Rockwell Automation

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APAC Leadership Development Program

11th & 12th June 2015

Singapore

Version 1

Overview

Session	Day 1	Day 2
1	Scope of workshop, definitions and how to make the most of the learning opportunity and process	Creative, collaborative problem solving
2	Project teams – what works?	The career and personal development cycle
3	Recognizing and developing high performing teams	Development of individual action plans and the use of peer coaching and mentoring to deliver results
4	The critical importance of failure	Presentations and demonstration of learning

Contents

Preparation	Projects	High performing teams	Failure
Problem solving	Career cycle	Individual action	Presentations

Giving Feedback

You'll be working in groups of three for this exercise.

Manager:

Place the target for your thrower to aim for. Don't let them see where you place it, and make it challenging but achievable.

Give your thrower feedback on their performance with the objective of getting them to hit the target.

Thrower:

Stand with your back to the target.

Throw the paper ball over your shoulder, aiming for the target.
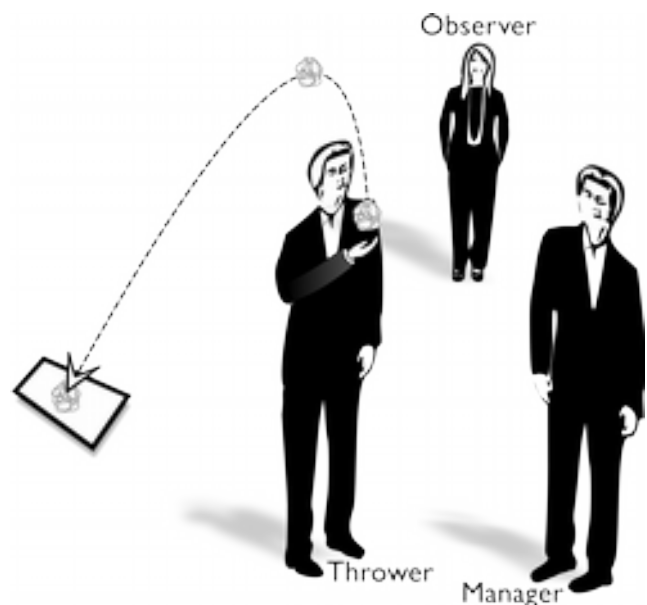
Don't look at the target!

Wait for feedback and then have another go.

Observer:

Make sure neither the manager nor thrower break the rules.

Note anything that you find interesting about the behaviour of either the manager or thrower.

Coaching

Here are some points to help you to make the most of the opportunity for coaching.

- Your development is your responsibility
- A coach will not give you advice, because that means you're not responsible for the result
- A coach does not judge you,
- If you aren't honest about where you are then the coach can't help you move forwards
- If you aren't honest about your goals then the coach can't help you achieve them
- Feedback is just a source of information to help you navigate
- Success is a temporary illusion
- Failure is the best outcome, because you will learn the most from it
- Coaching is only an accelerator, the results will be yours to enjoy

What worked for last year's projects?

More importantly, what didn't work?

Think of everything you do in these two days as a project, where you are working in a team to deliver a result that has a specific time frame, rather than being an ongoing, daily activity.

What are the most important things to remember?

Preparation	Projects	**High performing teams**	Failure
Problem solving	Career cycle	Individual action	Presentations

In this exercise, you'll be competing in six teams for a prize.

A maximum of 30 minutes is allowed for the task.

Outside of the room is a model which you must reproduce using the parts supplied.

Only one member of each team is allowed out of the room at any time.

No writing materials, mobile phones, cameras etc. are allowed outside of the room.

You may not touch the model that is outside of the room and you may not interfere with the other team's model.

You may look at the model as much as you like.

Your team's score will be calculated as the time it took your team to finish your model, plus a 2 minute penalty for every piece not in the correct place.

The winning team will have the lowest total time.

Motivation

A division of a large engineering company wanted to make all of its staff feel that they were part of the success of projects, so it introduced a bonus scheme. If the company delivered its customer projects on time and to budget, each employee would get a £1,000 bonus.

At the end of the year, the company was significantly late and over budget with most of its projects. Logically, that would mean that the staff wouldn't be paid their bonus. Instead, the managers (who wanted their bonus too!) decided that they should pay the bonus because staff had worked hard. The cost to the company was £250,000.

It's important to understand that these kinds of bonuses can act in two ways; either as an incentive or as a reward. An incentive comes before the task, a reward comes afterwards.

However, the one thing which really works to increase morale, engagement and productivity is challenge.

Challenge: Too low   Too high   Just right
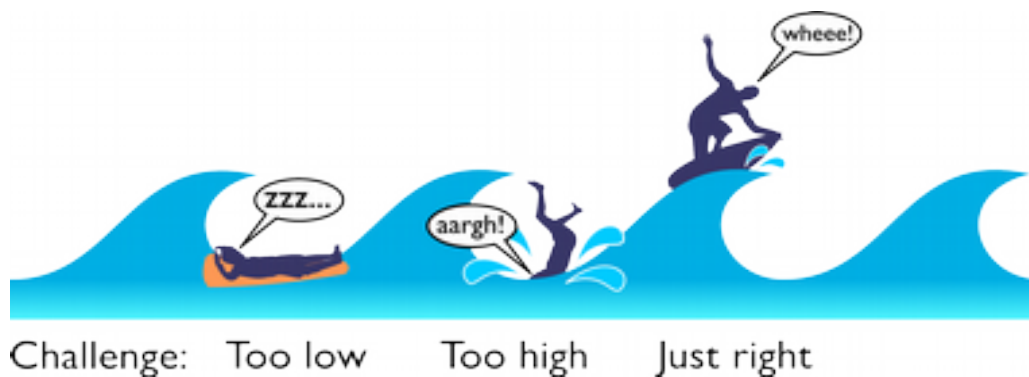
How, then, do you find the right level of challenge to properly motivate the learning process?

You **test** and keep a close eye on what happens, adjusting your approach until you find the right level for that person at that time.

Bonuses do not work when all you want your staff to do is what you already pay them for; their normal duties.

Treats only work as long term rewards for performing well against targets *when those targets are met* because people will do more of what you reward them for. When you reward people for trying their best, that's what they'll do – or at least, that's what it will look like they're doing, but there will always be a long list of reasons as to why they didn't quite succeed.

The problem with the company that paid everyone the £1,000 bonus is that staff and managers had come to expect it. Everyone knew that the targets were totally unachievable, but staff would be disappointed if they didn't receive the bonus for 'trying their best', which of course, they didn't.

The only things that really work to motivate staff to perform their normal duties is:

- Hire staff who are well matched to the actual requirements of the job

- Set clear and unambiguous performance targets

- Give staff responsibility for those targets

- Hold staff accountable for those targets

- Set and deliver long term rewards for compliance

- Set and deliver consequences for non-compliance

- Use short-term rewards only when you want short-term results

Research into motivation and delegation from Trinity College in Dublin states an interesting conclusion:

"So if a principal can plausibly convey her motives to her agent, she can very well change his beliefs and perceptions."

In other words, when you delegate a task, if you can convey exactly what you want, you actually influence the mindset of the person you're delegating to, so that they become your 'eyes and ears' in the task.

So for all you control freaks who don't like to delegate because things don't get done the way you want, the problem may well lie in your ability to convey what it is you want, rather than your staff's ability to do what they're told.

One of the other interesting findings from this research is that there is a trade-off between the difficulty of a task and the person's level of motivation, like this:

What this means in practice is that each member of your team has a level of difficulty that motivates them most. If a task is less challenging, it's not interesting enough to motivate them, and if it's too difficult, they don't have enough knowledge or belief in their abilities to be motivated.

Your aim as a manager is to identify that 'green zone' where the right level of challenge creates the most motivating and rewarding environment for your staff.

If you could get all the people in the organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time.

Patrick Lencioni, author of The Five Dysfunctions of a Team

Purpose	Members share an understanding of the team's purpose and goals
Priorities	Members know what needs to be done next, by whom, and by when
Roles	Members know and respect their own and their colleague's roles and skills
Decisions	Authority and decision making lines are clearly understood
Conflict	Conflict is dealt with openly and is important to effective decision making
Individuality	Members feel their unique personalities are appreciated and well utilised
Rules	Rules for working together are set and maintained by all members
Effectiveness	Members find team meetings efficient and productive
Success	Members know when the team succeeds and share in this equally
Training	Feedback and development are provided and used by the team

Delegation

The bottom line is this - the only way that you can manage your business effectively is to delegate as much and as often as possible.

If you're thinking that you don't have time to delegate, or you can't trust your team to do things as well as you do, then you might be mistaking delegation for abdication.

When you delegate, you give someone else the resources and the authority to complete a task, but you always keep accountability for it. When you delegate, you need to give the person a clear description of what you want to achieve but stop short of telling them exactly what to do, step by step.


When you abdicate, you give up accountability for the task, typically explaining at length what you want the person to do, but not what you want them to achieve. Ironically, while you think you're helping them with step by step instructions, you're actually making it impossible for them to complete the task as you intend.

Finally, managers who abdicate tend to make staff into 'milk monitors', wholly responsible for a set of tasks. For example, if one person is good at preparing monthly reports, you might just leave them to get on with it. You think that you'll never have to worry about that task again.

What can happen is that other staff follow your lead and leave them to it too. Instead of taking responsibility for tasks that they can see need taking care of, they leave them to pile up, thinking, "If Joe is so clever, he can do it". If they're feeling particularly resentful, they might even deliberately cause problems to make Joe look stupid. So by relying on particular staff to always do a certain job, what you actually create is gaps that no-one is responsible for, and no-one is interested in. By abdicating, you make more work for yourself.
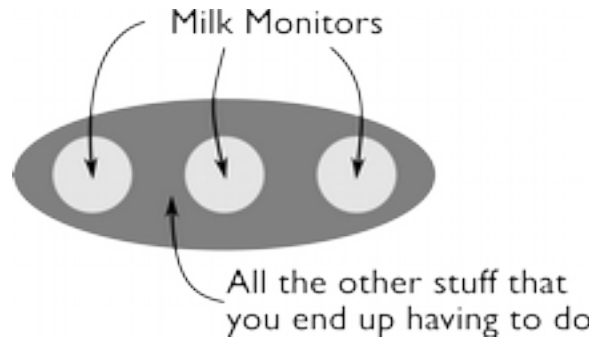
It's all very well taking my word for it, but you need to understand the importance of delegation for yourself, otherwise you'll never get round to doing it. It will always be easier just to do something yourself, just this time, and explain it to someone else next time.

Next time never comes.

One of the most important jobs for a good manager is education. By making sure your staff are trained to the right level and that they understand the standards that they need to work to, you can delegate very quickly and easily without having to explain yourself every time. Education is an investment that the worst managers don't make time for, but that's like saying that you don't have time to pack for your holidays, or you don't have time to buy birthday presents.

You might save yourself a little time now, but you'll pay the price later.

When you delegate a task, you are delegating the authority to complete the task, but not the responsibility for it. Ironically, managers who abdicate tend to do the opposite, they abdicate the responsibility for the task, but not the authority to get it done, so that when the person performing the task fails, it will be their fault, even though realistically they could never have succeeded.

Delegating should be as natural and regular as breathing, so to delegate effectively, remember that you need AIR:

Authority	The Authority to make decisions in order to complete the task you're delegating
Information	The right Information to underpin those decisions
Result	The end Result that you want to see

The most vital thing to remember about delegation is that you are delegating not only a task, but also the authority to make decisions that are necessary to complete that task. Delegation is a shift in decision making authority from one level of an organisation to another – this is why people who go to conferences on behalf of their employers or governments are called delegates; because they have *delegated authority*.

But Wait! What About Strategic Thinking?

Why are we talking about delegation? Delegation is for managers! Leaders do strategy. When are we going to learn about strategic thinking?

Strategic thinking is something you can only do when you are free of day to day operational tasks, so to think strategically, you must first **delegate everything**.

Yes, everything.

When you delegate everything, you are then forced to answer a simple question:

"What shall I do today?"

You then have two choices:

"I'll go and see what my team are doing today"

or

"I'll think about what I want my team to do tomorrow"

The first choice is meddling. It shows that you don't trust your team and that you have abdicated, not delegated. Your team will not grow, they will not engage, they will not give their best, they will not push themselves. There is no challenge for them to rise to.

The second choice creates a space for your team to grow into. It forces you to plan ahead. This is what gave one business unit in Parker Hannifin a 700% increase in profitability.

If you want to redecorate your house, you have to make space.

If you want to get new furniture, you have to make space.

If you want to think strategically, you have to make space.

Measuring Results

Research from the Association for Consumer Research on "Market Orientation and Customer Service" found a very strong connection between five links in the chain of events that connect service to profit:

However, other studies have found no significant connection between service and profit!

Service and Profit

So is there a connection between service and profit or not?

The answer to this might be found in another research study from the University of Maryland, entitled, "Linkages between customer service, customer satisfaction and performance in the airline industry"

This research found that the connection between service and profit is 'non-linear', in other words, it's not a direct connection, where more customer service = more profit.


Better service leads to increased profits up to a certain point, and then it doesn't matter how much better your service is, your profits decline because the customer doesn't care and that extra service costs money.

Can you think of instances where a supplier did something that they thought was good for customer service, but which made absolutely no difference to you? Perhaps you were offered a discount when you didn't ask for one? Or you were given free drinks in a restaurant because of a delay in serving you, when you were actually glad of not being rushed? Of course, you're happy to take the discounts and free drinks, but they didn't make you a more loyal customer.

Measurement

Research in 2013 from the Miller Heiman Research Institute found that companies that measured customer-focused behaviours had an average increase in profitability of 13% compared with other companies.

This performance gap increased to 25% when combined with measurements of best practices in selling and sales management.
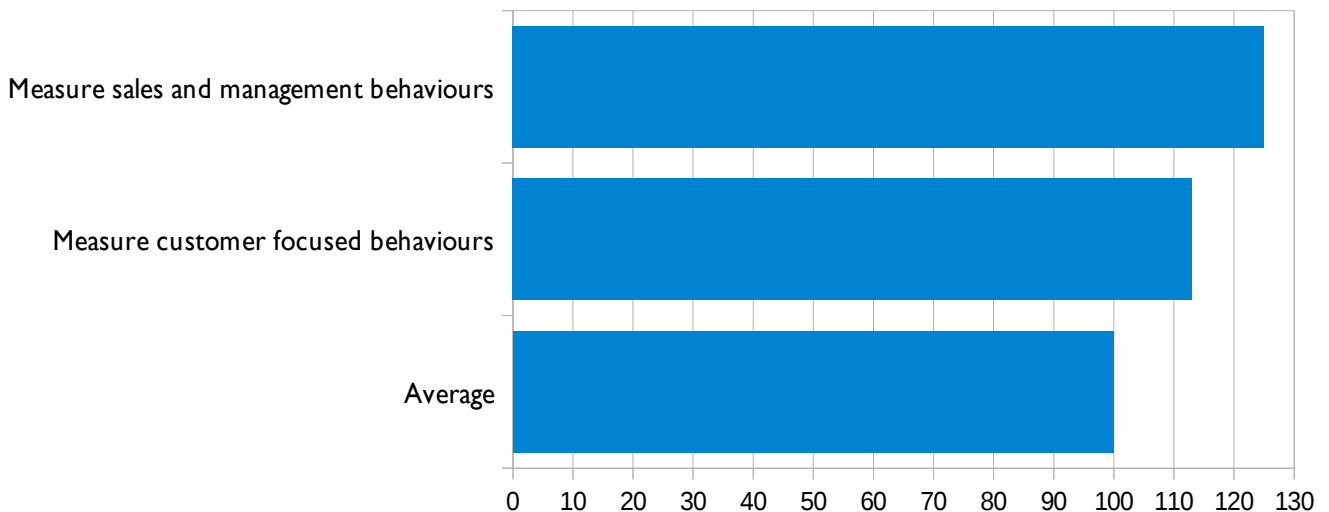
Examples of the customer-focused behaviours measured include:

- We consistently use a formal process for measuring customer satisfaction and loyalty
- Our salespeople have a solid understanding of our customers' business needs
- We clearly understand our customers' issues before we propose a solution
- We have relationships at the highest levels with all our most important accounts
- In an average week, our sales force definitely spends sufficient time with customers

Let's put these three pieces of information together.

It's very important to note that this is relative to the customer's expectations of service. The 'optimum service level' depends on the company's brand image which in turn creates those customer expectations. Clearly, Rolls Royce's customers expect something different than Casio's customers, but the same trade-off applies to both; once that optimum level is achieved, doing more for your customers adds no value at all, and may even be counter-productive on top of being a waste of time and money.

This connection between expectation and delivery could perhaps be summed up with:

Your customers are happiest when you do what you say you're going to do

Measuring customer service behaviour	› 13% increase in profit
Measuring customer service and sales behaviour	› **25% increase in profit**

In other words, measure activity, not results.

Why is there a connection between measuring activity and improving results?

Perhaps because, when you measure people doing the right things, they tend to do more of those things, because once they know they're being measured, they want to excel.

Measuring activity also allows you to **give feedback before it's too late**!

What do you think happens when you measure activity and also give recognition for the right behaviours and results?

Preparation	Projects	High performing teams	**Failure**
Problem solving	Career cycle	Individual Action	Presentations

We all present an image to the world, an image of perfection, of how we want to be seen and judged by others. Even someone who says, "I don't care what other people think of me" is presenting an image.

We believe that the image that we present is all that people see, our 'light' side, and that we are very good at hiding our faults, mistakes, bad habits and evil thoughts from others, our 'dark' side.

The reality is that everyone around us can see both sides, all of the time. So how is it possible that people don't run away, don't avoid you because of your terrible dark side?

It's because they don't care. They have their own problems to think about.

In our dark side, we hide our fears and insecurities. We hide the mistakes we make and the aspects of ourselves that we think of as bad or negative, but we only judge ourselves this way because we have learned to. In reality, behaviour is neither good nor bad, it is only effective at getting the result, or not.

Without mistakes and failures, we have no source of feedback to correct ourselves. If you're trying to navigate in the car, what happens when you take a wrong turn? Do you stop immediately and refuse to drive any further? Do you blame someone else for giving you the wrong directions? Do you blame the road signs? Or do you simply turn around and correct your mistake?

Feedback is neutral, it's just information. We attach judgement and meaning to the feedback, so we learn to seek out 'good' feedback and avoid 'bad' feedback. We learn that feedback is a judgement on our value as a person.

Of course, this is ridiculous. When you were a child, you didn't know any better, but you're not a child any more. Whether you see feedback as a criticism, or praise, or a weakness, or a strength, what you are actually doing is distorting the feedback. You are changing the feedback so that it confirms what you already know. If you believe that you are weak, you will hear feedback as a weakness. If you believe that you are strong, you will hear feedback as a strength. It is neither, and the only danger is in the judgement, the distortion.

Our brains, like many of the automated systems that you provide to your customers, are 'servo systems', they direct behaviour towards a goal. Imagine a toy car which has a very simply arrangement of a motor, wheels and some kind of sensor to direct it towards a target. The car's guidance system doesn't need to be accurate, it only needs to keep focus on the target. The car's path will look something like this:
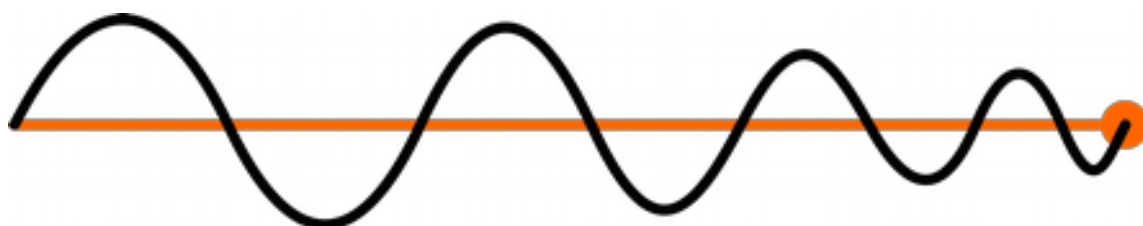
The car is 'off course' for most of its journey, yet it still gets there. That's what your behaviour is like as you direct yourself towards your goals. Sometimes, it will feel like you're moving backwards, but that doesn't matter. What matters is that you are moving.

Of course, we don't simply head towards our goals, because we have other forces that act upon us. Most of us can't head off to a tropical island whenever we want, we have jobs to do and bills to pay, so we find a way to balance our lives. If we don't weigh up the different aspects of every goal, we ignore some of the factors that could lead to failure, with the result that we don't end up where we wanted to be.

The past and the future are illusions, tricks that we play on ourselves to explain where we are right now and to give us a sense of control over our lives. The past and future are lies. We change the past to suit ourselves, and we pretend that the future will definitely happen, just because we think it will. The only truth is in the present moment, and what you can do right now, the immediate action that you can take.

Let's consider the obvious goal: a promotion. This is a complex goal, for two reasons:

1. A promotion isn't all good news
2. A promotion isn't under your control

Firstly, why isn't a promotion all good news?

Good news	Bad news

Secondly, if getting a promotion isn't under your control, what is?

Under your control

So what does failure mean, really? And what's your next step?

Preparation	Projects	High performing teams	Failure
Problem solving	Career cycle	Individual action	Presentations

When a problem is stuck in your head, it can be very difficult to see or feel the whole thing. You can easily lose sight of the extent of the problem, or how it connects with other people and situations. With a complex problem, it can be very important to get the problem out of your head and into some other format that you can work on directly.

There are many different ways to do this, and possibly one of the easiest is to use small cards or notepads as they're readily available and easy to work with.

As you talk through the problem, your partner writes down any words or phrases that you mark out as being important, one per piece of paper. You might make a particular gesture, you might use a certain tone of voice or you might do something to indicate that a particular word is important.

When you have a stack of cards or notes, start to arrange them on the floor or table. You can arrange them any way you want and in any order. You are allowed to do anything with the cards that makes sense to you. While you do this, your partner must not intervene as the arrangement is very specific and important to you. You can rearrange the cards as many times as you like until you are happy. You can discard cards and even write new ones if something doesn't fit or is missing.

When you have finished, step back and take some time to notice how the arrangement of cards relates to the problem. If you have discarded any cards, are these meaningful in some way? If you needed to add any cards to balance the 'shape', do these new cards represent some unexplored area or untapped resource?

There's no 'right' or 'wrong' way to arrange the cards, just something that works for you.

The solution to the problem isn't in the facts and data, it's in the way that those facts are organised, and that is what you will see represented in the cards in front of you.

Work in pairs. Here is the time frame for the exercise:

|	
Collect information and write the cards:	5 minutes per person
Lay out the cards	10 minutes – both at the same time
Analyse the layout	10 minutes per person
Add or remove cards and finalise the layout	10 minutes per person
Total time	1 hour

What have you learned?

Preparation	Projects	High performing teams	Failure
Problem solving	**Career cycle**	Individual action	Presentations

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Identify role models and influencers

Create succession plan for current role

Identify target roles

Map organisational structure and roles

Identify values and long term aspirations

Understand current skills and capabilities

Start new role

Close any skills gaps

Position and influence

Create a new role if none already exists

Seek shadowing and secondment opportunities

Formal application process

Interview coaching and practice

Implement succession plan for current role

Ongoing:

Communicate with current line manager

Set & measure short term goals

Build & maintain network

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There is an important difference between people who are excellent at developing their own careers, and people who are not.

Average people see their career progress like this:

Role 1		Role 2		Role 3		Role 4
Now		+2 years		+5 years		+10 years
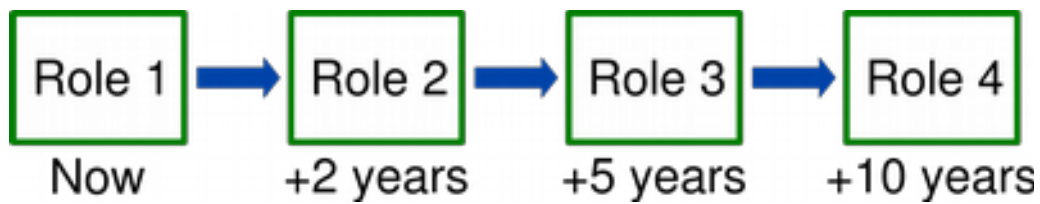
They look at themselves and the future roles that they can progress into. Their development focus is forwards, into their own future.

However, they also tend to focus on proving themselves ready for promotion, and what they actually achieve is to prove how good they are at their jobs, which is a good reason for them to stay in those jobs for as long as possible.

People who excel in career development see their progress like this:

Kay in 2 years	Me in 2 years	Dee in 2 years	Zed in 2 years
Jay in 5 years	Kay in 5 years	Me in 5 years	Dee in 5 years

They look at themselves and the people around them in the organisation. They realise that they cannot achieve promotions if there is no-one to take their place. They plan, not just for themselves, but for the other people around them. They're not trying to control other peoples' careers, they just realise that they are part of an organisation, not an individual jumping across 'stepping stones'.

They focus, not on proving that they are good at their jobs, but on proving that they are ready for the next job. Of course, they have to perform well in their current role, but their reason for performing well is different. They actively seek delegation and secondments from their manager, or from the person whose role they are seeking. They also create new roles in the organisation.

Change

Effectively managing change is one of the most important aspects of developing your career. Many books have been written about change management, mostly about peoples' resistance to change. What you have to understand is that **people are not resistant to change**. What they react to is loss of control, which comes from the fear and uncertainty of not being able to see what is around the next corner, or over the edge of the cliff.

When people know that they will land safely, they will make huge leaps for you.

Here's a map of the location around Peter's house:
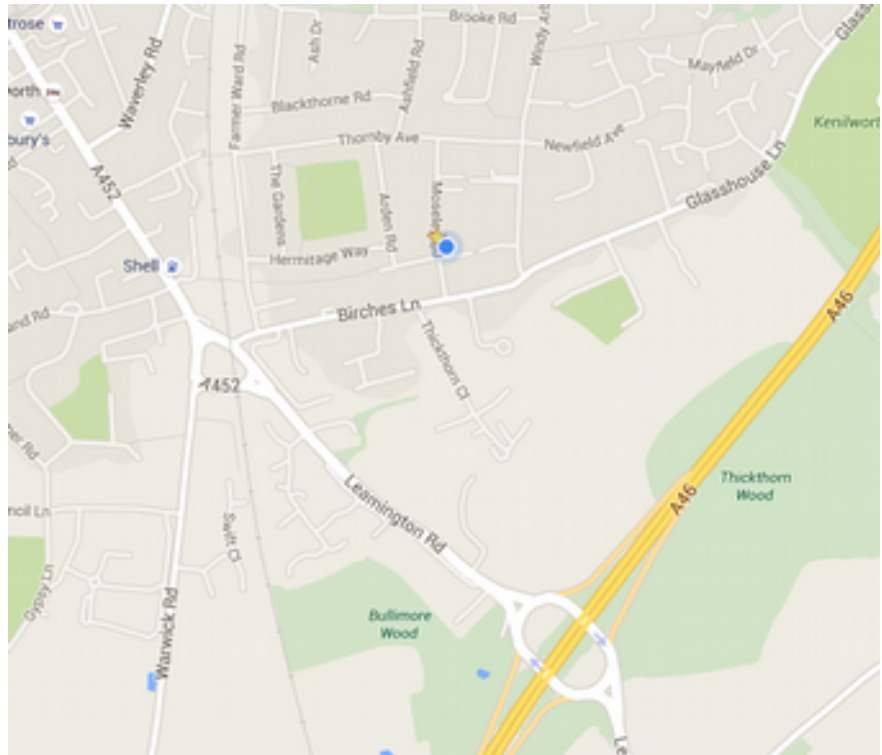
And here's a map of the location around this office:
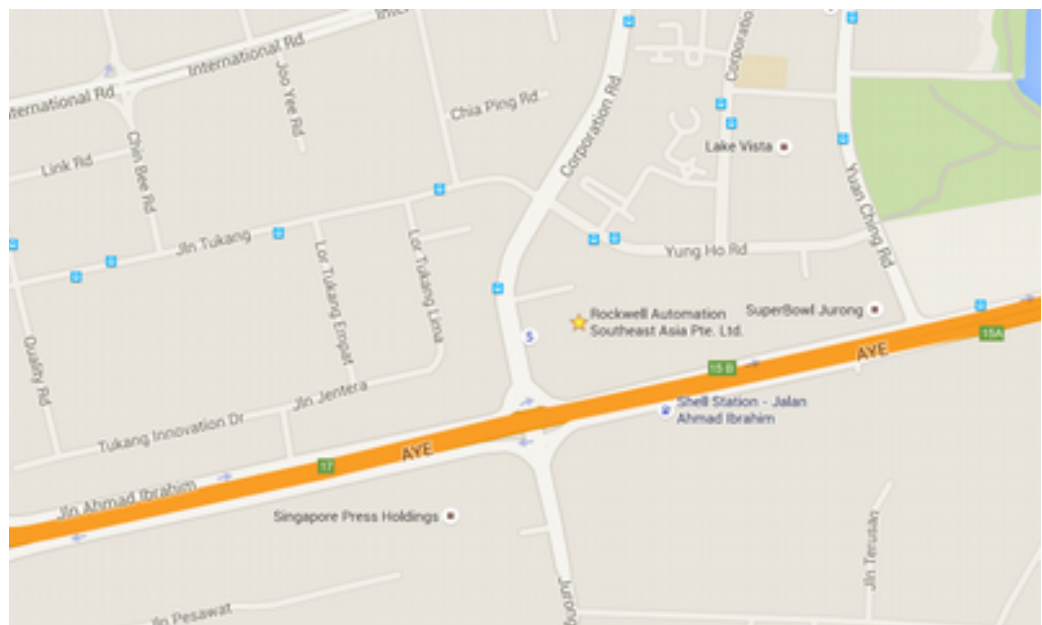
Your task is to plan a detailed, turn-by-turn route from this office back to Peter's house. There is no reward for doing this, but you may lose your job if you fail to arrive at the correct destination.

Is it too difficult? OK, let me help you by showing you the 'big picture' for the task:

OK, off you go...

How does that feel?

This is what happens during 'organisational change'.

As animals, we do not interact directly with the outside world, we interact with a 'map' that we create though our perceptions and experiences. We get confused when the world doesn't match our internal map, when things are not as we expect them to be.

Imagine getting home at the weekend to find that your house has moved, or your rooms have switched positions. It's not how you remember it, so what do you do? How do you feel?

> How do you feel when the world is not how you expect it?

People who suffer from illnesses which affect their memory such as Alzheimer's or Dementia, or suffer brain injury, experience this every day. It's very difficult to care for someone who is constantly confused and angry, and doesn't even recognise their own children.

However, communicating change with a long list of turn-by-turn instructions isn't helpful either, because your map isn't accurate, and your instructions will not make sense to anyone else.

What can you learn about how to plan and implement organisational change?

How does this apply to planning your own career?

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Preparation	Projects	High performing teams	Failure
Problem solving	**Career cycle**	**Individual action**	**Presentations**

What are you going to do?

Why are you going to do it? What's your reason?

When are you going to do it?

How will anyone know when you've done it? What will they see or hear?

How will you know that you've been effective?

And then what?

Preparation	Projects	High performing teams	Failure
Problem solving	Career cycle	Individual action	**Presentations**

Working in four groups, you have 30 minutes to prepare a 15 minute presentation.

Use **all** of the available time to address the following:

- What have you learned?

- So what? What does it mean?

- What's going to change?

- Why will it change?

- How can you think more strategically? Prove it.

- How can you be a better leader? Show us.

- What commitments are you prepared to make? Be honest!

Predictions:

- You will focus on content, and your presentation will be short. Poor time management is an indication of poor strategy.

- You will focus on what to say, and your team will be disjointed and poorly structured.

- You will look through the training notes for phrases to use to prove that you have paid attention. This only proves that you can read the notes, not that you understood anything.

- You will focus on only a small part of what we have covered, again an indication of poor planning and strategy.

- You will begin by thinking about what you're going to say and fail to give sufficient time to planning structure, leading to a poor demonstration of learning.

- You will take it in turns to speak, thinking that this demonstrates team work. It does not.

- You will fail to understand that your task is to demonstrate learning, not retention.

- You will read these predictions and fail to incorporate them because you think you don't have enough time. 30 minutes is double the amount of time you actually need for this task.

- You will try to do everything together, thinking that this is team work. It is not. It is an inefficient use of the total time available for planning, which is actually 2 man hours. A team focuses on delivering results together, not standing next to each other doing the same things.

- One of your group will remind you about these predictions, and while that might be annoying, if you listen to them, you will have a small chance of succeeding.