



## Leadership Institute for Managers

# Introduction

### Purpose

Work on your business instead of in your business

### Process

Models, lecture, stories, survey, and planning

### Payoff

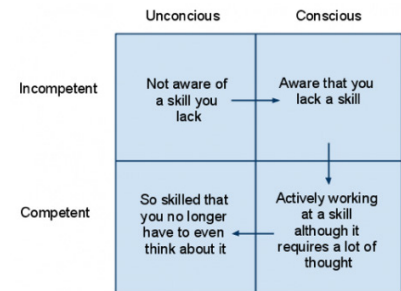
Become a more consciously competent manager/leader

### The Paradox of Management

You get paid for doing \_\_\_\_\_ what you got promoted for doing \_\_\_\_\_.

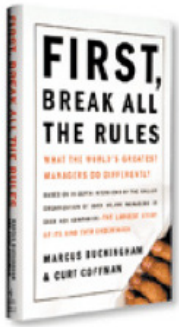
### The Four Stages of Learning a Skill

1. You don't know you don't know.
2. You know you don't know.
3. You know you know.
4. You forget you know and just do it.



### The Sales Management Trap

| 1   | 2   | 3   | 4   |
|---|---|---|---|
| <b>Non-Management Duties</b> <ul style="list-style-type: none"> <li>○ Maintain status as top biller</li> <li>○ Handle own account list</li> <li>○ Handle regional accounts</li> <li>○ Handle national accounts</li> </ul> | <b>Other Management Tasks</b> <ul style="list-style-type: none"> <li>○ Sales support</li> <li>○ Account list mgt</li> <li>○ Monitor sales</li> <li>○ Conduct sales mtgs</li> <li>○ Firefighting</li> <li>○ Handle complaints</li> <li>○ Communicate w/mgt</li> <li>○ Sales force compensation</li> <li>○ Inventory mgt</li> </ul> | <b>Human Resource Development</b> <ul style="list-style-type: none"> <li>○ Staffing</li> <li>○ Training</li> <li>○ Coaching/counseling</li> <li>○ Developing salespeople</li> <li>○ Motivation</li> <li>○ Communicate</li> <li>○ Mentoring</li> <li>○ Recruiting</li> </ul> | <b>Strategic Market Planning</b> <ul style="list-style-type: none"> <li>○ Strategic planning</li> <li>○ Market analysis</li> <li>○ Customer analysis</li> <li>○ Competitive analysis</li> <li>○ Cost analysis</li> <li>○ Profit management</li> <li>○ Forecast sales</li> <li>○ Prepare budget</li> <li>○ Set objectives</li> </ul> |



Based on in-depth interviews with more than 80,000 managers at all levels (and in companies of all sizes). The Gallup Organization's Buckingham and Coffman reveal what great managers do differently from ordinary managers to coax world class performance out of their workers.



Leadership Institute for Managers

## Twelve Questions

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Do I know what is expected of me at work?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Do I have the materials and equipment I need to do my work right?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

At work, do I have the opportunity to do what I do best every day?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

In the last seven days, have I received recognition and praise for doing good work?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Does my supervisor, or someone at work, seem to care about me as a person?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Is there someone at work who encourages my development?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

At work, do my opinions seem to count?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Does the mission/purpose of my company make me feel my job is important?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Are my co-workers committed to doing quality work?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Do I have a best friend at work?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

In the last six months, has someone at work talked to me about my progress?

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

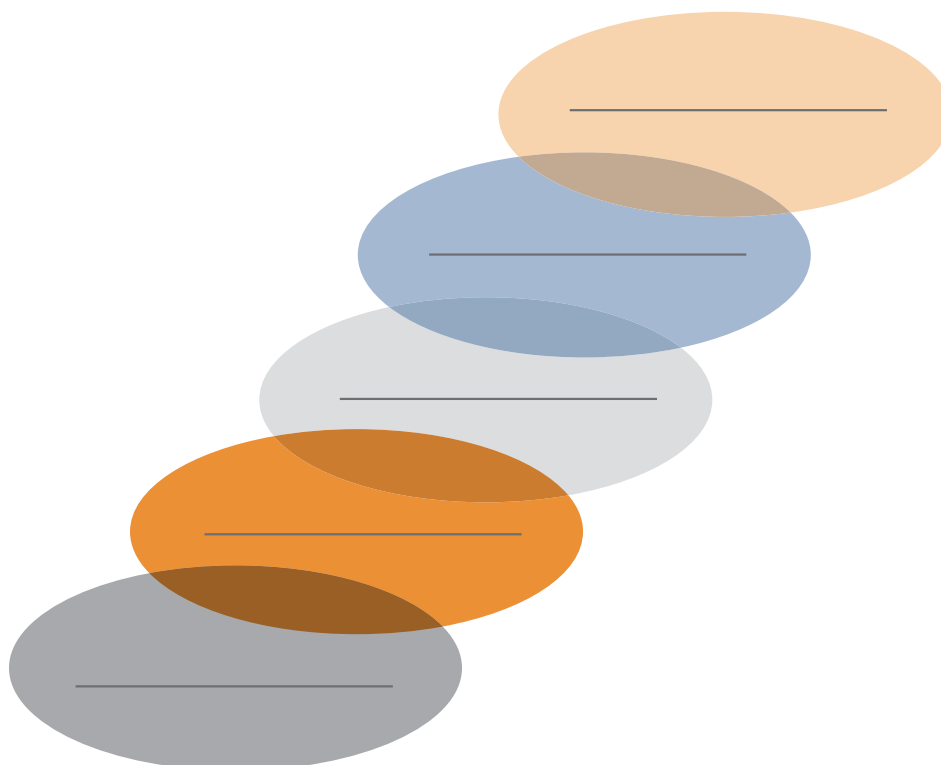
This last year, have I had opportunities to grow and learn?

5      4      3      2      1



# The Stages of Your Organization

Society, community and family are all conserving institutions. They try to maintain stability and to prevent, or at least to slow, change. But the modern organization is a destabilizer. It must be organized for innovation, and innovation, as the great Austrian-American economist Joseph Schumpeter said, “is creative destruction.” And it must be organized for the systematic abandonment of whatever is established, customary, familiar and comfortable, whether that is a product, a service, or a process; a set of skills; human and social relationships; or the organization itself. In short, it must be organized for constant change. The organization’s function is to put knowledge to work—on tools, products and process; on design of work; on knowledge itself.—Peter Drucker, *Managing in a Time of Great Change*



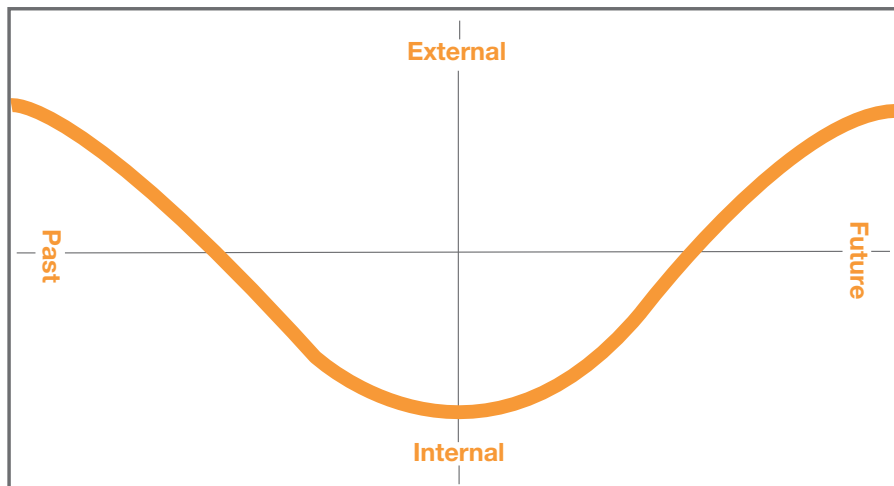
Things will never go \_\_\_\_\_ to normal. Things will always go \_\_\_\_\_ to normal.

# Managing People Through Change

There are stages or passages as people go through change.

## Pluralistic Ignorance

Pluralistic ignorance is the result of feeling that nobody else in the world has ever experienced the exact problem or feeling that you are experiencing. You are unique. Therefore, your problems must be unique. Nobody knows the troubles I've seen because they all seem so happy, so I'll pretend to be happy too so nobody will suspect that I've seen troubles. When everybody puts on this mask of "I'm doing just fine" and fails to share his or her true reactions, then other suffering souls in the same boat are going to assume erroneously that they are alone in their distress. "It looks like they all know what they're doing—but I don't." —Christina Maslach



**The four stages**

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**The four strategies**

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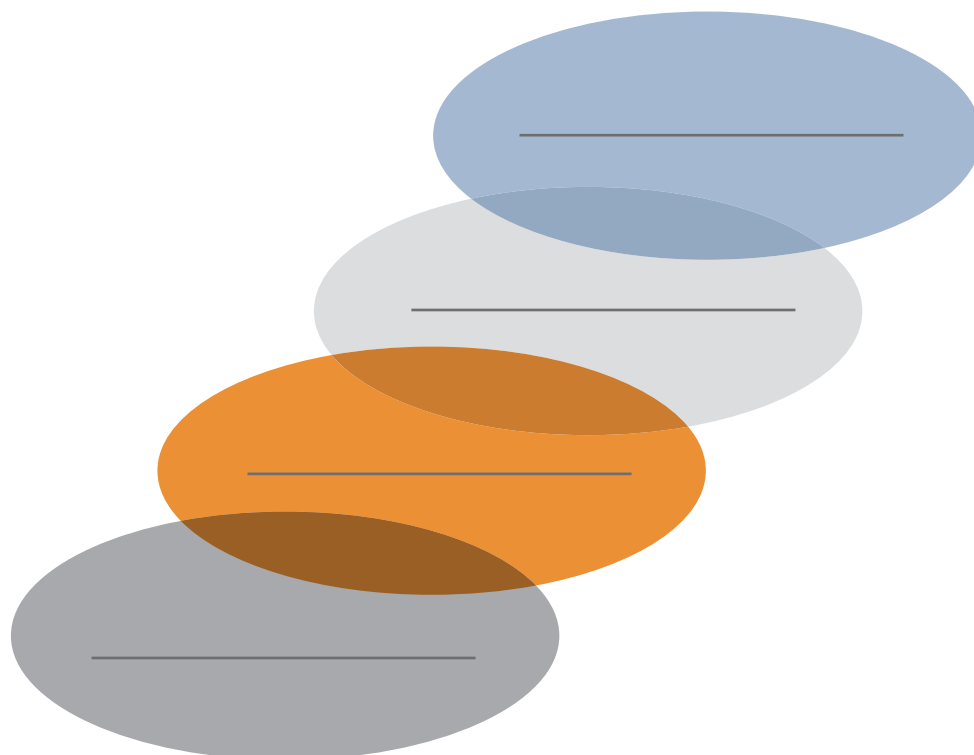


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# The Stages of Your People





# The Chart

|                                       | Level<br>1                                   | Level<br>2  | Level<br>3  | Level<br>4   |
|---------------------------------------|--|---|---|--|
| <b>Objective</b> →                    | To open doors; to “see what’s going on”      | To persuade and make a sale or to advance the prospect through the process  | Customer creation and retention; to “find the fit”; to upgrade the client and gain more information | To continue upgrading and increase share of business                                   |
| <b>Level of Trust</b> →               | Neutral or distrustful                       | Some credibility  | Credible to highly credible; based on salesperson’s history   | Complete trust based on established relationships and past performance                 |
| <b>Approach &amp; Involvement</b> →   | Minimal or non-existent                      | Well-planned; work to get prospect to buy into the process  | True source of industry information and “business intelligence”                                     | Less formal and more comfortable because of trust and history                          |
| <b>Concern or Self-Esteem Issue</b> → | Being liked                                  | Being of service, solving a problem   | Being a resource  | Being an “outside insider”   |
| <b>Pre-Meeting Preparation</b> →      | Memorize a canned pitch or “wing it”         | Set objectives; pre-script questions; articulate <ul style="list-style-type: none"> <li>• purpose</li> <li>• process</li> <li>• payoff</li> </ul> | Research trade magazines, Internet; analyze client’s competition                                    | Thorough preparation, sometimes with proprietary information unavailable to other reps |
| <b>Point of Contact</b> →             | Buyer or purchasing agent                    | End users as well as buyers or purchasing agent   | Buyers, end users, and an “internal coach” or advocate within the client’s company                  | “Networked” through the company; may be doing business in multiple divisions           |
| <b>Presentation</b> →                 | Product literature, spec sheets, rate sheets | Product solution for problem uncovered during needs analysis  | Systems solutions   | Return on investment proof and profit improvement strategies                           |

▲ Preference Settings

What are five things you can do with “The Chart” besides keep it in your handout?

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# Your Own Management Style

On the job, the motivational climate may depend on how the manager perceives people's attitudes toward their work. Each of the following statements represents an opinion some managers may hold.

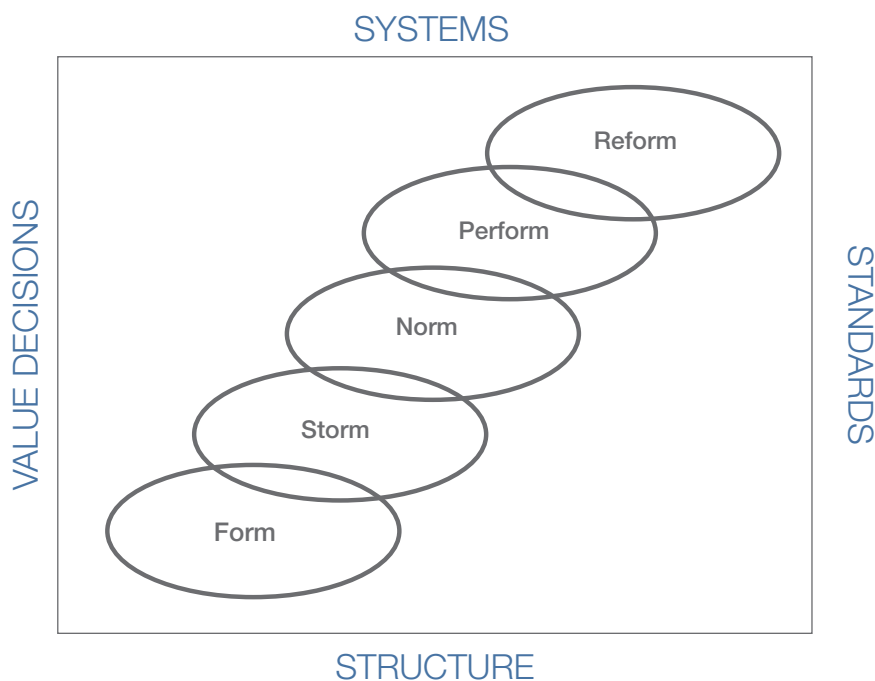
**Test your own assumptions regarding people and their work. For each one, check whether you strongly agree, agree, disagree, or strongly disagree. (Check one)**

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Almost all people could probably improve their job performance quite a bit if they really wanted to.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. It's unrealistic to expect people to show the same enthusiasm for their work as for their leisure activities.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Even when given encouragement by the boss, very few people show the desire to improve themselves on the job.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. If you give people enough money, they are less likely to worry about such intangibles as status or recognition.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Usually when people talk about wanting more responsible jobs, they really mean they want more money and status.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Because most people don't like to make decisions on their own, it's hard to get them to assume responsibility.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Being tough with people will usually get them to do what you want.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. A good way to get people to do more work is to crack down on them once in a while.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. It weakens a person's prestige whenever he/she has to admit that a subordinate was right and he/she was wrong.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The most effective supervisors are the ones who get the expected results, regardless of the methods they use in handling people.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. It's too much to expect that people will try to do a good job without being prodded by their boss.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. The boss who expects people to set their own standards for superior performance will probably find they don't set them very high.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. If people don't use much imagination and ingenuity on the job, it's probably because relatively few people have much of either.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. One problem with asking for the ideas of subordinates is that their perspective is too limited for their suggestions to be of much practical value. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. It's only human nature for people to try to do as little work as they can get away with.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A. Totals for columns   | _____                 | _____                 | _____                 | _____                 |
| B. Above totals   | (x1)_____             | (x2)_____             | (x3)_____             | (x4)_____             |
| C. GRAND TOTAL  | _____                 |                       |                       |                       |

**Summary Instructions:**

- A. Total each column
- B. Multiply each column total by the specified multiplier shown on Line B.
- C. Add all column products (Line B) together, and enter this figure on Line C.
- D. Your answer should fall somewhere between 15 and 60, if no mathematical errors are made.
- E. Then see appendix for correlations.

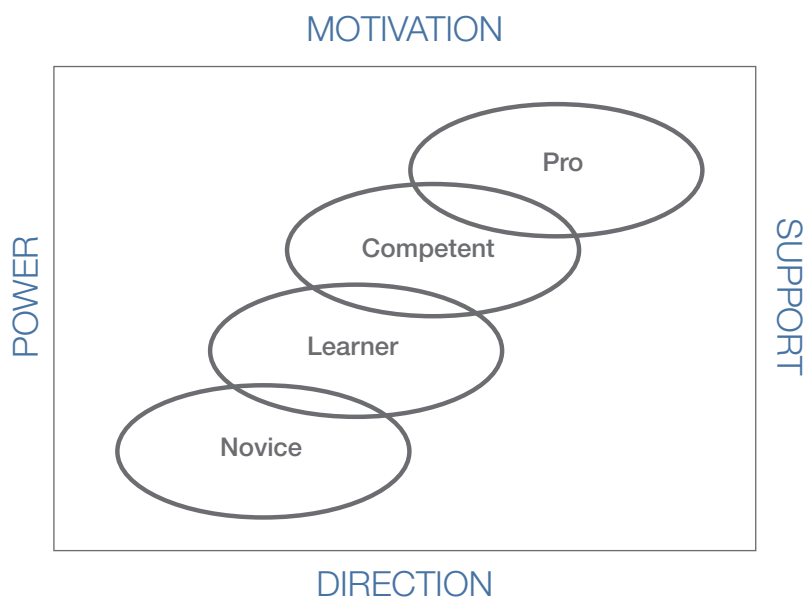
## Adjusting your Management Style Based on the Situation



### The Coaching Imperative

The #1 Rule of Coaching: Ask \_\_\_\_\_ questions before giving your \_\_\_\_\_.

## Adjusting your Management Style Based on Your People







# Setting New Standards, Surpassing Old Limits

“The objective is not to have standards.  
We have standards to achieve objectives.”  
—Very Wise Man

Most companies have \_\_\_\_\_ instead of \_\_\_\_\_.

## Concepts/Overview

### 1. Goal, Objective, Number, or Plan:

A specific, measurable, attainable, challenging, time-bound “\_\_\_\_\_”  
expressed in dollars.

### 2. Standard:

A measurable indicator of performance involving consequences.

The “how” expressed in activity and performance \_\_\_\_\_.

- Quality
- Quantity
- Timeliness
- Cost

### 3. Expectations: Constant Progress Toward the Standards

### 4. Reality:

What is really happening? The actual levels of performance. Measuring what  
is really happening and comparing it to the standard. What systems are in  
place to measure it? What is the oversight? What are the consequences?

### 5. Red Flags:

Lack of progress toward the gap

**Referee  
vs.  
Umpire**

## Four Kinds of Standards

| Quantity   | Quality   | Timeliness   | Cost  |
|--|---|--|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> # Prospects in process</li> <li><input type="radio"/> # New business moves</li> <li><input type="radio"/> # Demonstrations</li> <li><input type="radio"/> # Proposals written/produced</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Dress code</li> <li><input type="radio"/> Level of proposal</li> <li><input type="radio"/> # Typos in proposal</li> <li><input type="radio"/> Practice proposals over \$X</li> <li><input type="radio"/> Purpose-Process-Payoff for every meeting</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> # Meetings scheduled ahead</li> <li><input type="radio"/> Days between needs analysis and proposal</li> <li><input type="radio"/> Time to return calls</li> <li><input type="radio"/> Time to respond to email</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> \$ per week proposed</li> <li><input type="radio"/> Minimum order size to ask for (in \$)</li> <li><input type="radio"/> \$ Churned or not renewed</li> <li><input type="radio"/> ROI from trade show</li> </ul> |

Manage the \_\_\_\_\_ not the \_\_\_\_\_.



Shovel the \_\_\_\_\_ when they are \_\_\_\_\_.



Without standards there is no discipline.

## Discipline Definitions

### dis\*ci\*pline [1] (noun)

[Middle English, from Old French & Latin; Old French, from Latin disciplina teaching, learning, from discipulus pupil]

First appeared in 13th Century

- 1: PUNISHMENT
- 2: obsolete: INSTRUCTION
- 3: a field of study
- 4: training that corrects, molds, or perfects the mental faculties or moral character
- 5a: control gained by enforcing obedience or order
- b: orderly or prescribed conduct or pattern of behavior
- 6: a rule or system of rules governing conduct or activity

### discipline [2] (verb transitive) -plined; -plin\*ing

First appeared 14th Century

- 1: to punish or penalize for the sake of discipline
- 2: to train or develop by instruction and exercise esp. in self-control
- 3a: to bring (a group) under control <~troops>
- b: to impose order upon



# My Heroes/Mentoring

## What Mentors Do



Following is a list of things that mentors do. As appropriate for each one, write in initials of people who have done this for you, for whom you've done this, or who you need to do it for.

|   | (?) Did this for me | I've done this for (?) | I need to do this for (?) |
|---|---------------------|------------------------|---------------------------|
| Set high expectations of performance          | _____               | _____                  | _____                     |
| Offer challenging ideas                       | _____               | _____                  | _____                     |
| Help build self-confidence                    | _____               | _____                  | _____                     |
| Encourage professional behavior               | _____               | _____                  | _____                     |
| Offer friendship                              | _____               | _____                  | _____                     |
| Confront negative behaviors and attitudes     | _____               | _____                  | _____                     |
| Listen to personal problems                   | _____               | _____                  | _____                     |
| Teach by example                              | _____               | _____                  | _____                     |
| Provide growth experiences                    | _____               | _____                  | _____                     |
| Offer quotable quotes                         | _____               | _____                  | _____                     |
| Explain how the organization works            | _____               | _____                  | _____                     |
| Coach their mentees                           | _____               | _____                  | _____                     |
| Stand by their mentees in critical situations | _____               | _____                  | _____                     |
| Offer wise counsel                            | _____               | _____                  | _____                     |
| Encourage winning behavior                    | _____               | _____                  | _____                     |
| Trigger self-awareness                        | _____               | _____                  | _____                     |
| Inspire their mentees                         | _____               | _____                  | _____                     |
| Share critical knowledge                      | _____               | _____                  | _____                     |
| Offer encouragement                           | _____               | _____                  | _____                     |
| Assist with their mentees' careers            | _____               | _____                  | _____                     |

SOURCE: *Mentoring film and guidebook*, Crisp Publications (1200 Hamilton Ct., Menlo Park CA 94025-9600)



# The Secrets of Motivation

## Motivational Speakers Don't Speak About

“We know nothing about motivation. All we can do is write books about it.”  
— Peter Drucker

\_\_\_\_\_ is an important motivator.

### Motivation is a Breeze

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“If you can't describe the problem in behavioral terms, you don't have a problem. You're just complaining.” — Ken Blanchard

Employees are motivated by their own inherent need to succeed at a challenging task. The job of the manager, then, is not to motivate people to get them to achieve; instead the manager should provide opportunities for people to achieve so they become motivated.” — Frederick Herzberg

### The Productivity Loop

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### Three Powerful Motivators

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Daniel Pink's Three Motivators

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- \_\_\_\_\_ The urge to direct our own lives.
- \_\_\_\_\_ Getting better and better at something that matters.
- \_\_\_\_\_ Being part of something bigger than ourselves.



# Leadership Lessons

Education without action is entertainment. To know and not to do is not to know. A training program that doesn't change your behavior in some way is as useless as a parachute that opens on the FIRST bounce. Take application notes. Decide which idea or refinement you plan to use with specific clients and prospects.

Idea #1: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #2: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #3: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #4: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #5: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #6: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #7: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #8: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #9: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #10: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #11: \_\_\_\_\_

Applies to: \_\_\_\_\_

Idea #12: \_\_\_\_\_

Applies to: \_\_\_\_\_



# Appendix

60

45

30

15

| <b>Autocratic Style</b>  | <b>Mixed Style</b>   | <b>Humanistic Style</b>   |
|--|--|---|
| <p>Process-oriented</p> <p>Closed communication and secretive information</p> <p>Believes people are motivated by fear of punishment</p> <p>Works best with dependent people with little self expression or inexperienced workers.</p> | <p>Mixture of characteristics from both groups with degree depending upon placement on the scale</p> | <p>People-oriented</p> <p>Open communication and direct</p> <p>Believe people find work satisfying and generally seek responsibility</p> <p>Emphasis is on nature of relationships and creation of an environment which encourages support for good company goals</p> <p>Group decision-making</p> <p>Works best with independent, self-reliant and experienced workers</p> |