

i.a.h.

management-in-minutes™



**Individual Application Handbook**

*...the how to use manual for  
management-in-minutes subscribers*

[www.management-in-minutes.com](http://www.management-in-minutes.com)

## table of contents

### **Section 1**

Introduction – The Bite–size Philosophy	...4
The Value of this Resource – What it Does	...7
How to Use It	...8
Incorporating Change Partners	...12

### **Section 2**

Introduction to Application Worksheets	...13
Individual Application Plan™	...14
“Use it or Lose it” Worksheets	...22

### **Section 3**

Expanded Discussion: An explanation of the True learning/training experience	...28
Why this resource is one of the most valuable...	...31

### **Section 4**

Appendix:	... 34
Change model – graphics	
Emotional Intelligence – self coaching worksheet	
Annual Portfolio Evaluation	

## SECTION 1



### The Bite-size Philosophy

#### **The Power of Small – The Power of Simple – The Power of One**

Have you ever considered that sometimes the simplest piece of advice, knowledge or action can create significant results? I

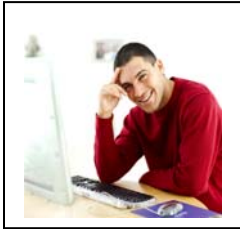
have found that as it relates to having the kind of life you want, the answer to that question has proven to be true!

I believe as human beings, sometimes we make things in our lives way more complicated than they need to be...and you know why? Well, in many cases, we know the thing to do – the action to take to change it – but there is something in us that is preventing us from doing so. So we get mulled down in the situation, making it bigger and bigger. Yet, even with all the "bigger" it still comes down to the simple truth, the simple step or the one action that in one moment could alter it all.

I believe in the power of one – the power of simple, so much so, I decided I wanted to provide just that. As someone who has worked in and been a student of personal development, management and leadership development and performance management for well over 20 years, I've collected and gained a wealth of simple wisdoms, tips and techniques, attitudes and mind-sets that could dramatically change people's lives if they could just hear them, adopt them as their own and where appropriate, act on them.

I've seen it! The simplest tip, technique, thought or action has improved my life and others! Did you know that you only have to improve by 1% a day to double your effectiveness in 70 days? See, it's just a little something over a period of time that turns into a significant something. Hey, 1% is very small! Just like the movie "What About Bob"...it's all about "baby steps."

You know in our very busy world – that's incredibly encouraging. With all that's going on in our day-to-day existence, I believe we can all do a little "something". A little something IS manageable. That's what I call – the power of one...one thought, one action, or one attitude could make all the difference and we can all do one!



### **Shifting the Way We Think About Training**

Logically then, this philosophy started spilling over into the industry I've dedicated my career to. Month after month, year after year, I've dished out tons of information in half day or in most cases, day long seminars to folks who walked away virtually brain dead from all they'd learned.

Of course, if you've read anything on the Management-in-Minutes website, you discovered as did I that that is an incomplete form of training comprised mostly of information ingesting. Taking in new information is only step 1 in the complete training process.

I realized that when someone sat in one of my workshops, they would walk away remembering only a few things and perhaps implementing even less. Yet, I delivered a lot of incredible, useful stuff. There were many critical concepts and potentially life changing techniques taught. The dilemma?...which ones to focus on – which ones to remember...and in the world of workshops and seminars, in general, you only hear it or experience it once.

And there in lies the point. If only one concept or tip became the focus AND it could *be heard or experienced more than once*, there would be a higher probability it would be remembered AND used. If that approach was adopted consistently, I bet it would be obvious that some genuine learning/training was really taking place.

With regards to focus, check out this short antidotal story.

### **The Hawthorne Effect**

In the late 1950's, the G.E. Plant in Hawthorne, California brought in some consultants to measure the effect of brighter lighting on the productivity of their factory workers. The consultants first took productivity measurements to establish a baseline. Then they intensified the brightness of the lighting and measured again. Productivity increased.

They increased the brightness even more and productivity went up again. After raising the brightness two more times, they saw two more increases in productivity. On a hunch, they lowered the lighting and measured one more time. Productivity went up!

They figured out that the productivity gains were not related to the brightness of the lights, but to the act of measuring. They were paying a lot of attention to the effectiveness of their workers. And guess what? The workers responded by working more effectively.

### **THE ANSWER THEN**

The answer then – create an opportunity for focus and measurement. In my world of training, that meant creating a resource that would incorporate these two principles easily and effectively.

So, I decided using the “bite-size” format of delivering information; providing the opportunity for **incremental learning**, along with tools to help measure was the answer.

I really believe Management-in-Minutes™ is a refreshing alternative to the traditional training offerings most of us have experienced, even beyond e-learning. The bonus?...this resource can be used as a compliment to any existing training program.



## The Value of This Resource – What it Does

Though you may have read this on the website, I put it in the I.A.H. as a reminder and it also applies whether you are an individual contributor, manager, or corporate training.

- Helps build your knowledge base so that you “know-about” the essentials of being a competent manager. It’s our goal to provide the most comprehensive, update to date information, which includes best practice, book recommendations and review and other tools offered in the market place.
- Helps you “know-what” to do in certain circumstances and give you the “know-how” with specific techniques.
- Helps you “know why” an approach or technique should be used or why a way of thinking might be best.
- Provides you with the tools to “know where” to apply what you’ve learned. The Individual Application Plan™ along with other integration tools helps you identify a real-time experience in which to apply what you’ve learn. By the way, this is where REAL training takes place!
- Provides you with help – once you begin to apply what you’ve learned, you may have some questions that are unique to your situation during the application process. We’ll be the sounding board to answer questions and coach you through the process. VERY FEW training companies do that! Real-time – real-help.

To do so, just go to the site: [management-in-minutes.com](http://management-in-minutes.com) and click the CONTACT US link at the top to let us know your needs.

- In summary, this resource provides you with a complete circle of learning/training in whatever area you need help. Please note, if there is an area of need in which a lesson is not provided, let us know that as well. We will create one for you and/or provide coaching in its place.
- You are in complete control from start to finish. You are in control of...
  - what you want to learn
  - when you learn...
  - when and where you apply what you’ve learned

- how you apply it
- AND getting help if and when you might need it.



### HOW TO USE IT

After listening to a lesson, you probably have an idea of what behavior you want to develop or what action you want to take.

#### Step 1 – Choose your topic

Most topics have at least one stand alone lesson, some have a series. Keep checking back as new lessons are added for each topic and new topics are added as well.

#### Step 2: Give some thought to...

how you will be able to easily and continually access the lessons – consider:

- Downloading the audio & the transcript...(if you're at work make sure this all works within your IT guidelines.)
- Create files on your hard drive in save them to
- Burn your audio lessons to a cd or transfer to an iPod or other mobile device that supports an mp3 format

*Tip:* Customize your learning with a variety of topics to listen to during your commute. **REPETITION is part of this plan as well as easy and immediate access.**

#### Step 3: Work it through the I.A.P.™

The Individual Application Plan™ – is the main tool you'll be using. The form is included in this handbook along with detailed instructions. This tool in particular will help you conceptualize how you will apply what you're learning and create a plan to do so.

*Note: This is also an excellent tool managers can use in coaching team performance. This is what I've used with my individual coaching clients.*

**Step 4: Become familiar with the other application tools...**

included in this handbook. These tools are designed to help you **build awareness of and identify situations** in your everyday work experience to which you'll want to apply the concepts and how-to techniques. These tools will help you develop the skill of self-coaching, essential to professional success!

*Tip:* Make multiple copies of the application tools – have master copies and for managers, help you become a better coach to your team members.

**Step 5: Create a notebook to house all your lessons and tools.**

This will serve as your personal-customized training workbook that you can have easy access to – right at your desk.

**Step 6: Start the action prompted by your I.A.P.**

**Step 7: Note what you're learning...**

about yourself, the people/person involved, the situation, insights...etc. It can be very quick note or all out journaling: just jot down things as they come to you. No right or wrong here, it's up to you based on your desire, style and comfort level.

THE VALUE OF THIS?...

**Here's where the information begins to marry with YOUR REAL experience.** It's no longer just a benign theory or impersonal technique. The information is being integrated into your real life. Here's where learning takes on meaning...here's where the learning starts to matter! And honestly, here is where it starts to feel that the financial investment is worth it.

Implementation (applying what you've learned) will give you feedback as to the truth of your situation...the truth about you, the people involved or your company. These truths you'll be able to turn into wisdom and that's difficult to teach! Also, these unique truths cannot be taught at a seminar. Only **you** can learn them in **your** situation.

Also, this is when you'll discover what a [great coach your subconscious mind is](#)...essential ideas and insights will just come to you when you least expect it! This really helps accelerate your learning and results – both on a conscious level and subconscious level.

Keep these notes in conjunction with your I.A.P. worksheet. Here's also where your [Use it or Lose It Worksheets](#) will come in real handy. They'll guide you in how to access a learning/application situation.

**Step 8: Continue to listen and/or read the lesson – at least 3 times a week**

THIS IS VERY IMPORTANT – as you're applying the information, this takes advantage of using the unconscious mind, which is where the root of change occurs. The repetitive exposure to the information accelerates the change. (It's called installing or embedding in the unconscious mind.)

Additionally, when you first hear something, your conscious mind only hears certain things. When you listen repeatedly, your conscious mind may hear different things. Repetition enhances learning on a conscious level as well.

Note: This is another element that traditional training does not incorporate.

**Step 9: Measure your progress...how?**

If you don't have a formal performance management program, get feedback from those around you. Ask them if they've noticed a change, how it's impacted them, what do they think...etc.

This is also where your Change Partners come in. Set up a regular time to meet with them to review your progress and tweak your plan as needed.

**Step 10: Celebrate your success!**

This is so essential; it's built right into the I.A.P. Why?...this is a key motivator to moving forward and solidifying the change in your brain. Endorphins will be released in your brain giving your nervous system the signal that this change feels oh so good!

### **Step 11: Rinse & Repeat**

(ok....you know what I mean..) Choose another lesson or a complimentary lesson to build on your change momentum. With this practice, you'll be amazed at how much more competent and confident you'll be in just a few months!



#### **ADDITIONAL TIPS:**

- ✓ Consider adding to your plan a Change Partner to provide accountability for higher probability of success (see explanation of Change Partners below).
- ✓ Set-up daily reminders to apply what you're learning (I call them "behavior prompts"). Use simple post-it notes in your work area, reoccurring reminders in your calendar or even voice mail reminders to coach you. Use your notebook and the tools provided.

Ex: I am working on being a better listener. The behavior technique is to use the golden six of asking questions so the hearer feels heard. So I have at my work area a post-it that has the words: who, what, when, where, how and why?...that alone is a reminder to listen ...even if I don't use the words. But of course, having the words in front of me makes it super easy to use them.

- ✓ **Please remember** that taking action gives you feedback to adjust your action when necessary. This is also where wisdom is developed and that CAN'T be replaced!
- ✓ Here's where you may discover that you need to talk through what's happening with a neutral party. Don't hesitate to email us for a quick coaching session.

## Incorporating Change Partners

- Invite from one to four people to participate with you as partners in your behavior change initiative.
- Spouses, bosses, more experienced role models within the organization, peers, team members, and direct reports can all make effective change partners.
- Look for people who are mature (i.e., open, non-judgmental, empathic, and have a balanced perspective), good teachers, folks who care about you and your future, and who are able to derive satisfaction from helping others.
- Whenever possible invite people who hold diverse perspectives of you.
- Give each change partner a general sense of what you need from them:
  - willing involvement with you and your *Individual Application Plan*
  - direct and candid input
  - a good ear, insights, and a desire to see you succeed
  - a balanced combination of cheerleading and helping you to hold yourself accountable

Share your [Individual Application Plan](#) with them, or specific relevant parts of it. Explain the six-box methodology that underlies it and why this whole initiative is important to you.

Look for possible real-time situations in which they'll be able to observe you directly and offer feedback.

Make it as painless as possible for them to participate as your partner. Be eager, grateful, open, responsive, and appreciative of their involvement, even if their observations are not always easy to swallow.

## SECTION 2



### Introduction to Application Worksheets

Included in this handbook:

1. Individual Application Plan™ (Action Map) – key tool (*located in back of handbook*)
2. Capturing a Learning/Training Moment
3. Emotional Intelligence self-coaching tool (*back of handbook*)
4. Critical Incident Journal
5. Change model – graphics (*back of handbook*)
6. Making New Behaviors Happen

### 2 Key Components to the application process:

#### **Map out an application plan**

Your key planning tool will be the [Individual Application Plan](#). This is where you create your focus on a specific behavior you want to develop. There you will also develop internal motivation by going through each block and identifying and recording the answers for each component. The [Making Behaviors Happen](#) worksheet expands your thinking when working with your I.A.P.

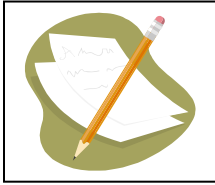
#### **Learn to recognize real-time opportunities**

Since the bite-size learning/training model relies on your real-time experience (the apprenticeship model) you'll need to develop a keen sensitivity to situations where you can apply what you're learning and your opportunities to apply it and that's what the "[Use it or Lose it](#)" Worksheets are designed to do. They are:

[Capturing a Learning Moment](#)

[Critical Incident Journal](#)

[Emotional Intelligence – self-coaching](#)



## Map out a plan

Tool: Individual Application Plan™

First, let's do a summary sketch of what's going on in each of the six boxes of the [Individual Application Plan](#):

- 1. Goal setting:** Here it's key to learn how to apply the *SMART* technique for crafting your goals — **S**pecific, **M**easurable, **A**chievable, **R**esults-oriented, **T**ime-based, and **I**ntegrated. There is an *Audio Lesson Series* on this topic; text lesson included in the appendix of this handbook.
- 2. Motivational engineering:** It is also critical that you lay out in graphic detail the *benefits* that will accrue to you and to your organization if you're successful at achieving the particular goal and *what's at stake*, both for you and your organization, if unsuccessful. When a person is fully aware of both the upside and the down of their behavior, then it's much more probable that they'll act in their truest best interest. (Because you'll be better able to see more clearly that to do otherwise would be, in essence, non-rational behavior.)
- 3. Obstacles:** If you enter the change process with both eyes wide open, then this too serves to maximize the probability of success. You must be able to answer a critical question with brutal honesty: "Why haven't I already accomplished this? What's stood in my way (all these years)?" You are encouraged to develop at least two solutions per obstacle.
- 4. Action Steps:** These steps are the nuts and bolts of the application plan. They are the specific tactics required to achieve the stated goal. What should you **Start** doing, **Stop** doing, or **Continue** doing? Like any plan, business or otherwise, each action item must be linked to a date or time frame. Your lesson probably provided this for you.
- 5. Change Partner:** Who needs to be asked to help or support you as you execute your action plan? Input from others is critical for several reasons. For example, while **you** are encouraged to adopt a very practical tool for minimizing any of

your *old counter-productive styles*, that is **Stop — Think — Act — Reflect/Refine (STAR)**—you will still need input from colleagues (and/or significant others) to help you handle blind spots.

6. **Measures of progress:** In order to sustain motivation, you must also identify metrics that will be obvious indicators of success. Personal change advances one step at a time, and each step is a major victory. You need to “push” yourself very hard to give yourself credit where credit is due. You must create a visceral sense of *what’s in it for me* (as in Step 2), if you are to be successful at this personal change initiative.

## INDIVIDUAL BOX EXPLANATION

### Box I – Target your change from your audio lesson

### Box II — Motivational Engineering

The second box in the action–planning template is pivotal. What it does, in effect, is give you full control over the motivational dynamics of the goal achievement process. It, in effect, forces you to build a detailed balance sheet so that you can graphically visualize both the debit and the credit side, as it were, of your possible outcomes.

Box II gets you to answer four versions of the fundamental *WIIFM* question:

- What’s in it for me...if I successfully achieve my goal?
- What’s at stake, what are the costs to me...if I don’t accomplish my objective?
- What’s in it for my unit/my organization/for us... if I successfully achieve my goal?
- What’s at stake, what are the costs to my unit/my organization/us...if I don’t accomplish my objective?

This is the box where it’s probably most true that *more is more*; the greater the number of *Benefits* and the greater the number of *At Stakes*, the more likely your motivation will be maximized.

Many, if not most, of the action–planning methodologies only ask an individual to list the *Benefits*. However, if you’re really trying to give yourself every possible tool and advantage in this very difficult undertaking of *personal behavior change*, then you’re missing an opportunity to support your change initiative if you do not evaluate the *At–Stake* side of the motivational equation, as well.

By analyzing and assessing both the credit *and* debit sides of the ledger, you are creating both *a carrot and a stick* for yourself, as you search for ways to maintain your focus, self–discipline, and tenacity. Again, anything you can do to stack the deck in your favor fuels your motivation and that’s great!

### Box III — Obstacles

The next step in the action–planning process requires that you take a hard look at, essentially, why you’ve not been able to accomplish this change particular goal before. **What’s blocked you**, interfered with, been an impediment to, and/or created the inertia that’s been a successful obstacle to achieving your stated change objective?

Recognize that obstacles can be inner/psychological, interpersonal, systemic/organizational, and/or environmental. Whatever the origin of the apparent obstacle, we encourage you to **take an internal–locus–of–control approach** to the matter (this is the opposite of finger pointing; it’s in the spirit of “the buck stops here”). That is, regardless of how situational/environmental or seemingly “external” the source of the problem would appear to be, your job is to devise a plan that requires you to rely primarily on your own resources to overcome the barrier(s). This is a KEY point!! The key question....“what CAN I DO in the reality of this situation?”

#### Obstacles examples:

- “My fear of making mistakes (and thereby costing the company money and/or my seeming incompetent).”
- “My not confronting issues because I fear appearing uncooperative to others.”
- “My not wanting to seem unsympathetic or insensitive to others’ problems.”
- “My tendency to predict (in my own head) that others will be judgmental or critical; as a result, I reflexively ‘pour on the nice’ with people and shrink from advocating for my position/needs.”
- “As a result of all of this, I also tend to be ‘other–centered,’ pushing my own needs way into the background.”

#### Box IV — Action Steps

You've already begun to craft solutions in *Box III* and now you are asked to continue that process here in *Box IV*. What's the remainder of the battle plan that *Box I* requires, and what's the time frame within which it needs to be achieved?

To make the action planning as fail-safe as possible, it will be important for you to take more of a shotgun approach than a laser-focused one. That is, it is preferable to build some redundancies into this box, which is the purely tactical box of the plan. A degree of redundancy adds extra insurance that the plan will create enough momentum to counter the ever-present inertia.

Most business people are pretty good problem-solvers, so this is usually the least challenging of the six boxes for them. Once you've identified and laid out what you need/must/want to accomplish (*Box I*) and why (*Box II*), you'll find it pretty straightforward to develop the appropriate *Action Steps*, since that's the kind of planning and problem-solving you probably do everyday in your job.

To further ensure that the various *Action Steps* are methodically created and fully realized application plans, we encourage you to use the following template (**Making New Behaviors Happen** – next page) to further improve your chances of hitting your goals.

#### Box V — Change Partners

Remember, the objective of this *Behavioral Change Technology* is to optimize the probability that you will overcome inertia and effectively change longstanding habits and patterns, that is, your default behavioral habits. One critical point of vulnerability is averted in *Box V*.

Specifically, if the action plan is an insular process — that is, *if I know about this initiative of mine, but no one else does — then it's much less likely I'll succeed at pushing myself to counter my own forms of inertia.*

However, if you loop others into this behavior change initiative of yours, then the odds are much improved that your goals will be reached. What are the pre-partnering and partnering steps that you can take? Take a look at the next page for a description of a suggested approach.

## Box VI — Measures and Acknowledgement of Progress

*Golf is a good walk spoiled. — Mark Twain*

Twain is clever, caustic, laugh-out-loud funny, but fundamentally wrong! Why? Because everyone knows that golf is, for all intents and purposes, an addictive activity, despite its manifold frustrations. And, for that matter, all sports are captivating — if not addictive — for hundreds of millions of *fans* (which, you'll note, was derived from the word *fanatic* in the 1880s!). How many people will follow the World Cup of soccer? Over one billion!

Why are we so captivated by sports, so motivated either to be spectators or to participate? One fundamental reason is that each game has a crystal clear scorekeeping system, one that gives immediate feedback about “How am I doing?” or “How are *we* doing?” and that's *extremely* motivating for people (along with a plan for focus as we discussed earlier).

Think, for example, what golf would be like *without* scorekeeping? Even *with* keeping score, the uninitiated — or should we say the non-addicted view golf with suspicion.

And, if you looked at it objectively, you could agree with Twain that getting up at dawn to walk three miles in the hot sun, losing your temper, feeling like breaking clubs, and so forth is not a pleasant use of time. Is golf a *rational* approach to having fun? Many of us would say no! But, for the rest, it's a highly motivating and emotionally gripping way for millions around the world to have fun.

Why so gripping for many? In no small part because of the “opportunity” to keep score: There's a **map** of the journey at the tees of each hole and on the score card itself; you know **where** you're going; you know **why** you're undertaking the journey; and, because of the hole-by-hole scorekeeping, you get instant feedback about **how** you've done. Therefore, **you know exactly how you're performing.**

You might not always *like* your score. But even coming in 36 over par is preferable to no score at all. *The hope* and *the desire* to do the 18-segment journey better the next time burns eternal. So, we keep coming back; we stay acutely focused on the challenge; we try again and again, measure our performance, try to improve and enjoy the outing, the camaraderie, and the challenge of the journey.

Consequently, it's crucial that you understand this very well yourself: that **goal setting** (the mapping out of the challenge in *Boxes I, III, and IV*) and **score-keeping** (the underpinning for their individualized motivational system, *Box V*) are the basic tools in the process of behavior refinement and behavior change.

Furthermore, you need to be reminded that it's incredibly easy to get caught up in the activity trap, in the "busyness" of life, to work harder and harder at climbing the ladder and maybe only to discover that your ladder is not leaning against the *right* wall. It's possible (and pretty easy) to be busy — very, very busy — without being very effective or feeling particularly satisfied or content. Goal setting and action planning are probably the best antidote to that easily "caught" illness of our post-modernist times — busyness.

An allegory that links this sentiment to the world of work is offered by management guru Peter Drucker who observes:

Drucker's allegory fleshes out this insight—

*Envision a group of **producers** cutting their way through the jungle with machetes. They're the producers, the problem solvers. They're cutting through the undergrowth, clearing it out.*

*The **managers** are behind them, sharpening their machetes, writing policy and procedure manuals, holding muscle development programs, bringing in improved technologies and setting up working schedules and compensation programs for machete wielders, and monitoring productivity.*

*The **leader** is the one who climbs the tallest tree, surveys the entire situation, and yells, "Wrong jungle!"*

*But how do the busy, efficient **producers** and **managers** often respond? "Shut up! We're making progress" ...but in the wrong jungle!*

As individuals, teams, and businesses, we're often so busy cutting through the undergrowth we don't even realize we may not be in the right jungle. But, because of the rapidly changing environment in which we live, it's all the more critical that we make personal self-development and career self-development a top priority.

The only way to make genuine self-development happen is to make certain that scorekeeping is hardwired into the system of behavior change AND into our everyday work experience, team cultures and company cultures as well. There in lies the purpose of the sixth box of the template. In concert with *Boxes II* and *IV*, then, *Box VI* rounds out the motivational system that's embedded in the **Individual Action Plan™**.

GO FOR IT!

### **Making New Behaviors Happen**

1. What new behavior(s) are required of you if you are successfully to achieve your stated *Change Goal*?
2. What are the real-time situations in which this new behavior will be exercised?
3. Can you think of anyone who demonstrates a high-level of competence in this behavioral area and who can become a vivid mental representation of this behavior?
4. What are the stand-out characteristics of how this person executes this behavior? Consider both the verbal and nonverbal dimensions of their behavior, as well as the reactions they receive from others.
5. Design a way to adapt this role model's behavior pattern to fit your style. Visualize it.
6. Anticipate the kinds of situations in the future that will call for this new behavior. List as many of these situations as possible. What kind of catalyst can you identify that could serve in these situations to trigger and release this behavior?
7. How will you behave? What will you say? How will they respond? Visualize it.
8. Be clear about the before and after of your behavior. What are the differences in your behavior pre-*Blueprint* and then post-*Blueprint For Action*? Visualize it.
9. How can you best monitor your use of this new behavior, not get caught up in the moment, and not revert to old self-defeating behavior?
10. How can you acknowledge yourself for your ongoing success at using the new behavior pattern?

## Application or “Use it or Lose it” Worksheets

- 📄 Capturing a Learning–Application Moment
- 📄 Critical Incident Journal
- 📄 Emotional Intelligence – *self-coaching tool*

### Example:

**Change Goal** – Develop listening skills (be a better listening)

**Recommended technique** – Practice listening 80% of every conversation

You’ll be conscious of this because you’ll be tracking it due to completion of your I.A.P. Had a challenging discussion with a colleague where you had a hard time honoring that 80%, resulting in an unproductive conversation.

**Worksheets to use:** Critical Incident Journal or Capturing a Learning Moment

Both tools can help you gain insight into why you were not able to listen as you desired. That insight will absolutely help you become more conscious and controlled in the next conversation.

You may also see the need for additional help with other self management techniques like “how not to let difficult people get to you” or “how to manager anger.”

This process puts you in control of understanding yourself and knowing what you need to get the outcome you want ...and a big one...rather than being reactionary, you can be *purposed strategic in how you handle situations.*

Hey...what’s really cool?...if we don’t have a bite–size lesson that you need, we’ll create one for you!

## CAPTURING A LEARNING – TRAINING MOMENT

What is happening right now?

What am I...

- Doing?
- Thinking?
- Feeling?

What do I want from this encounter? What do I need to achieve from it? What's truly in my best interests?

What CAN I LEARN...from this encounter?

What am I doing to block myself from achieving the rational goal (i.e. acting in my own best interests)?

Take a deep breath. Gain perspective. GET RATIONAL. Think win/win. Listen. Collaborate.

Also, considering using – *Emotional Intelligence Self-coaching tool*

You may need to script plans for your next steps in conjunction with your I.A.P.

### **CRITICAL INCIDENT JOURNAL**

Record key information about significant events at work as they relate to your developmental activities and that could be valuable to you as you focus on your application plan.

#### **What?**

Exactly what happened? Who did what? Sequence of events? Cause and effect?

#### **So what?**

What were the various impacts and costs/consequences? What were the outcomes, benefits, and/or problems?

#### **Why?**

Why did it happen that way? Can you identify your own motivational set that either enabled or interfered with a solution? What helped or hindered?

#### **Next steps?**

How can this experience help you refine your application plan? What do you need to do differently next time?

#### **Other considerations?**

## **S.M.A.R.T.I. Goal Setting**

*Tools for accelerated performance enhancement*

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Despite the fact that goal setting is a powerful tool, it's also true that many people have never been taught the most effective way to go about it. The SMARTI technique is a useful tool in helping you become skilled at goal setting to ultimately achieve more and more of your desired outcomes.

### Why set goals:

1. provides an intended road map
2. provides focus
3. implies to the brain what I can and want to do
4. Creates motivation energy – great tool for self management

### The S.M.A.R.T.I. Approach to Goal Setting

#### **SPECIFIC:**

Tip: You can use numbers or if in the case of behavior development, it's got to be an actual behavior that can be developed. We want to work in conjunction with how the mind works. To stop a behavior the mind doesn't necessarily stop, but it works in creating new behaviors by mapping new neuropathways. So in essence, the way to change something is to create an overriding behavior in its place.

We're usually using them regarding actions to complete. I also recommend behaviors you want to develop. This is an essential tool in coaching employees and creating effective performance management.

In some cases, you'll be developing behaviors that don't currently exist but are necessary to desired performance.

Example of behavior goal:

Overriding Goal – to become a better listener

More specific – I will listen 80–90% of the time in my conversations

### **MEASURABLE:**

A key consideration under this section is to begin with the end in mind; get a “picture” of what it’s going to look like when the goal is achieved. (In fact a great additional exercise is to write out in as much detail what that picture looks like). When the picture is created, it creates a crisp focus which supplies additional motivation and prepares the mind for targeted action.

### **ACHIEVABLE:**

This criterion embodies several requirements. You need to ensure that the crafted goal statement is a combination of realistic, practical, and marked by sufficient stretch. Remember, one key purpose of a goal is to *create motivational energy*. In order to do that, it must be realistically achievable, neither too easy to hit nor impossible to hit and within your own control and sphere of influence.

The stretch nature of goals has received a good deal of attention in recent years. Jack Welch, for one, was a tireless supporter of aggressive stretch goals. And, then, there’s a rather influential book by two Stanford Business school faculty, “Built to Last — Successful Habits of Visionary Companies” (by Collins and Porras, Harper Business, 1994). This book also extols the benefits of stretch goals, which it terms BHAGs — Big Hairy Audacious Goals!

### **RESULTS-ORIENTED:**

While pretty self-evident, it’s still important to stress that you’re going to want to establish goals that will lead to end results that matter, are meaningful, and will have a substantive impact — ideally, both for yourself and for your organization. Again, it goes without saying, but if a goal is truly results-oriented, then it must also be action-oriented; real stuff’s got to happen. “Just Do It” captures this sentiment well.

**TIME-BASED:**

To be complete, the goal statement must be framed by a time-based expectation. It could be a time-frame, a deadline, or a series of time governed steps. This self-imposed pressure further augments the motivational energy that flows from the goal statement. The time-based benchmarks must also satisfy the achievable criteria — realistic, practical, and stretch.

**INTEGRATED:**

Most all goal-crafting techniques overlook this sixth and final criterion. To be optimally tuned, you must do whatever possible to ensure that a given goal statement harmonizes with the larger business strategy — of your team, your business unit, and/or your corporation. It fuels motivation when the goal-setter is keenly aware that the outcome really matters – has meaningful impact in the bigger picture. When done successfully, harmonizing the personal goals with the business need/strategy delivers more bang for the buck and only heightens the potential impact and, thus, also the benefits/rewards.

**Note:** There is a complimentary lesson on [How to Conduct a Goal Setting Meeting ...you may want to obtain from the Managing People Section of Management-in-Minutes Learning Library.](#)

## EXPANDED DISCUSSION

...an updated view of the training industry

### [The True Learning/Training Experience](#)

In traditional training formats (particular when it comes to behavior based training or “soft skills” training such a time management, how to be a better supervisor, etc.) you get a lot of information at once. I’ve conducted workshops that have lasted several days. Even a 1 hour e-learning module can offer a variety of information in that period of time. The information is primarily comprised of concepts and how-to techniques.

An essential question is how much can one really remember with all that information delivered at one time? In many cases the learner walks away feeling overwhelmed, not knowing exactly where to start or how to make meaning of what was learned unique to their situation.

That state of overwhelm and confusion can lead in many cases to inaction. Several days after a workshop, no action is taken to apply what was learned and as time passes on the memory fades as well as the emotional impact. Weeks and months go by with no tangible results of what was learned and thus training dollars seem almost wasted.

This resource is MUCH different. This training resource is based on two key, distinct features:

#### **1. Incremental Learning that is high-impact**

Incremental learning means learning just enough to actually give the learner a chance to understand what’s being learned And just enough so that what’s learned can actually be applied.

If true learning/training is to occur the full cycle of learning must be allowed to happen. Here is the formula for the full learning cycle:

### The Full Circle Training - Learning Cycle

Learn it – plan it– apply it– experience it– process what you’ve experienced (may need someone to process with) – understand it – apply it again (this time with greater understanding of yourself, the situation and people involved) – continuously apply it until it becomes a natural, automatic behavior or way of thinking.

Additionally, high-impact, incremental learning possesses these characteristics:

- concise in time
- pinpoint in content
- easy to understand
- immediately applicable or
- contributes to knowledge base ...a true bite-size training solution.

## **2. Integration Support**

You have complete access to the tools and processes to help you implement what you’ve learned in real-time situations. Did you know that the most effective training is done on the job? The tools will help you identifying situations where that “how-to” technique can be applied. You get to experience that technique in action and how it will benefit you and help you get the results you want.

Fyi...very few training companies offer this.

**A little bit of learning can go a long way.**

**Why INCREMENTAL LEARNING is necessary to effective training...**

Beyond proprietary knowledge, (knowledge unique to an industry or the functions of job description) Training (such as how to be a better supervisor) is about

1. Gaining knowledge and thus creating new patterns of thinking  
Ex: “knowing” that employees are motivated by different things

2. Gaining behaviors – ways of acting or being that impact the employees around them

Ex: “Being” respectful to an employee will motivate them to do what you ask.

So, an essential question to ask in whether a training is effective is what does it take to accomplish measurable, noticeable change; whether it’s in a thinking pattern or a behavior pattern. In either case it’s a pattern.

The answer....PRACTICE!...practice create new patterns of behavior.

Technically, a pattern is a neuron–pathway in the brain. A firmly established neuro–pathway results in unconscious, natural, automatic behavior. A very common term for this is a habit.

If the goal of training is to improve leadership or help someone be a better supervisor, more than likely there are new behaviors needed to accomplish that goal. Most training plans DO NOT include a way to make sure that happens (accountability), nor give the tools and process to HELP make that happen.

So why does a little bit of training go a long way? Because your brain can only handle so much change at one time and because it takes time to apply – make real to you – the simplest tip or technique.

ONE how–to technique when honestly, realistically applied will take time to translate into a noticeable, automatic behavior. The new neuropathway has to have time to develop. How long?.....it takes at a minimum 21–30 days to create a new habit or pattern of behavior and that’s with conscious effort and focus. It’s called going from conscious competence to unconscious competence.....to the point where you don’t even have to think about the behavior anymore.

So incremental learning works the way the brain works!...it provides tangible – real training!

- **Why This Resource is One of the Most Useful in the Training Industry?**  
What does it takes for effective employee training?...understanding how adults learn

### **The Need for Self-direction, Choice and the Incorporation of Adult Learning Principles**

1. There is an unrecognized but key distinction between training vs. sharing knowledge.

A common philosophy for training is to expose everyone to the training and assume it will stick. There is an assumption that exposure to information will automatically translate into the development of a skill (or changed behavior).

2. Behavior change is rooted in our psyche and emotions. Most training programs do not take into account the “individual psychology” and unique temperament that is at the heart of making a change, along with the need for repetitive action (continued practice) that creates new neuro-pathways necessary for the permanency of a behavior.
3. Non-customized training is unable to address skills that are highly relevant, immediately applicable and fluid (adaptable); usually, it’s a toss up of what will really work in a real-time situation. (This is called the “spray and pray” method of training.)
4. Statistics have shown that 80% of adult learning is done on the job. It’s called the “apprenticeship model” of learning.
5. Most standard training delivery does not address long term retention and integration of the skills and principles being taught.

Examples: A Motorola Inc. study has found that those plants where quality improvement training was reinforced by senior management got a \$33 return on every dollar invested. Plants providing the same training with no top management follow-up produced a negative return on investment.

An earlier Xerox Inc. study showed a paltry 13 percent of skills were retained by trainees six months after training if managers failed to provide coaching and support as the new skills were being applied.

6. Customized training can include information around several skill issues in manageable increments thereby insuring a higher grasp of skill principles and maximizing training dollars.
7. Customized training, along with our small group coaching, has these additional advantages:
  - Creates an opportunity to harness best practices within its unique culture to continue to facilitate growth and change.
  - Foster an open and supportive team environment
  - Foster team management, supporting the upper level mgrs.
  - Harnesses adult learning model, capturing real-time experience for change.
  - Creates a system of reinforcing change and the expectation of it.
8. Allows for the use of the Adult Learning Principles: to create the optimum training experience, meaning creating a scenario with the greatest measurable outcomes, the following elements need to be present.
  - WIIFM =“What’s in it for me?” – in any behavior change training program there has to be a strong sense from the participant that there is a significant pay-off for them. The level of that pay-off is directly related to the level of motivation that will exist.

- Real felt pressure to change – humans are wired to be more likely to move away from pain faster than they will more towards gain.
- Real-time application – Practice!!! – Remember the old phrase “ if you don’t use it you loose it”? There is a reason why that exists...it’s true!
- Repetition – adults need to hear information 6–8 times to get it, along with real-time application to understand it and continued application for it to become real to them; that’s what we call “unconscious competence.” In effective behavior change training begins in the conscious mind via determined effort to the unconscious mind, where one doesn’t have to think about a particular behavior because it is now natural.
- What’s also essential is the creation or nurturing of neural circuitries. In fact the neocortex of the brain learns by fitting new data and insights into existing frameworks of association and understanding, which extends or nurtures the corresponding neural circuitry. (Have you ever wondered by behavior change training essentially doesn’t stick...now you know.) Information based training generally only needs the neocortex (the thinking part of the brain) to achieve it’s results. However with “behavior based” training, the amygdala (the center of emotions in the brain) also needs to be tapped.

DON’T HESITATE...to contact should you need anything! ....even if we need to talk on the phone...we can make that happen.

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## SECTION 4

### APPENDIX

#### CHANGE MODEL – GRAPHICS

A visual model of what it takes to develop true change.

#### EMOTIONAL INTELLIGENCE – SELF COACHING WORKSHEET

A tool to help you work through your emotions so that you can manage them more effectively.

#### ANNUAL PORTFOLIO EVALUATION

A great tool to assess a person's value to a company, as well as liabilities. I love the word liability because it implies that certain qualities or lack of certain skills, knowledge, or the presence of certain behaviors can actually cost a company. I think it is extremely useful for you and members of your team to see performance in this context.

## **Annual Portfolio Valuation**

Individuals should be encouraged to view themselves from the perspective a portfolio of assets and liabilities.

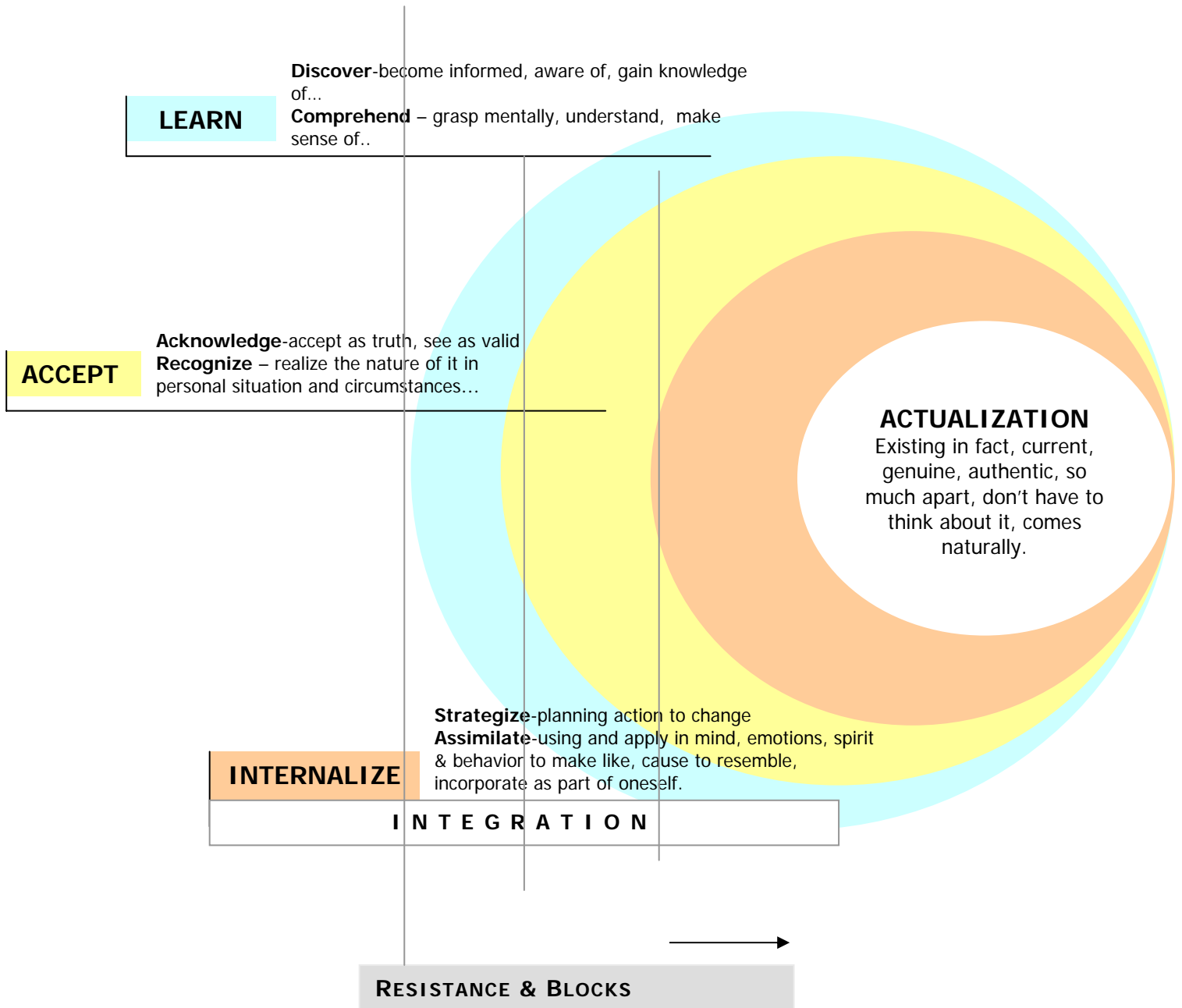
<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Talents	Skills deficits
Knowledge – Industry	Blindspots (which a 360 can address)
Expertise	Counter-productive behaviors
Motivators	Experience gaps
Experiences	Sabotaging Attitudes
Knowledge of job type	Non-rational internal tapes
Competencies	
Attitudes	
Specific Skills	
Values	

This “assets” portfolio should be evaluated periodically as a **PDP** – personal development plan is created and executed.

- Here are some questions when conducting the evaluation:
- What have I done well this year?
- What could I have done better?
- What did I do poorly?
- What didn't I do during the last year that I should have done?
- What did I do during the last year that will enhance the value of my portfolio and thereby the value to my company?
  - Projects/assignments
  - Tools
  - Techniques
  - Methods
  - Clients/customers relations, acquisition
  - Competencies
  - Experiences
  - Learnings
  - Internal working relationships
  - Did I materially enhance the value of my portfolio over the last year? What worked well?
  - What worked marginally? What probably served to reduce the value of my portfolio?
  - How should I refine my PDP in the next round?

# THE PROCESS FOR COGNITIVE CHANGE

*A Detailed "Change Model"*





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