’t comfortable. Care enough to give honest, accurate feedback.”

STEPHEN R. COVEY

Video: *Blind Spots*

What worked and why?

What didn't work and why not?



Give Honest, Accurate Feedback

DO

CLARIFY YOUR INTENT

Make sure your intent is to help the other person learn and grow. If your intent is not genuine, reconsider giving feedback.

SHARE SPECIFIC OBSERVATIONS

Lay out the facts of what you've seen and the behaviors you have observed. Use "I" messages to do this.

"I've observed that _____. " "It appears to me _____. "

DESCRIBE THE IMPACT

State the impact on results. What outcomes has this behavior produced?

ASK FOR/OFFER SUGGESTIONS AS NEEDED

Explore ways to either repeat positive behaviors (reinforcing) or adopt new behaviors (redirecting).

DON'T

USE GENERIC LANGUAGE

Vague or extreme statements may sound insincere.

MAKE ASSUMPTIONS

Feedback that's based on wrong assumptions is not valid. Ensure you have the facts about a situation to give accurate feedback.

A professional woman with dark hair, wearing an orange blazer over a maroon top, is gesturing while speaking. She is seated in a yellow office chair. To her right, the back of another person's head is visible, wearing a colorful patterned headband and glasses. The background shows a bright office environment.

“Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves.”

STEPHEN R. COVEY

Two Types of Feedback

Effective feedback builds team members' confidence and capability. When you catch team members doing the right thing, give reinforcing feedback. When you see opportunities for development, give redirecting feedback.

1 REINFORCING FEEDBACK

- Highlights behaviors that positively impact results.
- Inspires team members to repeat these behaviors going forward.
- Builds team members' confidence and competence.
- Creates a culture in which people feel respected and appreciated.

2 REDIRECTING FEEDBACK

- Raises team members' awareness of undesirable behaviors.
- Highlights the impact of those behaviors on team performance and results.
- Clarifies expected, future behaviors.
- Communicates belief in team members' abilities to improve performance.

“High-performing teams share more than five times more positive feedback than low-performing teams.”

MARCIAL LOSADA AND EMILY HEAPHY

“Giving Feedback” Planner: Example

Answer these questions to prepare to give effective feedback—either reinforcing or redirecting.

Who needs this feedback (e.g., boss, team, individual, etc.)?

Diana

When and where will you share the feedback?

1-on-1 meeting tomorrow in my office.

CLARIFY YOUR INTENT. What is your intent?

Help Diana communicate more effectively in meetings.

SHARE SPECIFIC OBSERVATIONS. What is the situation you've noticed?

Diana is not raising important issues to the team in a timely manner.

What are the observable behaviors and facts around the situation?

Diana hasn't spoken at all in the past two team meetings and only once in the meeting before that. She has raised questions about product packaging to several members of the team outside of the team meeting.

DESCRIBE THE IMPACT. What is the impact of this behavior on results?

Team meetings are important opportunities to discuss issues with the rest of the product development team about the new product launch. Without Diana's input, we could face a product launch delay.

ASK FOR/OFFER SUGGESTIONS. If giving redirecting feedback, what is the behavior you want to ask for in the future?

Diana needs to raise issues and opportunities that impact product launch in team meetings with the product development team so that everyone hears them and can address them together.

“Giving Feedback” Planner

Answer these questions to prepare to give effective feedback—either reinforcing or redirecting.

Who needs this feedback (e.g., boss, team, individual, etc.)?

When and where will you share the feedback?

CLARIFY YOUR INTENT. What is your intent?

SHARE SPECIFIC OBSERVATIONS. What is the situation you've noticed?

What are the observable behaviors and facts around the situation?

DESCRIBE THE IMPACT. What is the impact of this behavior on results?

ASK FOR/OFFER SUGGESTIONS. If giving redirecting feedback, what is the behavior you want to ask for in the future?

Seek Ongoing Feedback

What is the value of seeking and getting feedback?

What makes it difficult to seek and get feedback?

What influences the quality of feedback you get from others?



“Seeking Feedback” Guidelines

1 DECLARE YOUR INTENT

Let the other person know why you want feedback. Your intent is typically to learn, develop, and get better as a leader.

2 ASK FOR SPECIFIC FEEDBACK

Avoid asking questions that won’t generate useful information. Generic questions like “How am I doing as a manager?” won’t give you any specific insight. Instead, try the following:

- *“I’ve been working on _____. How could I get better?”*
- *“What, specifically, do we need to do better with respect to _____ (system/structure/process)?”*
- *“I’ve provided some suggestions for our 1-on-1s. What would make these meetings more valuable to you?”*

3 LISTEN EMPATHICALLY

Listen to understand, not to explain or defend yourself.

4 ACKNOWLEDGE THE FEEDBACK

- *“Thanks for the feedback. Let me think about how I can apply it.”*
- *“I am grateful for your specific observations. They are very helpful. This is what I plan to do.”*

5 EVALUATE THE FEEDBACK

Use good judgment to determine what to do with the feedback.

6 COMMIT TO ACTION

Make commitments carefully and keep them at all costs. Say what you are going to do and then do it.



“Feedback lets team members know what you value. Frequent positive feedback reinforces the very best work they do.”

CATHERINE NELSON

Capture the Gold

What was your most valuable insight from this practice?

PRACTICE THOUGHT

Giving and seeking feedback is the breakfast, lunch, and dinner of high-performing teams. These teams consistently search for ways to make their best even better.





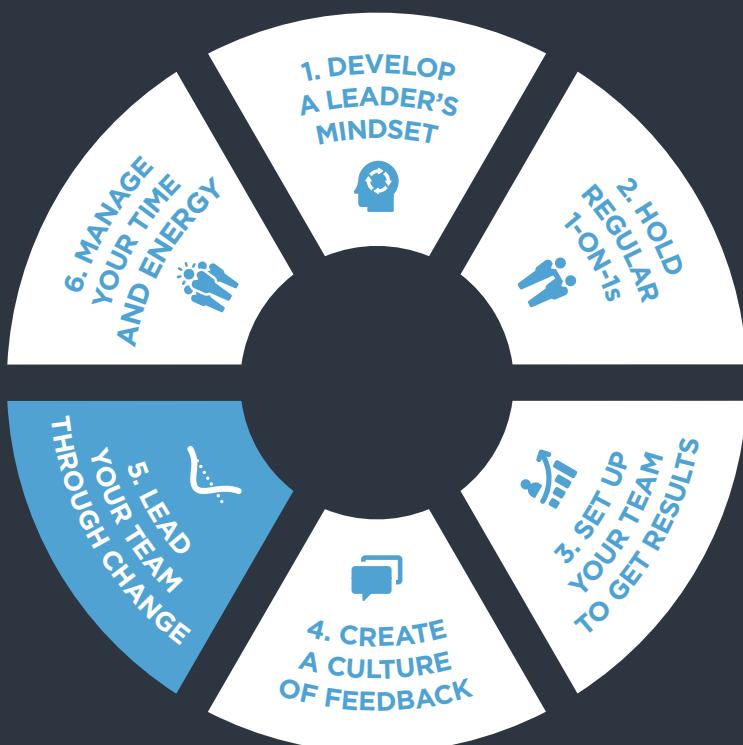
Practice 5

**LEAD
YOUR TEAM
THROUGH
CHANGE**



Practice 5

LEAD YOUR TEAM THROUGH CHANGE



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I champion change with my team.

What do leaders with the effective mindset do differently?

“Change comes more from managing the journey than from announcing the destination.”

WILLIAM BRIDGES

Why Change Fails

Approximately 75 percent of change initiatives fail. The small percentage of organizations that win at the “change game” do so because they have highly effective leaders who understand the top reasons why change fails and what to do about it.

TOP FIVE REASONS WHY CHANGE FAILS

1 UNSKILLED LEADERS

Failure by leaders to adapt to change or engage their teams effectively.

2 NO CLEAR VISION

Lack of a clear, correct, and compelling vision from leaders.

3 INADEQUATE COMMUNICATION

Unclear or one-way communication from leaders to team members.

4 LACK OF ALIGNMENT

Too many changes at once, conflicting priorities, or people working at odds with one another.

5 LOW ENGAGEMENT

Failure to capture people’s hearts and minds and, as a result, people either resist or don’t buy in to the change.

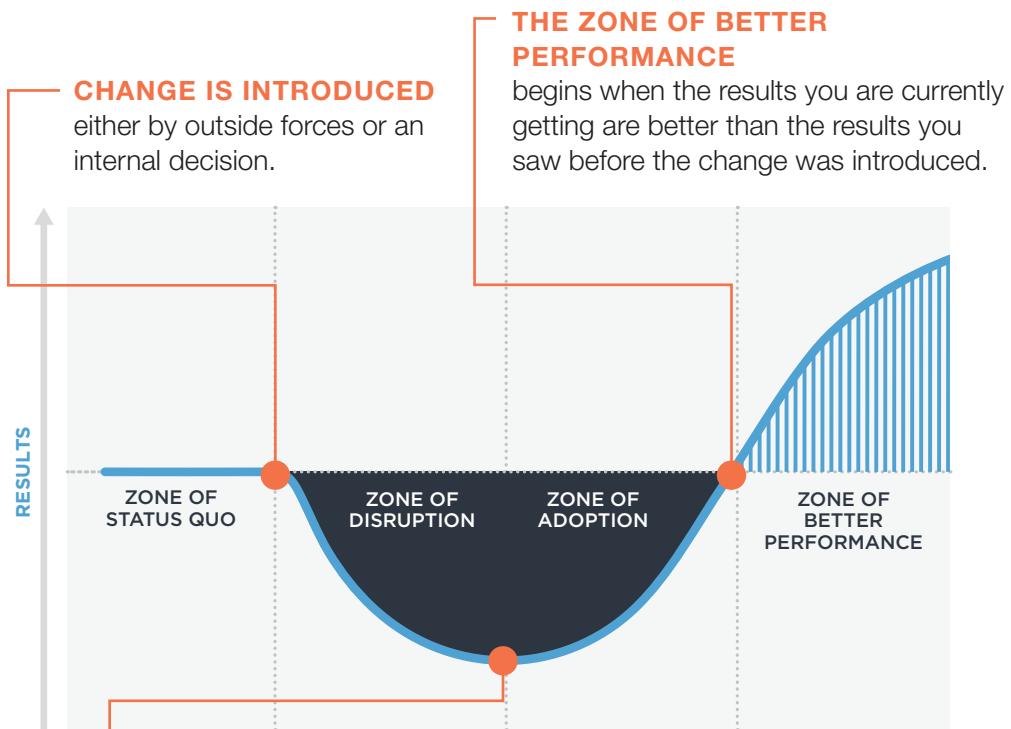
Video: *The Change Model*

What resonates with you?

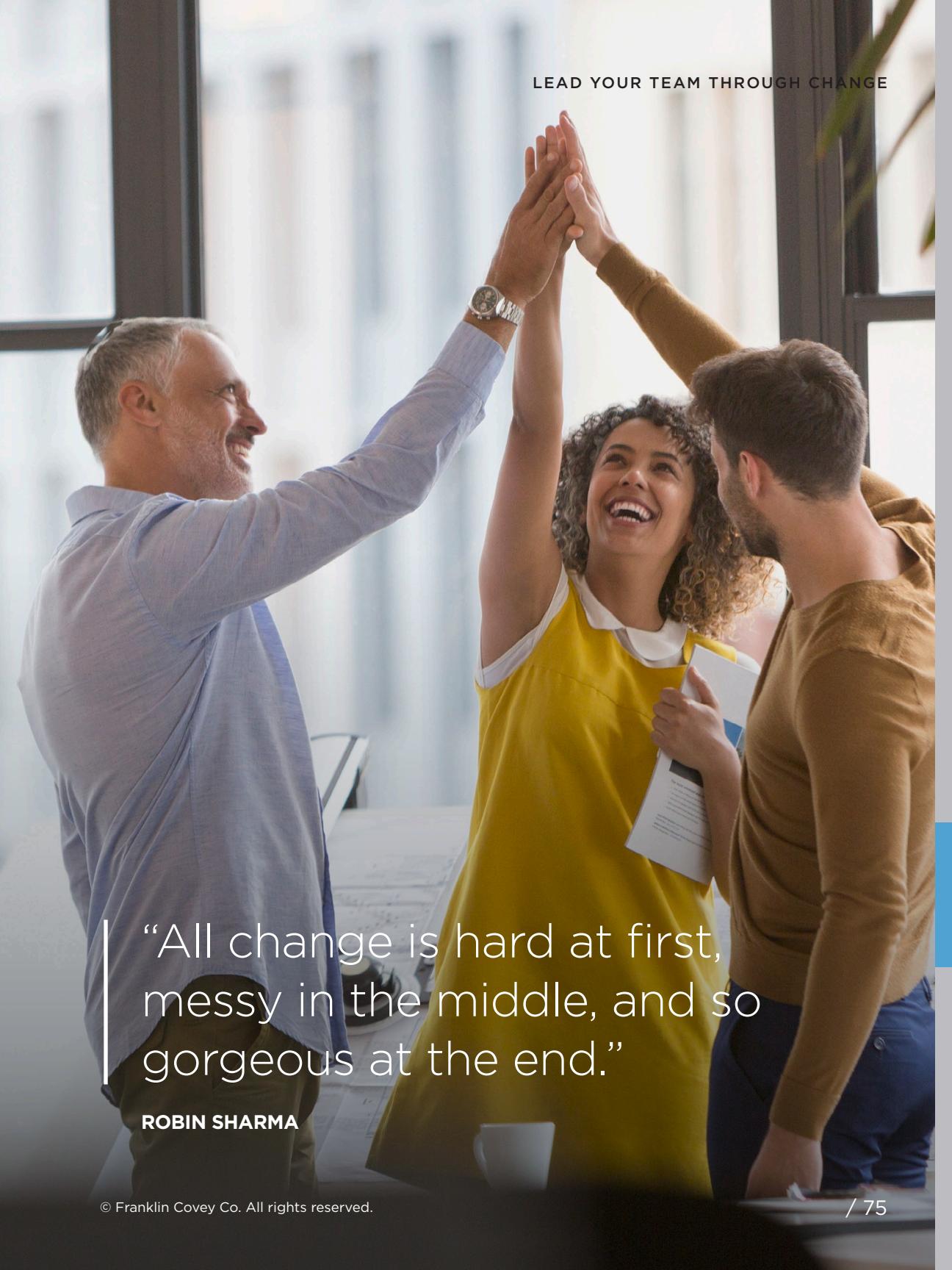


Accelerating Change

It's only when you reach the Zone of Better Performance that your results are better than before the change. As a leader, your role is to help your team members get to the Zone of Better Performance as quickly as possible. Time and effort expended in the Zone of Disruption and Zone of Adoption add tangible and intangible costs. So make your team's change curve short and shallow to maximize the benefits of change and minimize the costs.



- Are aware of what's changing and why.
- Know what it means for you personally.
- Have decided what you will do about it (as opposed to doing nothing).

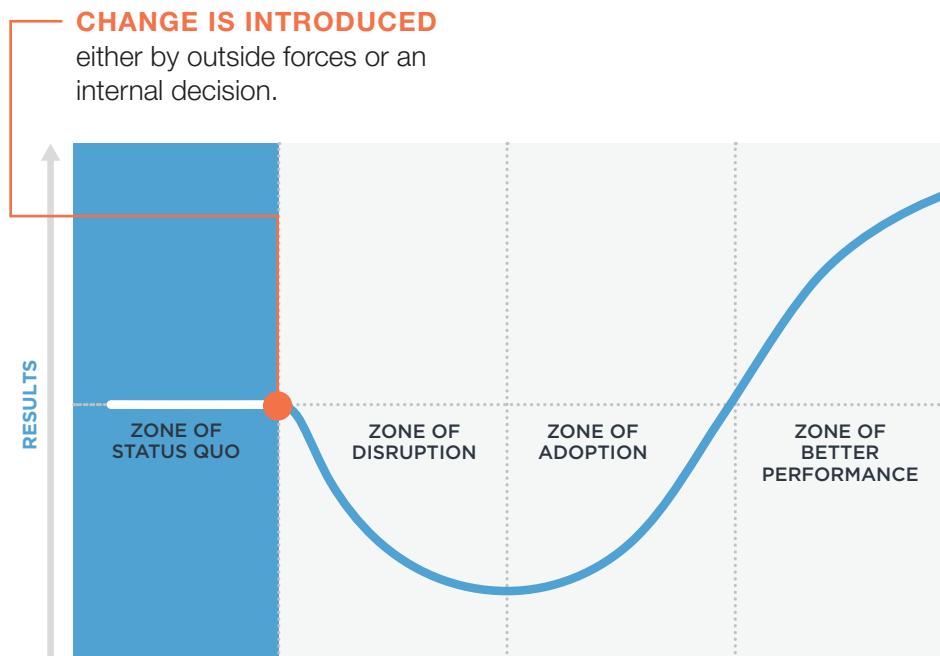


“All change is hard at first,
messy in the middle, and so
gorgeous at the end.”

ROBIN SHARMA

The Zone of Status Quo

The Zone of Status Quo is happening before the change is introduced. The longer the Zone of Status Quo lasts, the more likely you and your team are surprised by the change. Change is more challenging when you and your team are unprepared.



Recommended Actions

Consider the following actions to prepare you and your team for change:

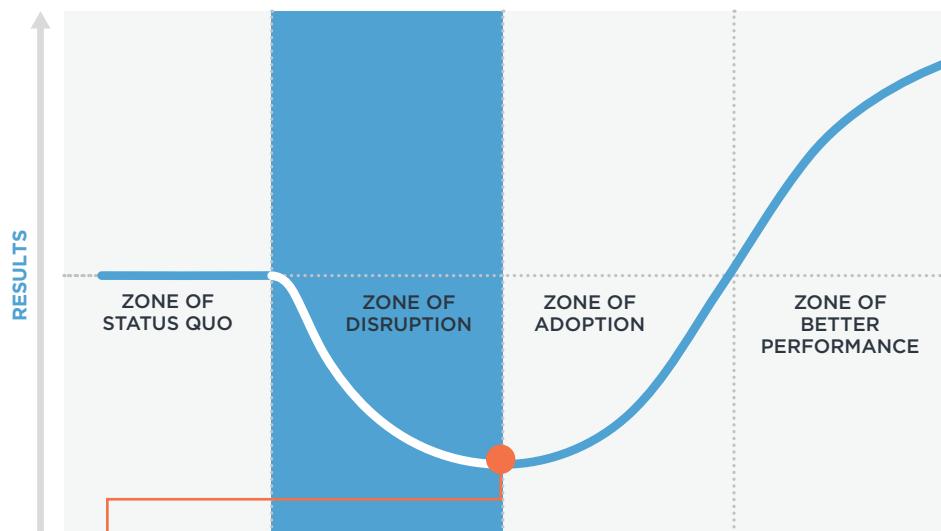
- Expect things to change.
- Look for opportunities to change.
- Identify the benefits of making the change.
- Communicate the change in simple and compelling ways.
- Consider what thoughts or feelings might hold your team back.

KEY TAKEAWAY FOR THIS ZONE:

The Zone of Disruption

All change creates disruption, whether it's lost time, extra cost, or how you or your team are impacted. The Zone of Disruption is when your results begin to suffer from the new realities of the change. The bigger the change, the greater the disruption.

This zone continues until each team member moves past the Point of Decision by clearly understanding what's changing and why, as well as deciding what actions he or she will take. The longer team members are in the Zone of Disruption, the greater the cost in time, effort, and energy.



- Are aware of what's changing and why.
- Know what it means for you personally.
- Have decided what you will do about it (as opposed to doing nothing).

Recommended Actions

Consider the following actions to help move your team quickly to the Point of Decision and into the Zone of Adoption:

- Keep communicating what's changing and why.
- Seek feedback on progress and challenges.
- Stay the course when dealing with unexpected obstacles.
- Help team members process and respond to the change.
- Give feedback to key stakeholders as needed.

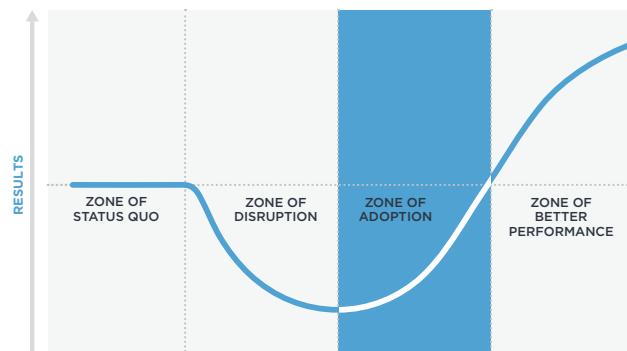
KEY TAKEAWAY FOR THIS ZONE:

The Zone of Adoption

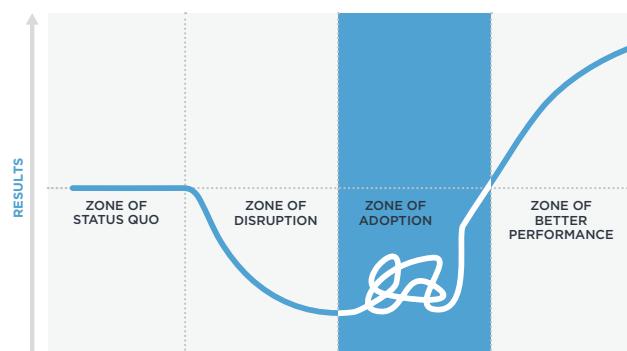
Once you and your team make it past the Point of Decision, you begin to adapt to the new rules of the change. In this zone, the change is driving what you do.

Since change generally means more work, it's important to evaluate everything you and your team members are doing and decide what makes sense to start, continue, or stop. The more quickly you can adapt to the change, the faster you can benefit.

In a perfect world, the curve in the Zone of Adoption looks smooth:



However, in the real world, the curve looks more like this, as you come to terms with the new realities of the change, try new things, and understand what works and what doesn't.



Recommended Actions

Consider the following actions to help your team make progress into the Zone of Better Performance:

- Keep focusing on what matters (and say no to the rest).
- Use a scoreboard to communicate progress.
- Recognize and celebrate early wins.
- Identify and learn from mistakes.
- Recommit to keep moving forward.

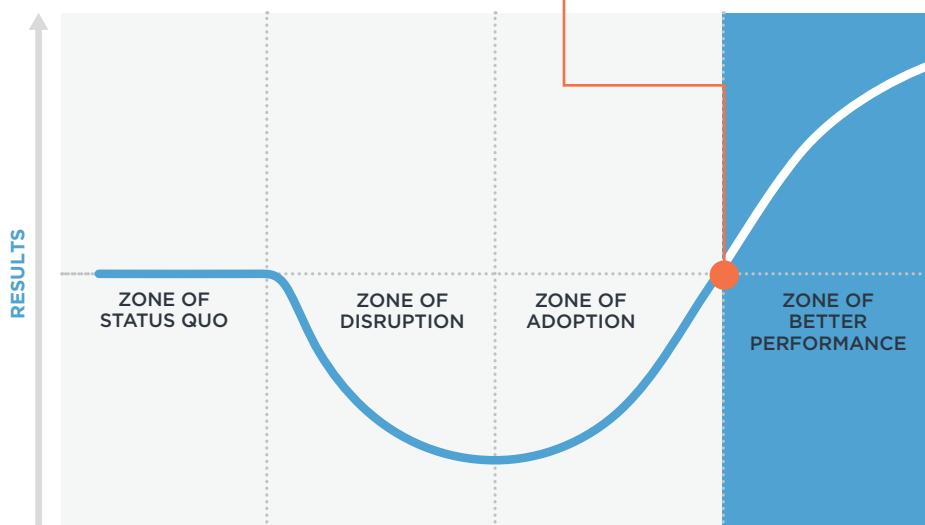
KEY TAKEAWAY FOR THIS ZONE:

The Zone of Better Performance

The Zone of Better Performance is where you actually begin to benefit from the change. When you and your team cross into this zone, you take control of the change and use it to your advantage. The results you get are better than they were before the change was introduced.

THE ZONE OF BETTER PERFORMANCE

begins when the results you are currently getting are better than the results you saw before the change was introduced.



Recommended Actions

When you reach the Zone of Better Performance, build on team members' results by taking the following actions:

- Celebrate successes.
- Envision even better performance.
- Seek feedback on how to get better when leading change.
- Make new commitments.
- Build team skills and capabilities for future changes.

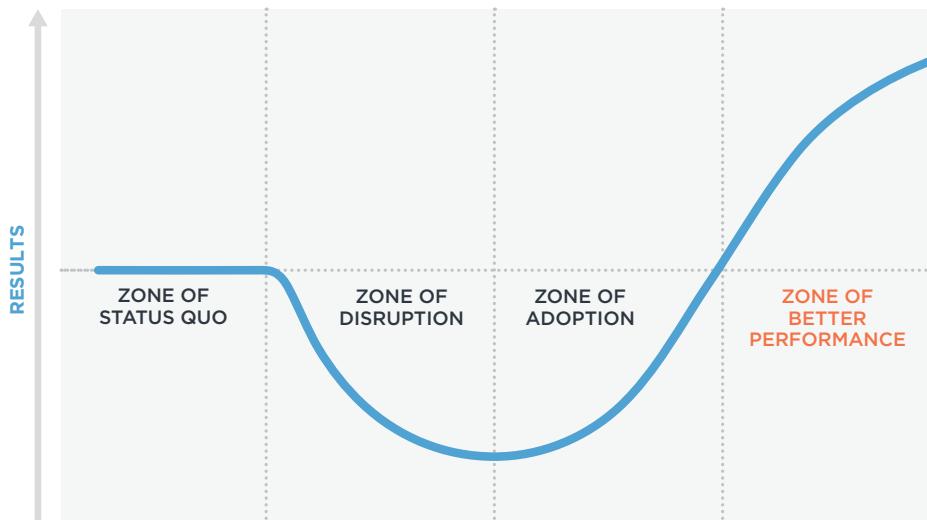
KEY TAKEAWAY FOR THIS ZONE:

“Leading Change” Planner: Example

What is the change?

Implement new expense-management software with the team.

Mark which zone **you** are in for this change. Mark which zones **your team** members are in for this change.



Why is the change happening? What does it mean for you and your team?

New software saves processing time. The team needs to learn how to submit expenses into the new system.

What are the benefits of making the change for you/your team?

Expenses will get paid faster. Once we learn the new input process, it will take less time to submit expenses.

What thoughts or feelings could keep you/your team from embracing the change?

Resistance to learning the new system because it will take time and might take longer initially.

How will you address unexpected obstacles and challenges?

Use 1-on-1s to ask for feedback on the new system. Involve IT if there are any issues we can't resolve.

What will you/your team start/stop/continue as you adopt the change?

Stop submitting expenses in the old system. Start submitting expenses in the new system. Continue to submit expenses in a timely way.

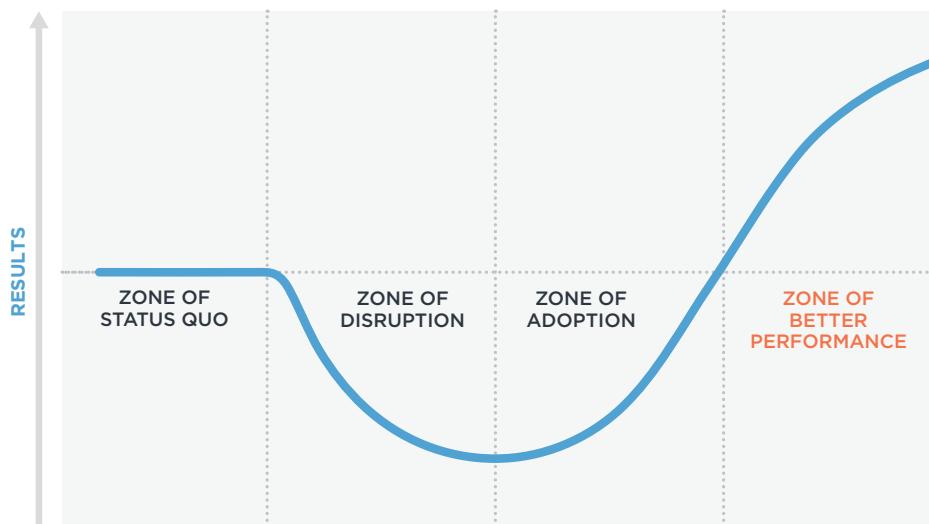
How will you/your team regularly assess progress with this change?

Set up a six-week scoreboard with milestones for each week. Review progress against milestones in team meetings. Provide additional support to team members as they need it.

“Leading Change” Planner

What is the change?

Mark which zone **you** are in for this change. Mark which zones **your team** members are in for this change.



Why is the change happening? What does it mean for you and your team?

What are the benefits of making the change for you/your team?

What thoughts or feelings could keep you/your team from embracing the change?

How will you address unexpected obstacles and challenges?

What will you/your team start/stop/continue as you adopt the change?

How will you/your team regularly assess progress with this change?



“People don’t resist change;
they resist being changed.”

PETER SENGE

Capture the Gold

What was your most valuable insight from this practice?

PRACTICE THOUGHT

Your team will engage in change when you pave the way and make it simple and compelling.





Practice 6

MANAGE YOUR TIME AND ENERGY



Practice 6

MANAGE YOUR TIME AND ENERGY



Mindset Shift

COMMON MINDSET

I am too busy to take time for myself.

EFFECTIVE MINDSET

I must manage my time and energy to be an effective leader.

What do leaders with the effective mindset do differently?

“When people engage in the right kind of planning, their success rates go up on average between 200 and 300 percent.”

DR. HEIDI GRANT HALVORSON

Make Time for Priorities

Identify what actions you, as a leader, need to **stop** and **start** to make more time for your most important priorities:

ACTIONS TO STOP	ACTIONS TO START

Big Rocks

In the metaphor of Big Rocks and gravel, the Big Rocks represent the important priorities in our lives—time spent on key responsibilities and relationships. The Big Rocks are the things that matter most. They contrast with the gravel, which represents all the little things that can fill up our lives: email, phone calls, less important priorities, and so on.

If the bucket in the picture is your life, you are more productive when you put the Big Rocks (all the important things) in the bucket first. You get the right things done first. Then you fit the inevitable gravel around the Big Rocks.



Weekly Planning

Effective managers focus on the **important**, not just the **urgent**. They schedule planning time every week so they can identify the priorities and schedule time to make progress on them.

TAKE AT LEAST 30 MINUTES TO:



THE BIG ROCKS QUESTION:

What are the one or two most important things I can do this week?

Schedule the Big Rocks

ROLES	BIG ROCKS	WHEN

Your Weekly Plan

	M	T	W	T	F	S	S
6 A.M.							
7							
8							
9							
10							
11							
NOON							
1							
2							
3							
4							
5							
6 P.M.							
TASKS							

Daily Planning

In addition to the 30 minutes of weekly planning, effective managers invest at least 10 minutes a day in thoughtful planning.

TAKE AT LEAST 10 MINUTES TO:

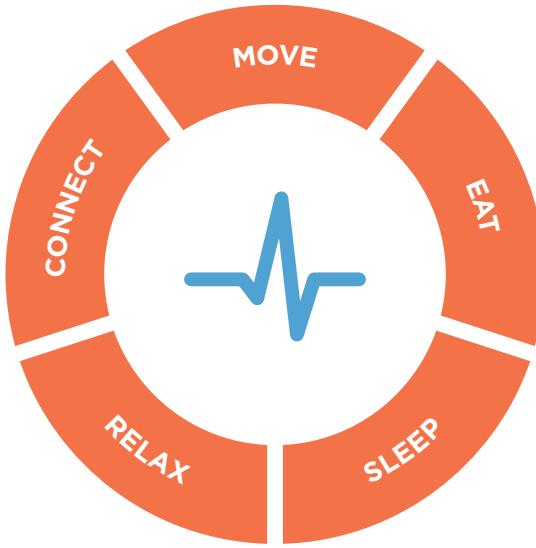


Video: *Energy Crisis*

What's one way you can renew your energy so you don't burn out?



Establish Patterns of Constant Renewal



THE 5 ENERGY DRIVERS



The 5 Energy Drivers Assessment

SLEEP

Things to try:

1

I sleep the same amount each night (and don't use weekends to catch up on sleep).



2

I get good-quality sleep each night.



YOUR SCORE

RELAX

Things to try:

3

I have effective coping strategies to deal with stress.



4

My lifestyle supports my ability to manage stress.



YOUR SCORE

CONNECT

Things to try:

5

I connect regularly with important people in my life.

**6**

I have relationships at work that I value.

**YOUR SCORE****MOVE**

Things to try:

7

I get up and move throughout the workday.

**8**

I have a consistent exercise program.

**YOUR SCORE**

The 5 Energy Drivers Assessment (continued)

EAT

Things to try:

9

I eat nutritious food at every meal.



10

The way I eat provides sustained energy throughout the day.



YOUR SCORE

SCORE

0–40: Energy Crisis

41–70: Average

71–100: Doing Great

Which energy driver will you work on?

WHAT SPECIFIC ACTIONS WILL YOU TAKE?

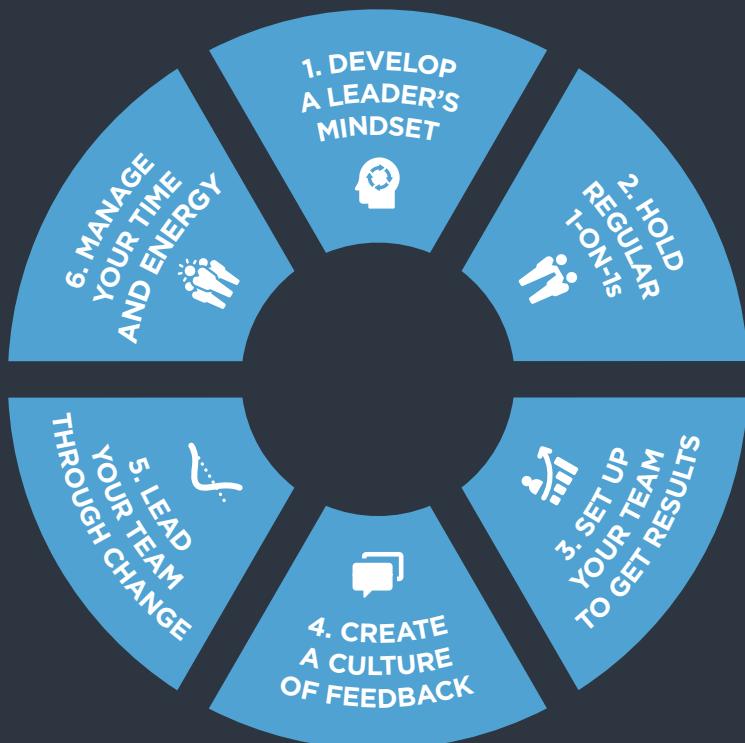
Capture the Gold

What was your most valuable insight from this practice?

PRACTICE THOUGHT

Leading your team effectively requires you to prioritize taking care of yourself.

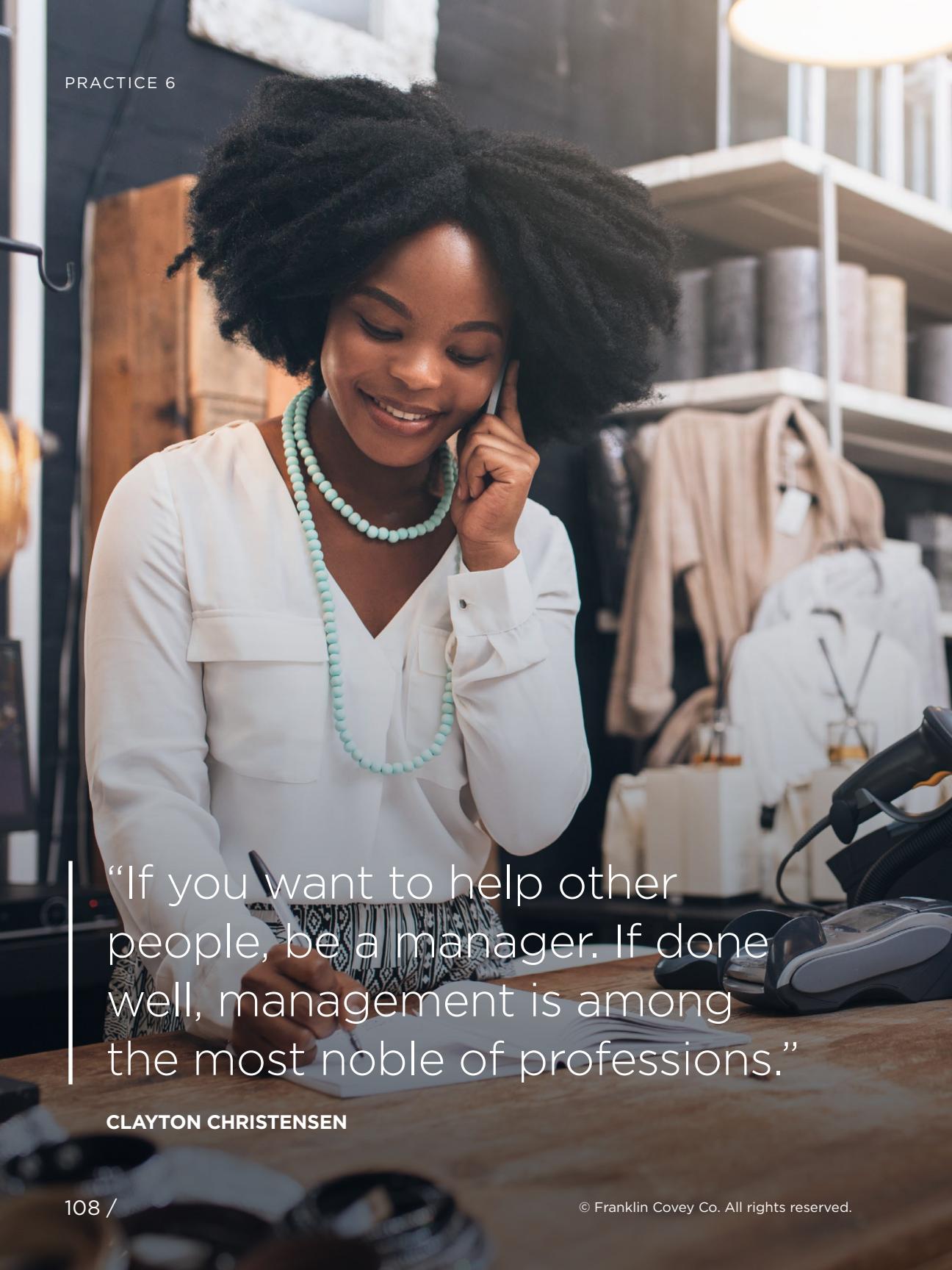
THE 6 CRITICAL PRACTICES FOR LEADING A TEAM



Commitments

1. Review your “Capture the Gold” pages for each practice.
2. Identify a specific action for each practice below.
3. Set a realistic due date for each action.

PRACTICES	ACTION	DATE
1. Develop a Leader's Mindset		
2. Hold Regular 1-on-1s		
3. Set Up Your Team to Get Results		
4. Create a Culture of Feedback		
5. Lead Your Team Through Change		
6. Manage Your Time and Energy		



“If you want to help other people, be a manager. If done well, management is among the most noble of professions.”

CLAYTON CHRISTENSEN

Leadership	Execution	Productivity	Trust	Sales Performance	Customer Loyalty	Education
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