

PEOPLE BEFORE PAPER:

How to increase Student outcomes by increasing Staff Engagement

Ed Stavnitzky
November 7, 2018

STATE OF THE GLOBAL WORKPLACE

EMPLOYEE ENGAGEMENT INSIGHTS FOR BUSINESS LEADERS WORLDWIDE



GALLUP®

GALLUP EMPLOYEE ENGAGEMENT REPORT

Employee Engagement Insights for
Business Leaders Worldwide, 2013.

New 2017 report coming! Get yours at:
[http://news.gallup.com/reports/220313/
state-global-workplace-2017.aspx](http://news.gallup.com/reports/220313/state-global-workplace-2017.aspx)

GALLUP EMPLOYEE ENGAGEMENT CATEGORIES

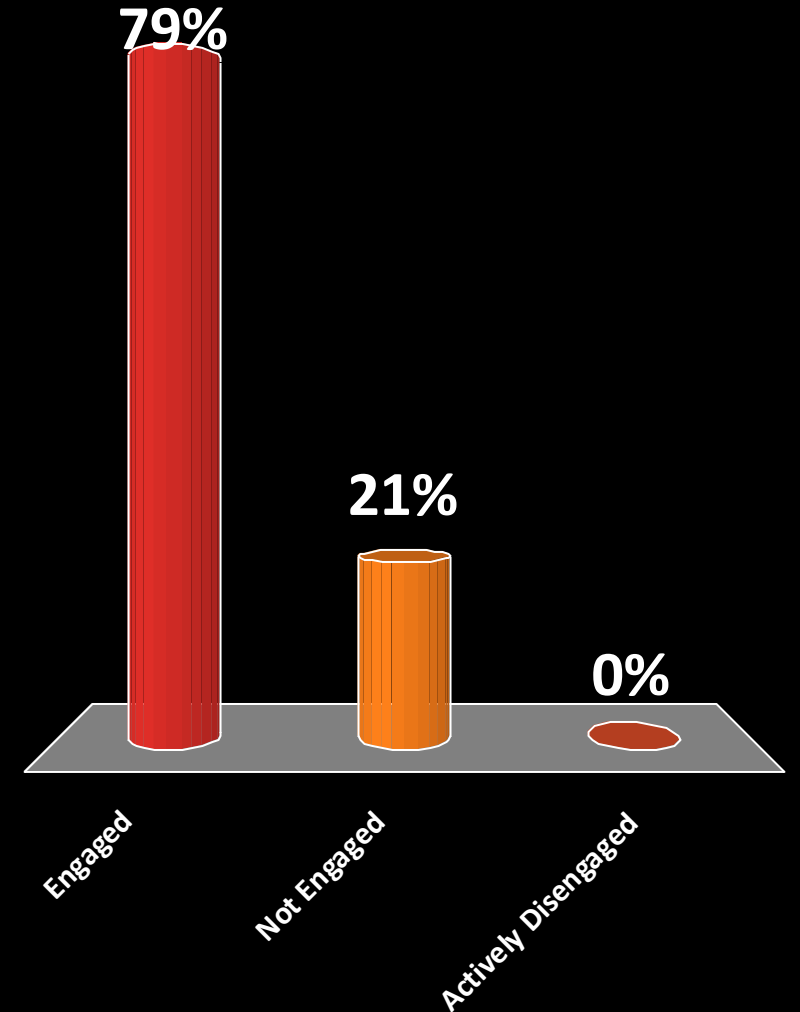
Engaged employees work with passion and feel a profound connection to their company. They drive innovation and move the organization forward.

Not Engaged employees are essentially “checked out.” They’re sleepwalking through their workday, putting time — but not energy or passion — into their work.

Actively Disengaged employees aren’t just unhappy at work; they’re busy acting out their unhappiness. Every day, these workers undermine what their engaged coworkers accomplish.

WHICH ARE YOU?

- A. Engaged
- B. Not Engaged
- C. Actively Disengaged



North America

Europe

Asia

Africa

South America

Australia

Antarctica

North Pacific Ocean

North Atlantic Ocean

Arctic Ocean

North Pacific Ocean

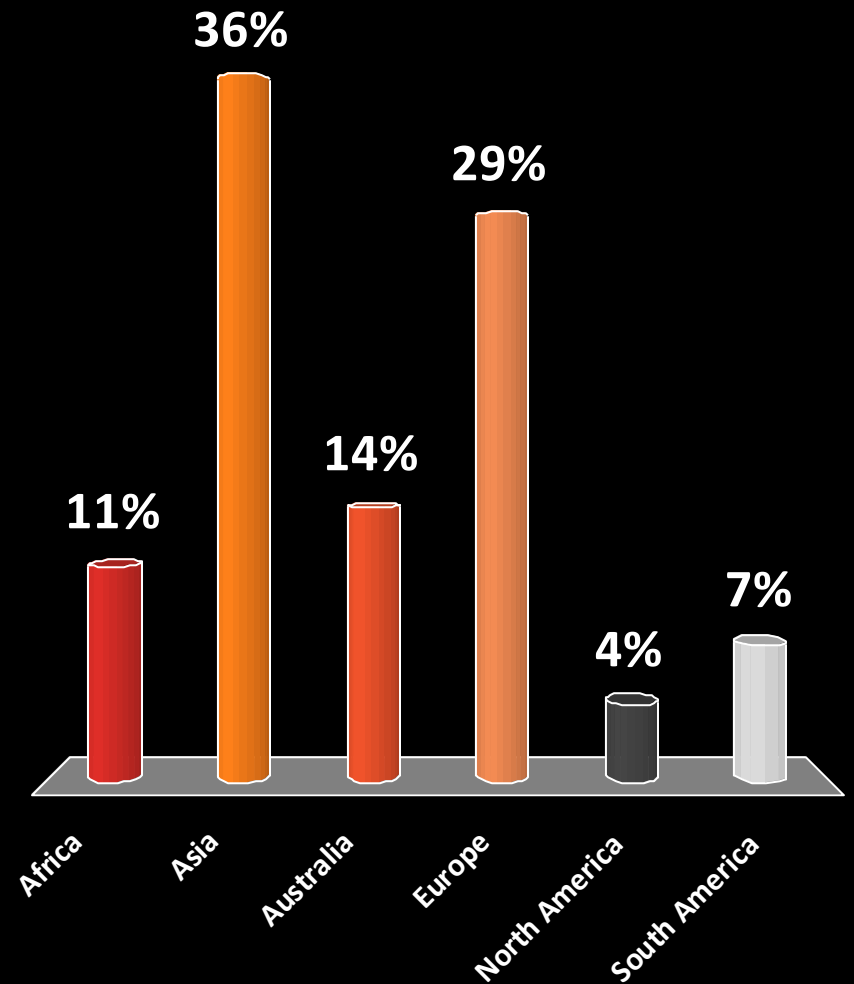
Indian Ocean

South Pacific Ocean

South Atlantic Ocean

ACCORDING TO GALLUP (2013), ON WHICH CONTINENT IS THE COUNTRY WITH THE HIGHEST PERCENTAGE OF ENGAGED EMPLOYEES?

- A. Africa
- B. Asia
- C. Australia
- D. Europe
- E. North America
- F. South America



ACCORDING TO GALLUP (2013), ON WHICH CONTINENT IS THE COUNTRY WITH THE HIGHEST PERCENTAGE OF ENGAGED EMPLOYEES?

1. South America
2. North America
3. Asia
4. Australia
5. Europe
6. Africa



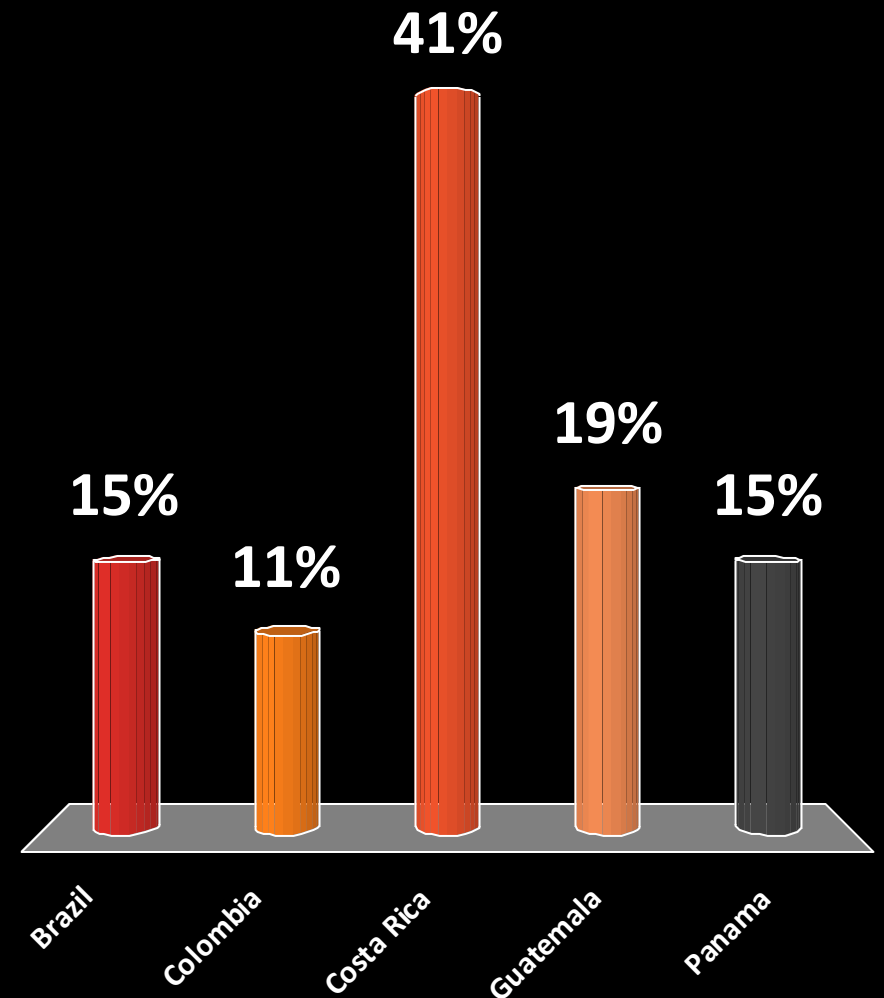
higher

lower



WHICH SOUTH AMERICAN COUNTRY HAS THE HIGHEST PERCENTAGE OF ENGAGED EMPLOYEES?

- A. Brazil
- B. Colombia
- C. Costa Rica
- D. Guatemala
- E. Panama



ACCORDING TO GALLUP (2013), ON WHICH CONTINENT IS THE COUNTRY WITH THE HIGHEST PERCENTAGE OF ENGAGED EMPLOYEES?

1. Panama
2. Costa Rica
3. Brazil
4. Colombia
5. Guatemala



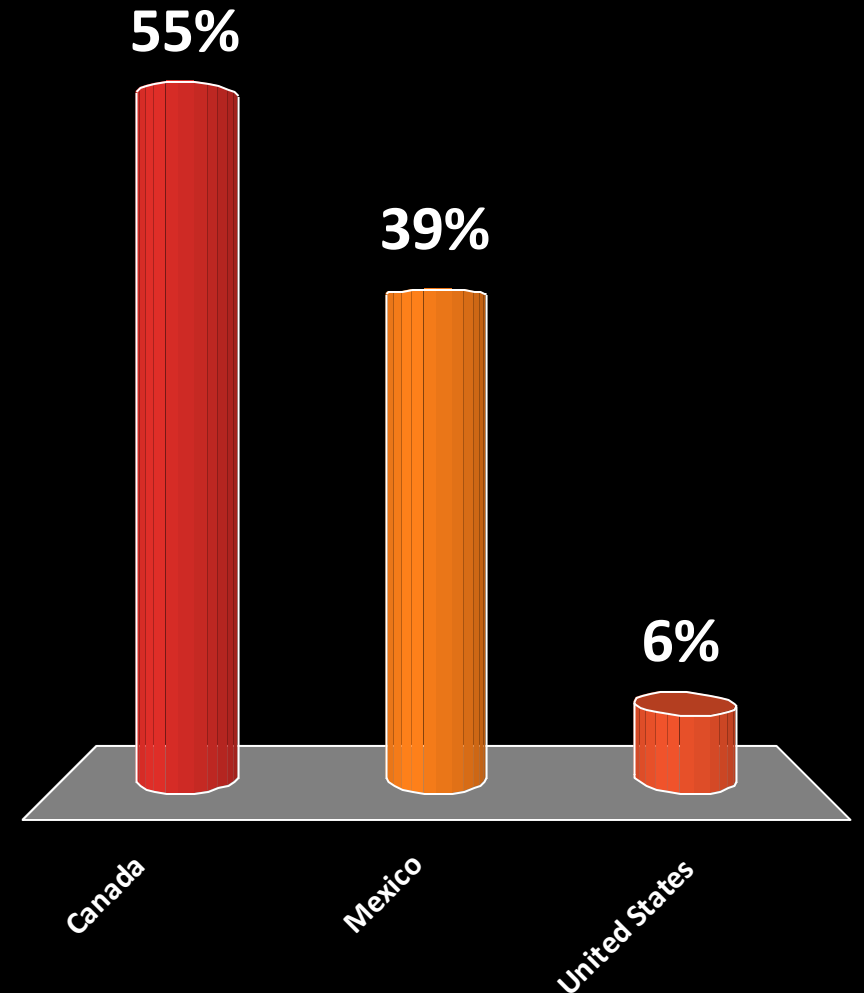
higher

lower



WHICH NORTH AMERICAN COUNTRY HAS THE HIGHEST PERCENTAGE OF ENGAGED EMPLOYEES?

- A. Canada
- B. Mexico
- C. United States



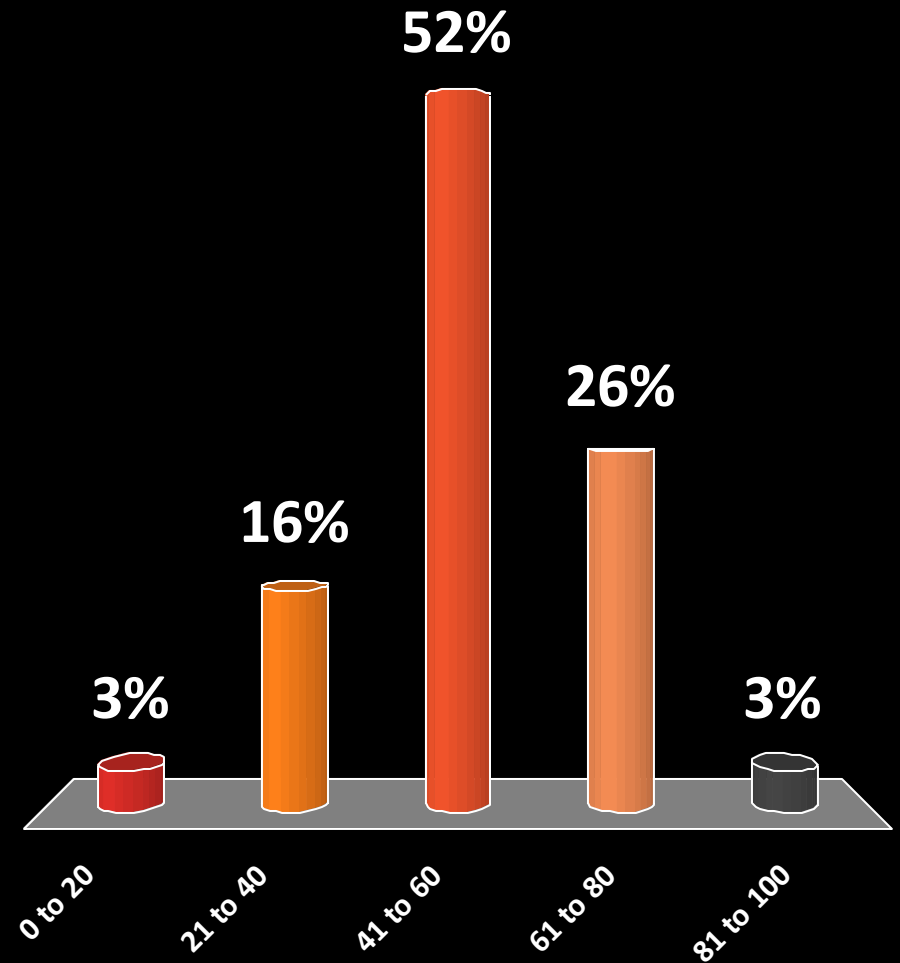
ACCORDING TO GALLUP (2013), ON WHICH CONTINENT IS THE COUNTRY WITH THE HIGHEST PERCENTAGE OF ENGAGED EMPLOYEES?

- A. United States
- B. Canada
- C. Mexico



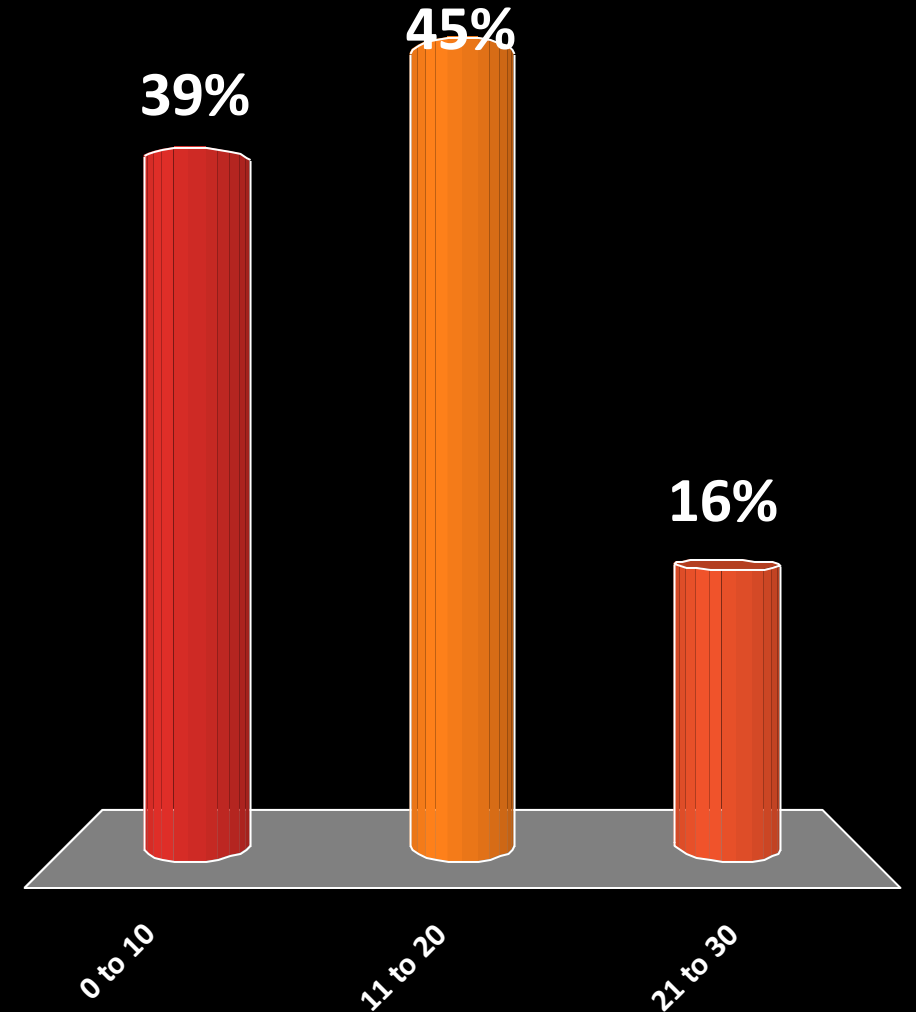
WHAT IS THE PERCENTAGE OF ENGAGED EMPLOYEES IN THE UNITED STATES?

- A. 0 to 20
- B. 21 to 40
- C. 41 to 60
- D. 61 to 80
- E. 81 to 100



WHAT IS THE PERCENTAGE OF ENGAGED EMPLOYEES IN THE CANADA?

- A. 0 to 10
- B. 11 to 20
- C. 21 to 30



ACCORDING TO GALLUP (2013), THE COUNTRIES WITH THE HIGHEST PERCENTAGE OF ENGAGED EMPLOYEES ARE:

1. Panama 37
2. Costa Rica 33
3. United States 30
4. Philippines 29
5. Qatar 28
6. Brazil 27
7. Colombia 26
8. Guatemala 26
9. United Arab Emirates 26
10. Australia, Chile, El Salvador 24

- 
- <https://hbr.org/web/infographic/2013/11/workplace-engagement-around-the-world>

LEARNING GOALS:

OVERVIEW:

- Human Resource strategies and tactics for Administrators
New to A & CE
- Build a team of engaged staff in order to achieve better student outcomes
- Leadership/advice/expertise

ED'S LEARNING GOAL:

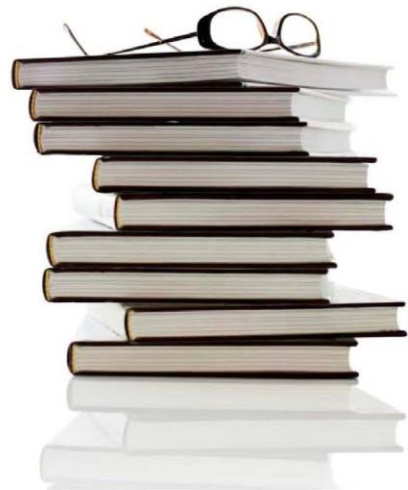
- Frame a mindset / approach that will help more people achieve their goals.

(either make you uncomfortable
or make you cheer!)

Deloitte.

Adult and Continuing
Education Business
Model Review:
Final Report

Submitted to the
Ministry of Education



BUSINESS MODEL REVIEW

Deloitte, 2011



BUSINESS MODEL REVIEW

2 Executive Summary

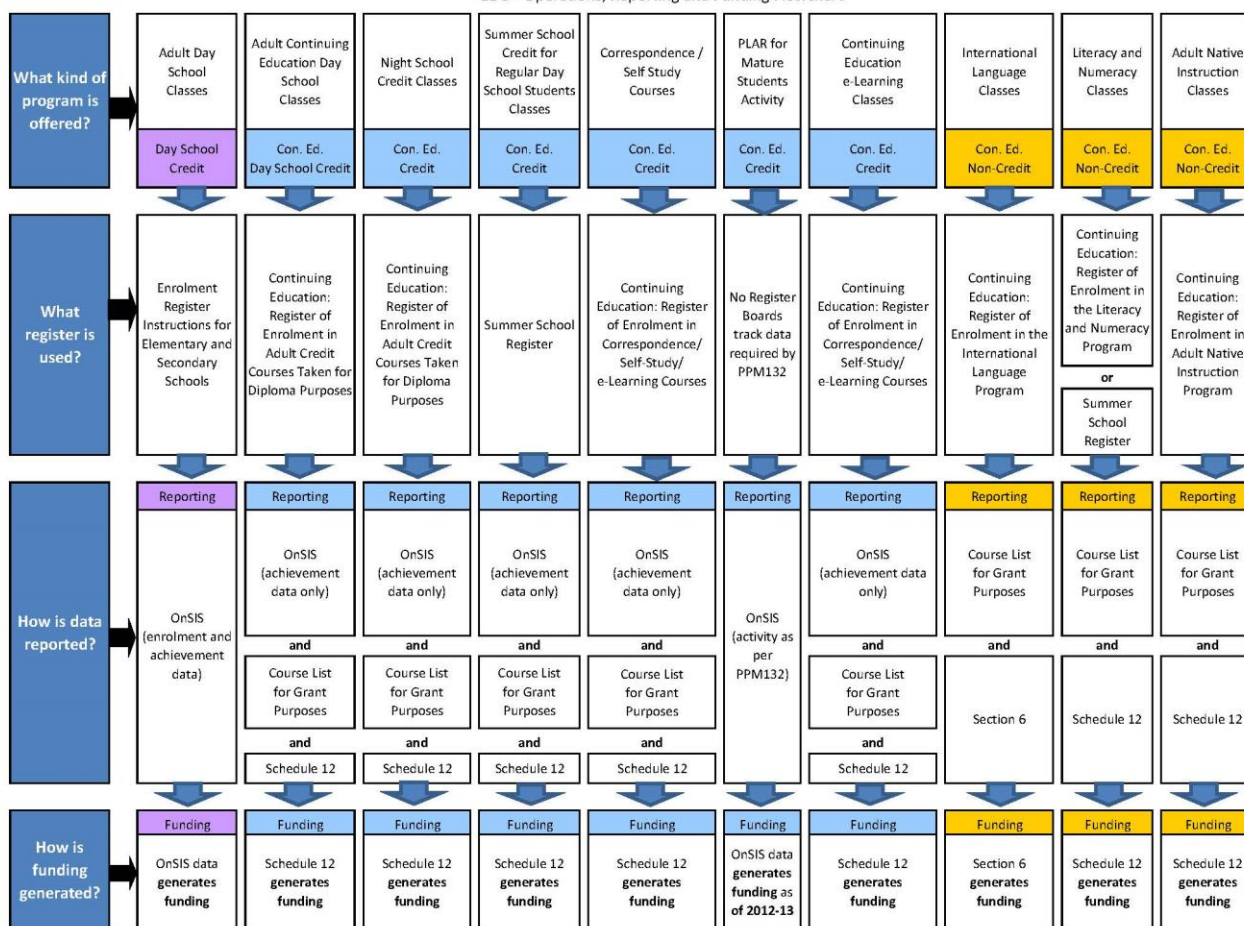
2.5 Valuable Practices and Supporting Recommendations

1. Leadership
2. Partnerships – Internal and External
3. Annual and Strategic Planning
4. Key Personnel
5. Professional Development



WHY AN OCTOPUS?

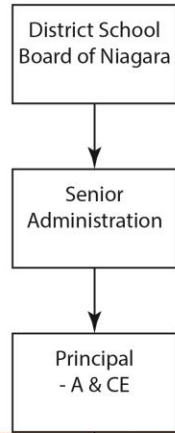
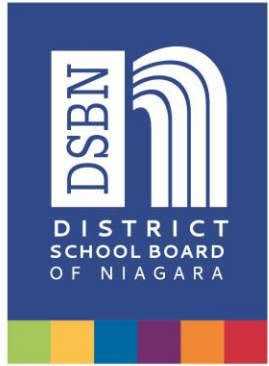
Adult and Continuing Education
EDU - Operations, Reporting and Funding Flowchart



- Depends on how many programs you have!

- Plus ESL, LBS, PSW, Alt. Ed.?

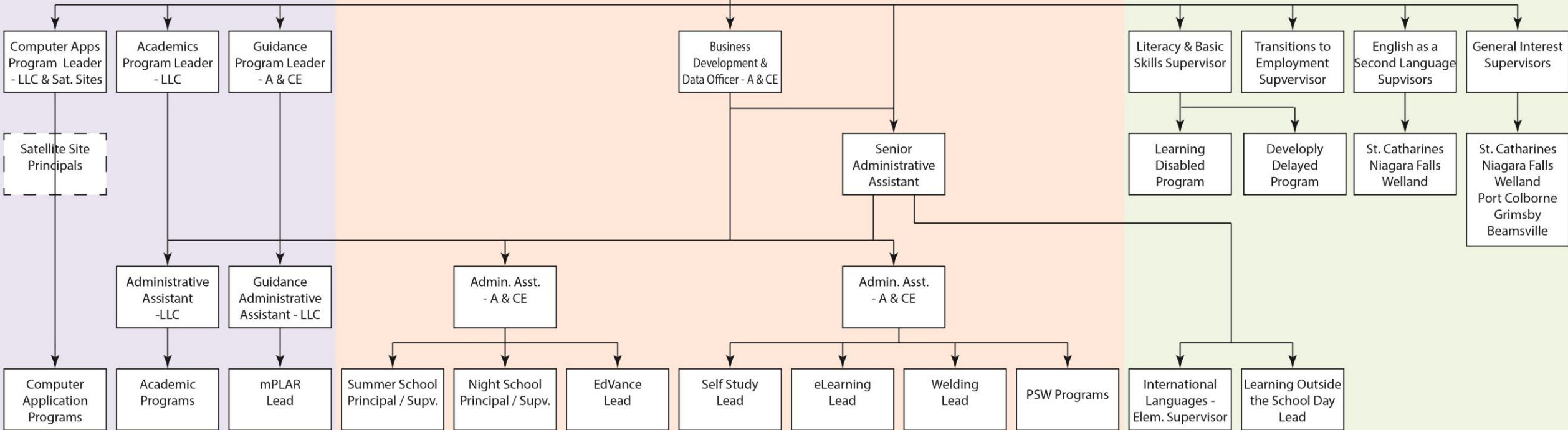
District School Board of Niagara, Adult & Community Education - Organization Chart, 2016 - 2017



Adult Day School

Credit Programs

Non-Credit Programs

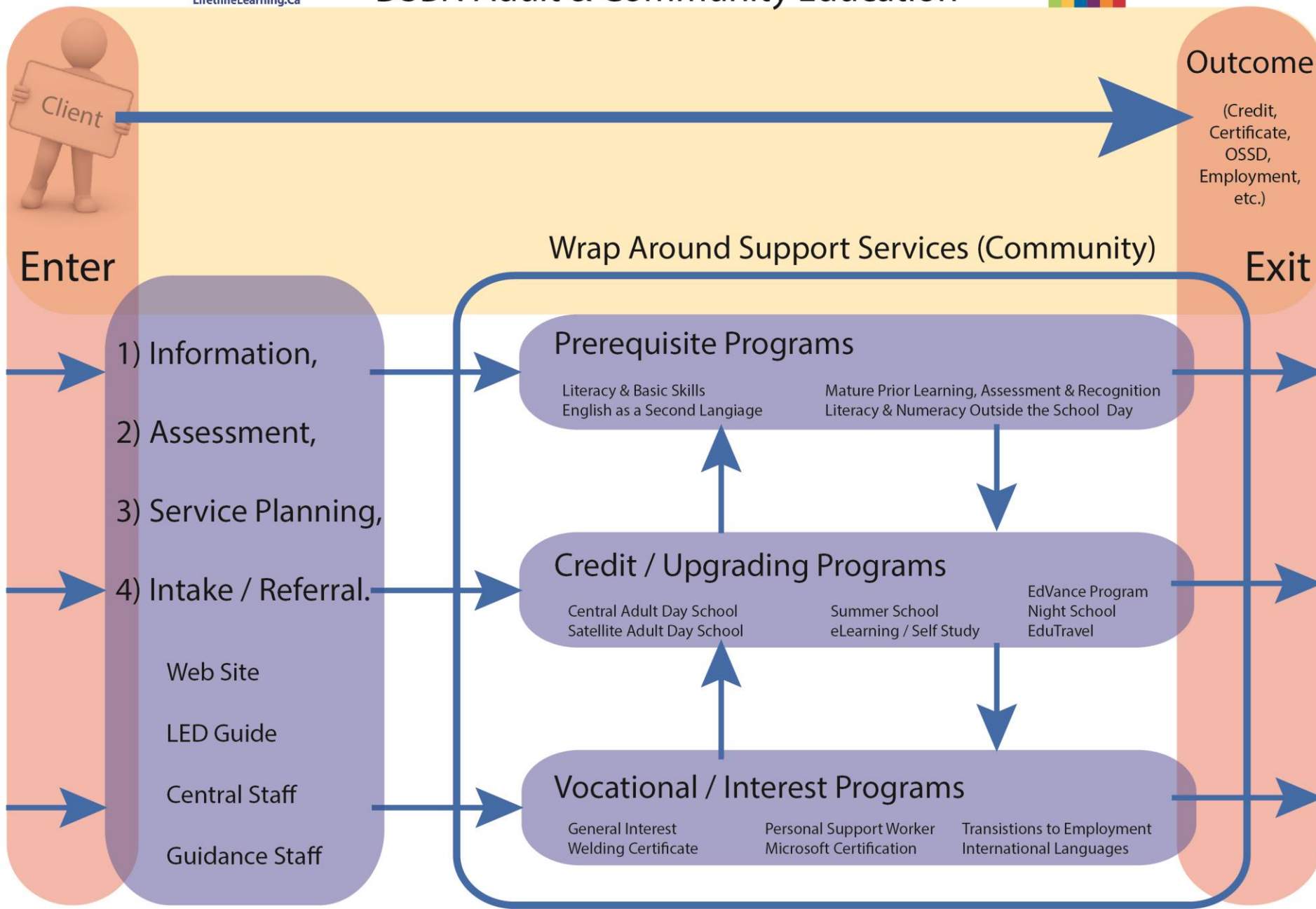




INTEGRATED SERVICE DELIVERY MODEL



DSBN Adult & Community Education



ED'S BUSINESS MODEL REVIEW

2 Executive Summary

2.5 Valuable Practices and Supporting Recommendations

1. Put into place, know, and track your Key Performance Indicators (KPI)

- Financial
- Achievement
- Return on Investment (ratios of # 1 & 2)



WHAT IS THE DIFFERENCE?

Data

Evidence

WHAT IS THE DIFFERENCE?

Data as a general concept refers to the fact that some existing information or knowledge is represented or coded in some form suitable for better usage or processing.

Evidence is the available body of facts or information indicating whether a belief or proposition is true or valid.

District School Board of Niagara
 2015-16 Community Education Surplus/ Deficit **FINAL** sent from Sherry Gillis on November 3, 2016
 For the Year Ended August 31, 2016

DESCRIPTION	Revenue			Expenditures			Surplus / (Deficit)
	ADE / FIE	Rate	Total	Salaries / Benefits	Other	Total	
Adult Day School							
Adult Day School >21	347.53	3,336	1,159,360	1,071,544	67,572	1,139,116	
Adult Day School <21	67.43	6,999	471,943	403,104	30,738	433,842	
Administration (Note 1)				178,274	7,525	185,798	
TOTAL ADULTDAY SCHOOL	414.96		1,631,303	1,652,922	105,835	1,758,757	(127,454)
Other Programs							
ADMINISTRATION (Note 1)			3,624	260,988	71,622	332,610	(328,986)
Night School Credit	68.22	3,336	227,582	185,302	1,146	186,448	41,134
Edvance Outreach	38.26	3,336	127,635	98,634	585	99,218	28,417
Summer School							
	3.70	6,503	24,061				
	205.65	3,336	686,048				
			1,500				
			711,609	527,483	17,281	544,763	166,846
Heritage Language			295,028	210,928	2,282	213,210	81,818
Prior Learning Assessment		120	28,800	502	-	502	28,298
Non Credit Literacy / Numeracy	20.26	6,503	131,751	23,017	46,722	69,739	62,012
Correspondence / Self Study	12.66	3,336	42,234				
Non-Refundable Book Deposits			23,895	23,957	24,713	48,670	17,459
Adult ESL / Citizenship			372,215	219,585	1,645	221,230	150,985
General Interest			70,977	56,560	3,320	59,880	11,097
E-Learning	7.01	3,336	23,385				
			6,050	8,324	131	8,455	20,980
Literacy and Basic Skills (LBS)			426,936	311,771	116,969	428,740	(1,804)
Other External Programs			375,981	195,171	124,262	319,433	56,548
TOTAL OTHER PROGRAMS	355.76		2,867,702	2,122,221	410,678	2,532,899	334,804
TOTAL COMMUNITY EDUCATION	770.72		4,499,005	3,775,143	516,513	4,291,656	207,349
2015-16 BUDGET	676.50		4,052,858	3,656,966	391,440	4,048,406	4,452
VARIANCE	94.22		446,147	118,177	125,073	243,250	202,897

NOTE:
 Principal of Community Education allocated based on time devoted to each program 50% to Adult Day School and 50% to Other Programs.
 Coordinator of Community Education allocated 40% to Adult Day School and 60% to Other Programs.

ED'S BUSINESS MODEL REVIEW

By the Numbers 2015-2016



WELDING

173 CREDITS EARNED **8** classes : **one** site **21,204** TOTAL pupil hours
: **54** unique students **one** diploma earned

Adult Day School

371.96 (FTE) students **six** sites
1,042 CREDITS EARNED including Young Mom's and Niagara Link @ LLC
sixty eight diplomas EARNED

Personal Support Worker

289 CREDITS EARNED **three** sites
54 FTE & CON ED students
26,600 TOTAL PUPIL HOURS
8 diplomas EARNED

English as a Second Language for Adults (MCI)

351 learners **3** sites
18,887.5 Hours of Classroom INSTRUCTION
eighteen CLASSES

Transition to Employment (MCSS)

125 ODSP clients assisted (47 new)
milestones ACHIEVED **21** : milestones ACHIEVED **18**
(6 weeks+) : (13 weeks+)
28,495 HOURS worked : 1545 weeks of employment

Collegiate Night School

238 CREDITS EARNED **two** sites
5 diplomas EARNED **16** classes • **36** courses
24,425 TOTAL pupil hours
372 students started 270 finished

E-Learning

37 : **one** REGISTRATION site
108 students started a credit (41 finished)
37 CREDITS earned : **6659.5** TOTAL PUPIL hours

International Languages

14 SITES **1057** ELEMENTARY STUDENTS
(756 school year + 301 summer)
TEN languages **96** classes : (66 school year + 30 summer)
6,973 Total Hours of INSTRUCTION

Literacy and Basic Skills (MAESD)

138 LEARNERS IN THREE PROGRAM STREAMS
(Learning Disabled, Developmentally Disabled, Deaf)
5 FIVE GOAL PATHS : **6** locations
TWO 2 LANGUAGES OF INSTRUCTION
(English and America Sign Language)



Summer School

7 ONE diploma CREDITS EARNED **1754.5**
SITES + edu-travel + e-learning **198,882.5** TOTAL pupil hours | **2093.5** students ENROLLED
one hundred fifteen classes

Self-Study

CREDITS EARNED **84** **three** sites
211 students started 266 credits
13 diplomas EARNED **12,027** TOTAL PUPIL HOURS

EDVANCE

36,347 TOTAL pupil hours : **6** SIX sites
149 CREDITS EARNED 201 started by 114 unique students
diplomas EARNED **18** eighteen

mPLAR

198 Gr.9 &10 mPLAR assessments
42 Gr.11&12 equivalency assessments

2015-2016 ACHIEVEMENT
3766.5 credits **114** diplomas EARNED
site locations **twenty seven**

General Interest

1167 participants | **7** seven SITES
101 one hundred and one CLASSES

2015-2016 SERVICE **47** SITE
3,688 learners served
THREE additional ministries locations

WHAT ARE KEY STRATEGIES TO RUNNING A BUSINESS SUCCESSFULLY?



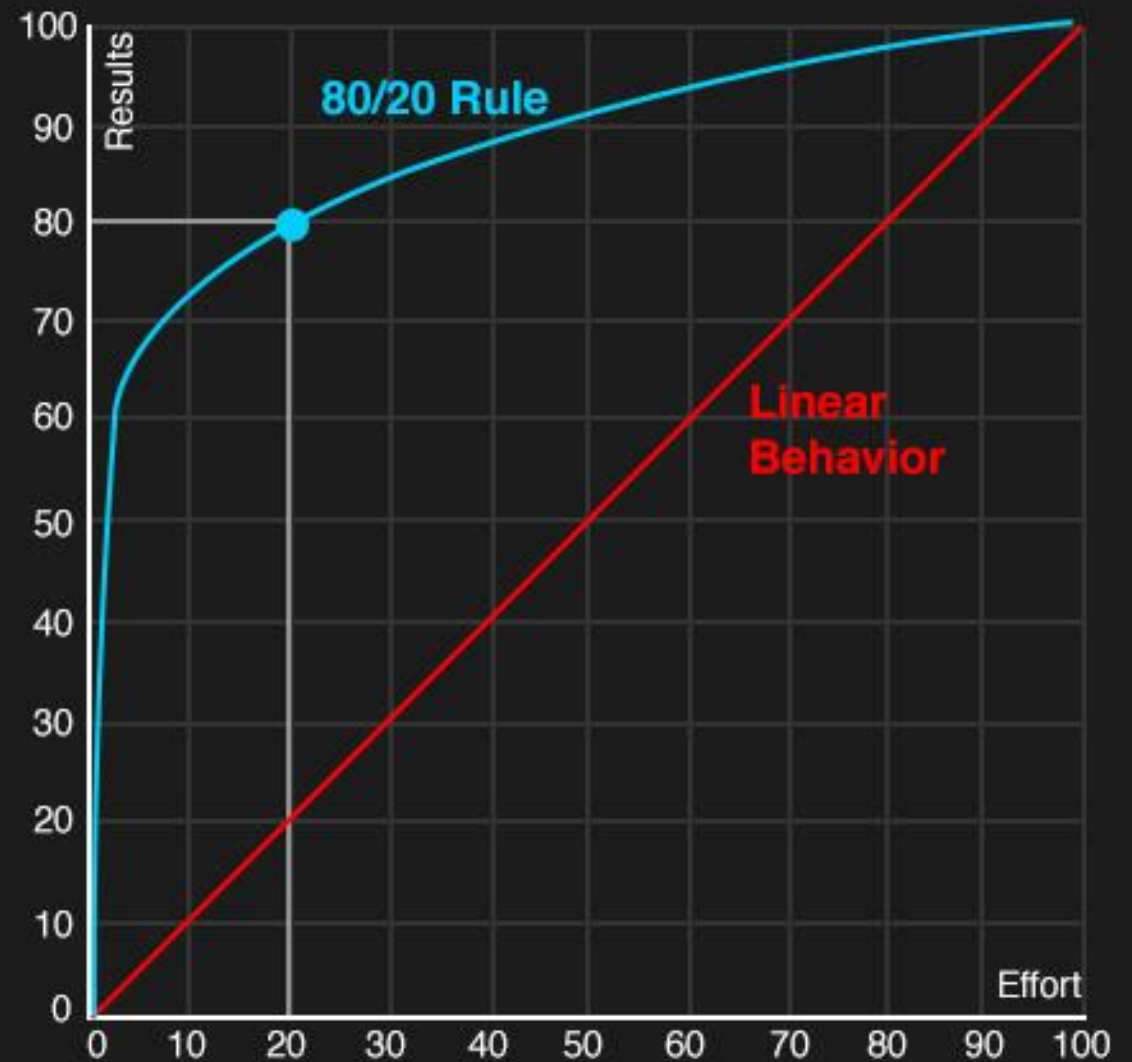
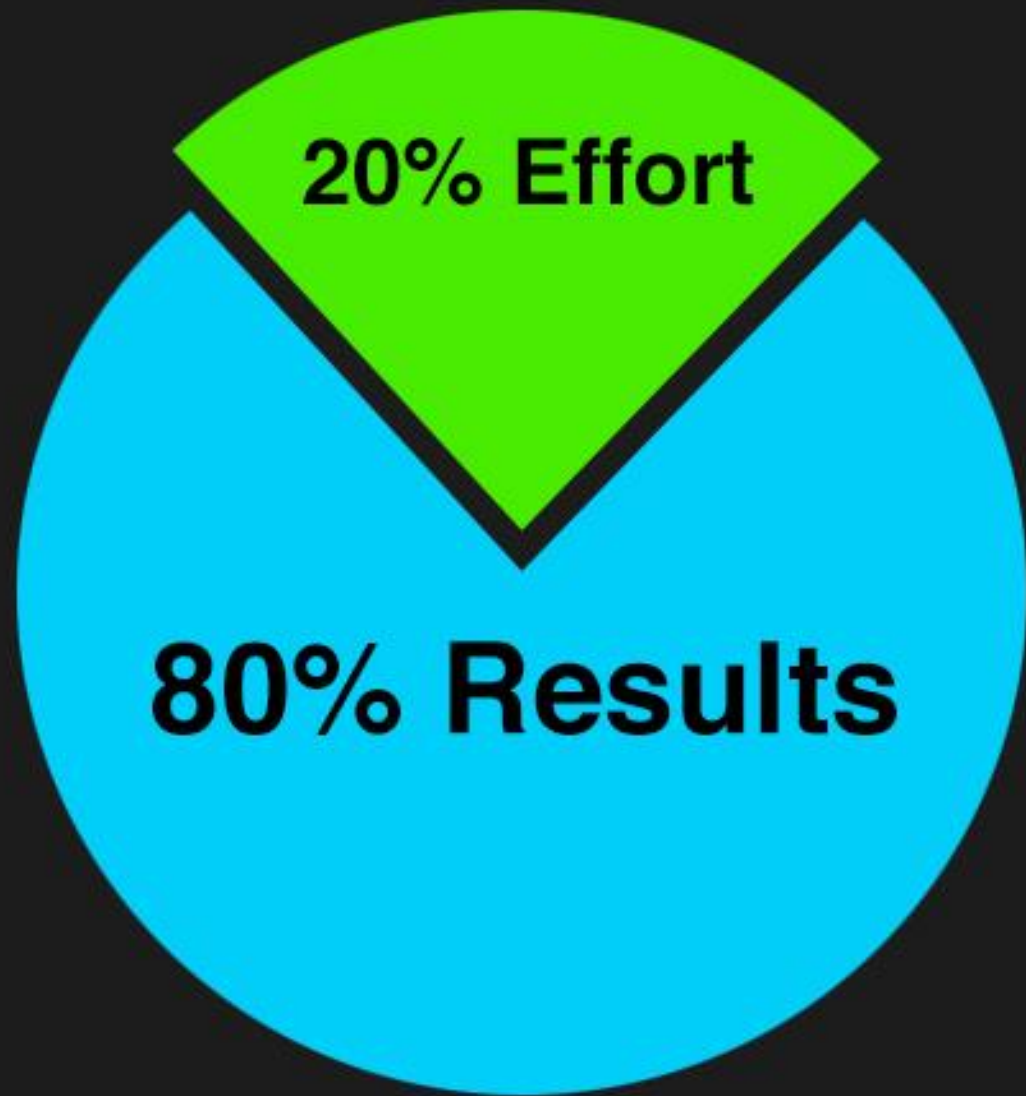


MY INFLUENCES

Have you heard of the **Pareto principle**?

MY INFLUENCES

The **Pareto principle** (also known as the **80/20 rule**, the **law of the vital few**, or the **principle of factor sparsity**) states that, for many events, roughly 80% of the effects come from 20% of the causes.



80/20 Principle



MY INFLUENCES

“Work 100 hours a day”

Unsourced Quote



SYSTEMS THINKING

- a machine
for which
you are
responsible
and . . .

runs by itself!

"DEMING'S MANAGEMENT PHILOSOPHIES ARE THE DRIVING FORCE BEHIND JAPAN'S ECONOMIC MIRACLE." -USA TODAY

DR. DEMING

The American Who Taught the Japanese About Quality



WHAT EVERY U.S. BUSINESS-
PERSON SHOULD KNOW ABOUT
SUCCESSFUL MANAGEMENT AND
BRINGING QUALITY BACK HOME

by Rafael Aguayo • Foreword by W. Edwards Deming

SYSTEMS THINKING 1991

How to "Work 100
hours a day"!

- Leaders have the power
- Profound Knowledge
versus Tampering

SO . . . HOW DO YOU WRESTLE
WITH AN OCTOPUS?



SO . . . HOW DO YOU WRESTLE WITH AN OCTOPUS?

1. Delegate!
2. Delegate!
3. Delegate!





DELEGATION

1. Would you consider yourself to be a good delegator?
2. If so, why?
3. If not, why not?

ED'S THOUGHTS ABOUT DELEGATION

1. Be responsible for everything, but do nothing.
2. Push the decision making to the front line staff.
3. Facilitate good decision making.
4. Always listen to staff (empathize) and ask why.
5. Take responsibility for mistakes / failures.
6. Support the staff in cleaning up mistakes (learning)
7. Praise the staff for all successes.

THE OPPOSITE

“They should be
glad they have a
job!”



REMEMBER THE TITANS (2000)

Julius: “I’m gonna look out for myself,
and I’m gonna get mine.”





REMEMBER THE TITANS (2000)

Julius: “Attitude reflect Leadership, . . .
Captain.”

“EMPLOYEES WANT A LOT MORE FROM THEIR MANAGERS”

“A Gallup study of 7,272 U.S. adults revealed that **one in two (50%)** had left their job to get away from their manager to improve their overall life at some point in their career.”

Jim Harter and Amy Adkins, April 8, 2015

<http://news.gallup.com/businessjournal/182321/employees-lot-managers.aspx>



STATE OF THE
**AMERICAN
MANAGER**

ANALYTICS AND ADVICE FOR LEADERS

GALLUP

GALLUP, 2015

“one in 10 have the natural
talent to manage”

“two in 10 people have some
characteristics of functioning
managerial talent ”

THE STATE OF THE AMERICAN MANAGER

“The majority of managers working in the U.S. today are wrong for their role. That’s not to say these people don’t have talent. On the contrary, their talent probably made them quite successful in their previous, non-managerial role. But the talent that makes someone a great salesperson, accountant or engineer is not the same talent that makes him or her a great manager. In fact, Gallup has found that only 10% of working people possess the talent to be a great manager.”

(p. 6)

GALLUP, 2015

Organizations often put people in managerial roles for reasons that have nothing to do with their talent to **manage**.

TOP TWO REASONS PEOPLE BECOME MANAGERS:

1

"I was promoted because I was successful in a previous non-managerial role."

2

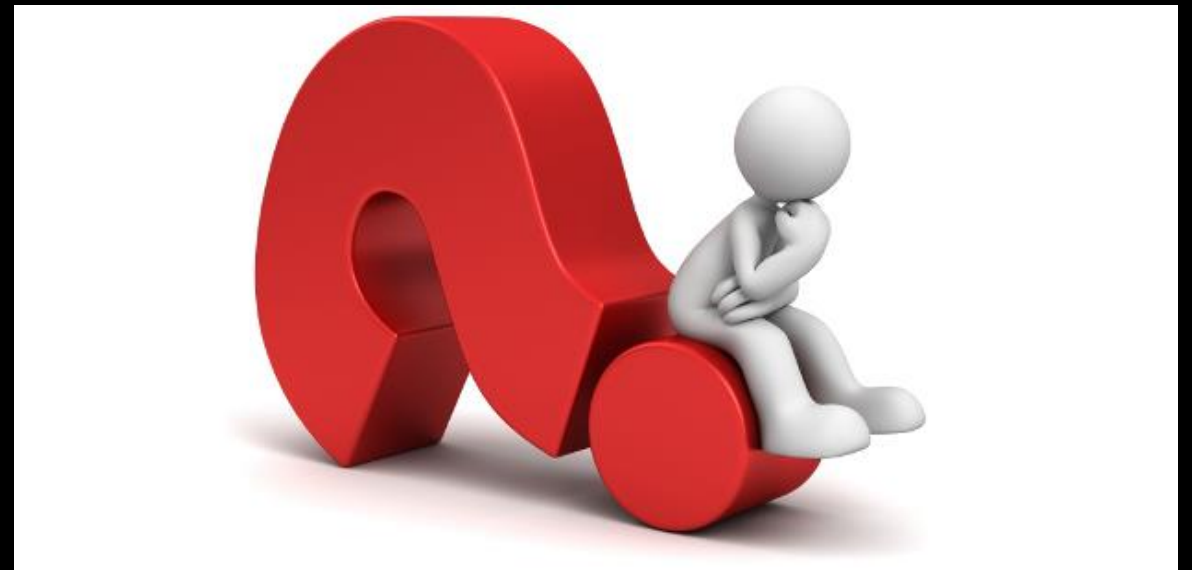
"I have a lot of experience and tenure in my company or field."

1. "successful in a previous role"

2. "a lot of experience"

GREAT MANAGERS

- Take five minutes to discuss the characteristics of great managers / leaders.
- What are they?



GALLUP FINDS THAT

GREAT MANAGERS

have the following talents:



They **motivate** every single employee to take action and engage employees with a compelling mission and vision.



They create a culture of clear **accountability**.



They make **decisions** based on productivity, not politics.

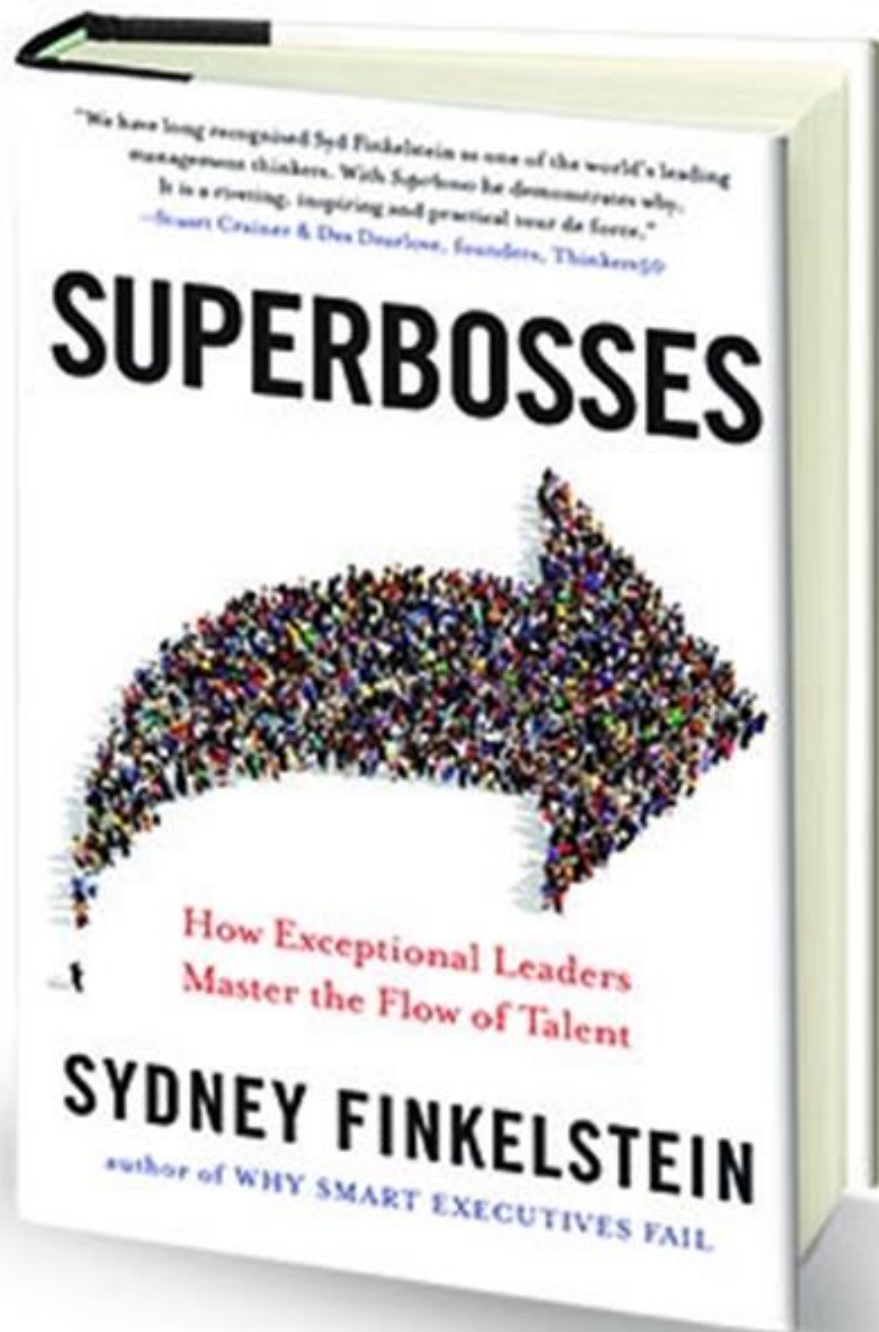


They have the **assertiveness** to drive outcomes and the ability to overcome adversity and resistance.



They build **relationships** that create trust, open dialogue and full transparency.

Talent Dimension	High-Talent Managers	Limited-Talent Managers
Motivator	They challenge themselves and their teams to continually improve and deliver distinguished performance.	They lack excitement about and expectations for outcomes and allow team performance to stagnate.
Assertiveness	They overcome challenges, adversities and resistance.	They struggle to create change or drive performance improvement.
Accountability	They ultimately assume responsibility for their teams' successes and create the structure and processes to help their teams deliver on expectations.	They fail to organize the workflow of teams, making it more difficult to meet performance expectations.
Relationships	They build a positive, engaging work environment where their teams create strong relationships with one another and with clients.	They suffer from the dysfunction of teams that lack cohesion and disengage employees and clients alike.
Decision-Making	They solve the many complex issues and problems inherent to the role by thinking ahead, planning for contingencies, balancing competing interests and taking an analytical approach.	They seek the convenient solution over the best solution, not taking into account all of the pertinent information and/or complexities.



SUPERBOSSSES, 2016

Sydney Finkelstein”



SUPERBOSSSES, 2016

“What do football coach Bill Walsh, . . .
Television executive Lorne Michaels, . . .
have in common?”

SUPERBOSSSES, 2016



“as of 2015, Bill Walsh produced almost twice as many active NFL coaches (20) as the next most prolific talent spawner.” (p. 16-17)

SUPER BOWL STUDY, 1966-2012

For the years in which we have data (1966 – 2012, 47 Super Bowls), there had been **237** head coaches.

During that time there were 94 opportunities to appear in a Super Bowl ($47 \times 2 = 94$)

- $51 / 237 = 21.5\%$ ever been
- $29 / 237 = 12.2\%$ ever won
- $22 / 237 = 9.3\%$ been multiple
- $13 / 237 = 5.6\%$ won multiple



NEW YORK TIMES BESTSELLER

“Provocative and fascinating.” —MALCOLM GLADWELL

Daniel H. Pink

author of *A Whole New Mind*

DRIVE

The Surprising Truth
About What Motivates Us

DANIEL PINK

Drive: The Surprising Truth
About What Motivates Us

(2010)

RSA

ANIMATE

1

IF YOU
REWARD
SOMETHING
DO YOU GET
MORE OF THE
BEHAVIOUR
YOU WANT?

2

IF YOU
PUNISH
SOMETHING
DO YOU GET
LESS OF THE
BEHAVIOUR
YOU WANT?



TIME FOR A BREAK

DANIEL PINK

3 factors lead to better performance and personal satisfaction . . .

1. Autonomy
2. Mastery
3. Purpose



HOW TO KEEP YOUR TEAM MOTIVATED

Motivating people:

- The **freedom to choose** when, where, and how they work
- The ability to perform at the highest levels, even beyond their own expectations
- Feeling connected to others

Demotivating people:

- Having to pretend they're someone they're not
- Working for a **micromanaging boss**



Amy Gallo, December 22, 2014

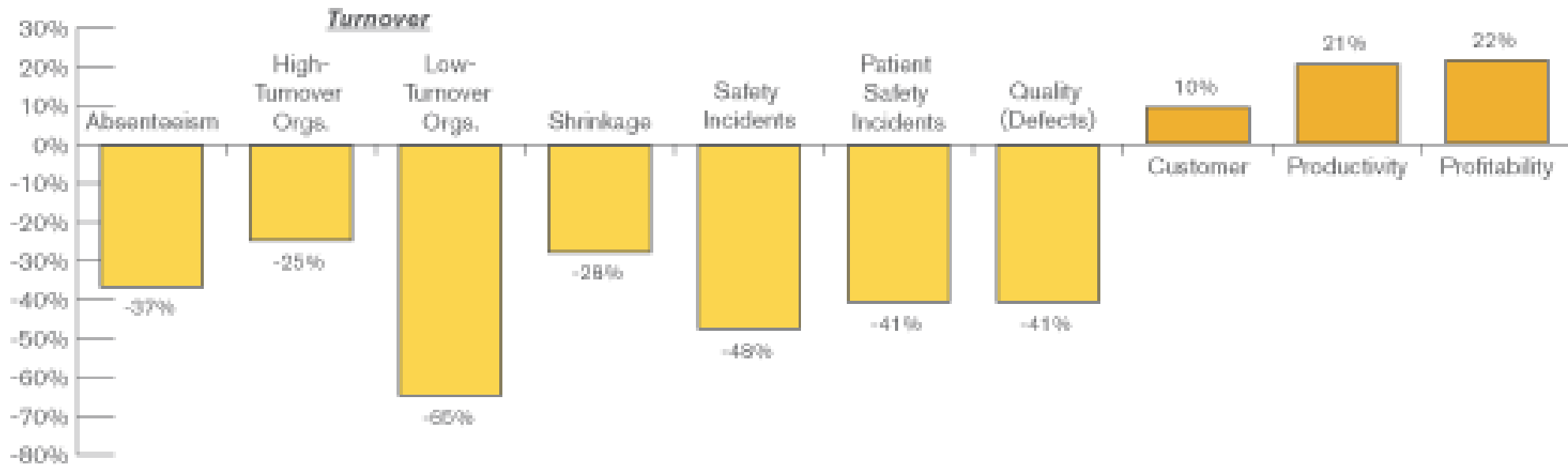
<https://hbr.org/2014/12/how-to-keep-your-team-motivated/>

EMPLOYEE ENGAGEMENT AFFECTS KEY BUSINESS OUTCOMES

HOW EMPLOYEE ENGAGEMENT DRIVES GROWTH

Work units in the top quartile in employee engagement outperform bottom-quartile units by 10% on customer ratings, 21% in productivity, and 22% in profitability. Work units in the top quartile also saw significantly lower absenteeism (37%), turnover (25% in high-turnover organizations, 65% in low-turnover organizations), and shrinkage (28%) and fewer safety incidents (48%), patient safety incidents (41%), and quality defects (41%).

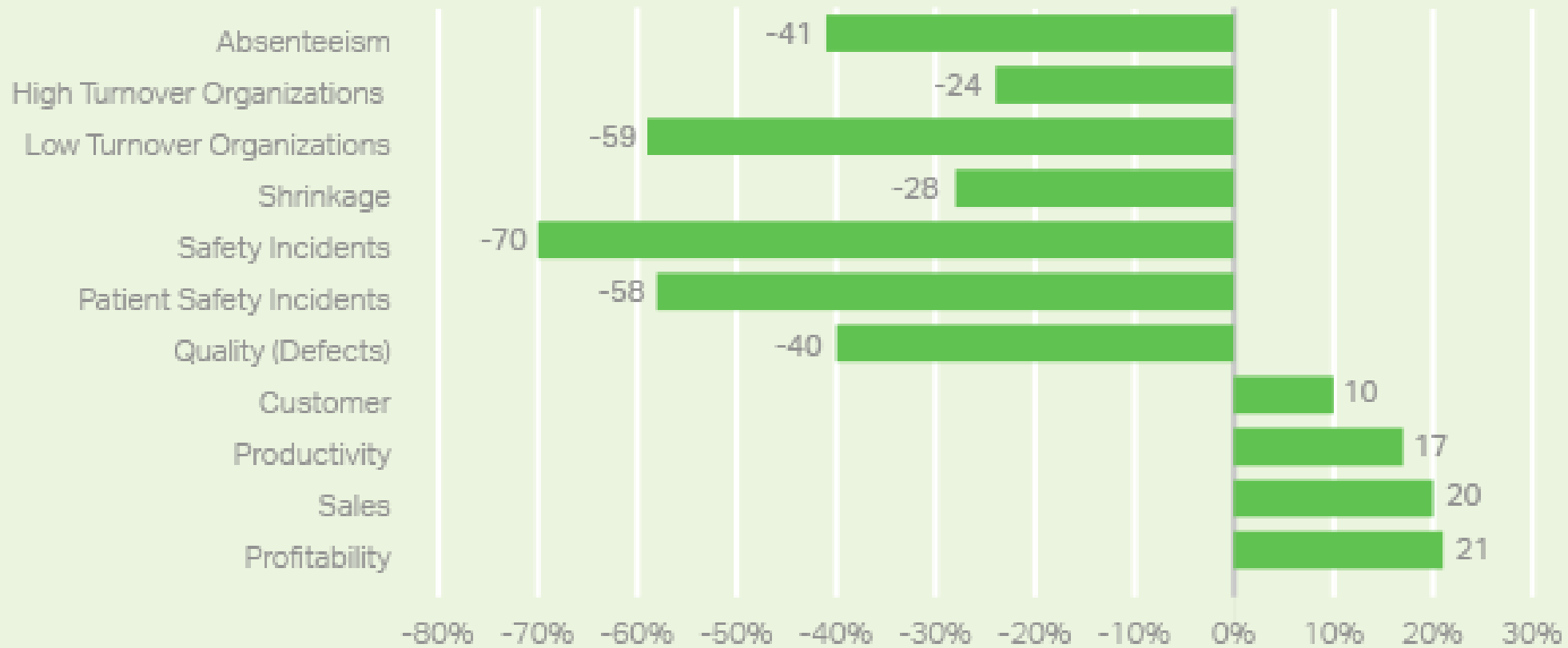
Susan
Sorenson,
June 20,
2013



<http://news.gallup.com/businessjournal/163130/employee-engagement-drives-growth.aspx>

Engagement's Effect on Key Business Outcomes

When Gallup analyzed the differences in performance between engaged and actively disengaged business/work units, work units scoring in the top half on employee engagement significantly outperformed those in the bottom half on nine crucial performance outcomes.



SOURCE: GALLUP

Jim Harter,
May 13,
2016

http://news.gallup.com/businessjournal/191501/moneyball-business-employee-engagement-meta-analysis.aspx?g_source=Business+Journal&g_medium=sidebar&g_campaign=files

WHAT GREAT MANAGERS DO TO ENGAGE EMPLOYEES

1. Communicate Richly
2. Base Performance Management on Clear Goals
3. Focus on Strengths over Weaknesses



James Harter & Amy Adkins, April 2, 2015

<https://hbr.org/2015/04/what-great-managers-do-to-engage-employees>

SIGNS THAT YOU'RE A MICROMANAGER

- Take five minutes to discuss the characteristics of a micromanager.
- What are they?



SIGNS THAT YOU'RE A MICROMANAGER

If you're like most micromanagers, **you probably don't even know that you're doing it.** Yet the signs are clear:

- You're never quite satisfied with deliverables.
- You often feel frustrated because you would've gone about the task differently.
- You laser in on the details and take great pride and /or pain in making corrections.
- You constantly want to know where all your team members are and what they're working on.
- You ask for frequent updates on where things stand.
- You prefer to be cc'd on emails.

Muriel Maignan Wilkins, November 11, 2014

<https://hbr.org/2014/11/signs-that-youre-a-micromanager>

SIGNS THAT YOU'RE A MICROMANAGER

Four strategies if you want to stop micromanaging:

1. **Get over yourself.** We can all rationalize why we do what we do
2. **Let it go.** At the core of moving away from micromanaging is letting go of the minutia.
3. **Give the “what,” not the “how.”** Articulate what you envision the final outcome to look like,
4. **Expect to win (most of the time).** Underlying your need to micromanage is a **fear of failure.**

Muriel Maignan Wilkins, November 11, 2014

<https://hbr.org/2014/11/signs-that-youre-a-micromanager>

SIGNS THAT YOU'RE A MICROMANAGER

WHAT MICROMANAGERS REALLY MEAN WHEN THEY TRY TO EXPLAIN THEIR BEHAVIOR

Don't take the excuses at face value.

WHAT CHRONIC MICROMANAGERS SAY	WHAT THEY REALLY MEAN
<i>It will save me time if I just do it myself.</i>	<i>I don't believe it's worth my time to let them try, because they won't get it right anyway.</i>
<i>Too much is at stake to allow this to go wrong.</i>	<i>I don't trust them to do their jobs according to my standards.</i>
<i>It's my credibility on the line if we don't get it done on time.</i>	<i>The work won't get done unless I constantly prod them.</i>
<i>When I am not involved, they mess up.</i>	<i>The one time I yielded some control, there was a mistake and I'm not willing to take that risk again.</i>
<i>My boss wants me to be heavily involved in my team's work.</i>	<i>If I don't stay involved, how else will I prove my worth?</i>

What Leadership Skills Do You Need Most?

These competencies were voted the most important for all management positions.



Jack Zenger
and Joseph
Folkman, July
30, 2014

<https://hbr.org/2014/07/the-skills-leaders-need-at-every-level>

HOW DO WE GET EMPLOYEES EXCITED TO DO THEIR WORK?



JOHN WILSON

FOUNDER OF CEO GLOBAL NETWORK

with Rick Fitzgerald

GREAT
CEOs

and

HOW THEY
ARE MADE

THE SEVEN IMPERATIVES

GREAT CEOS

John Wilson, 2013



SEVEN IMPERATIVES

1. Be Connected – support & Knowledge of peers
2. Emotional Intelligence – yourself & others
3. Great Tools – best information to make decisions
4. Right People – find, keep and Inspire
5. Equilibrium – work / life balance
6. Ability to Inspire – Communicate a great vision
7. Take Responsibility – be accountable

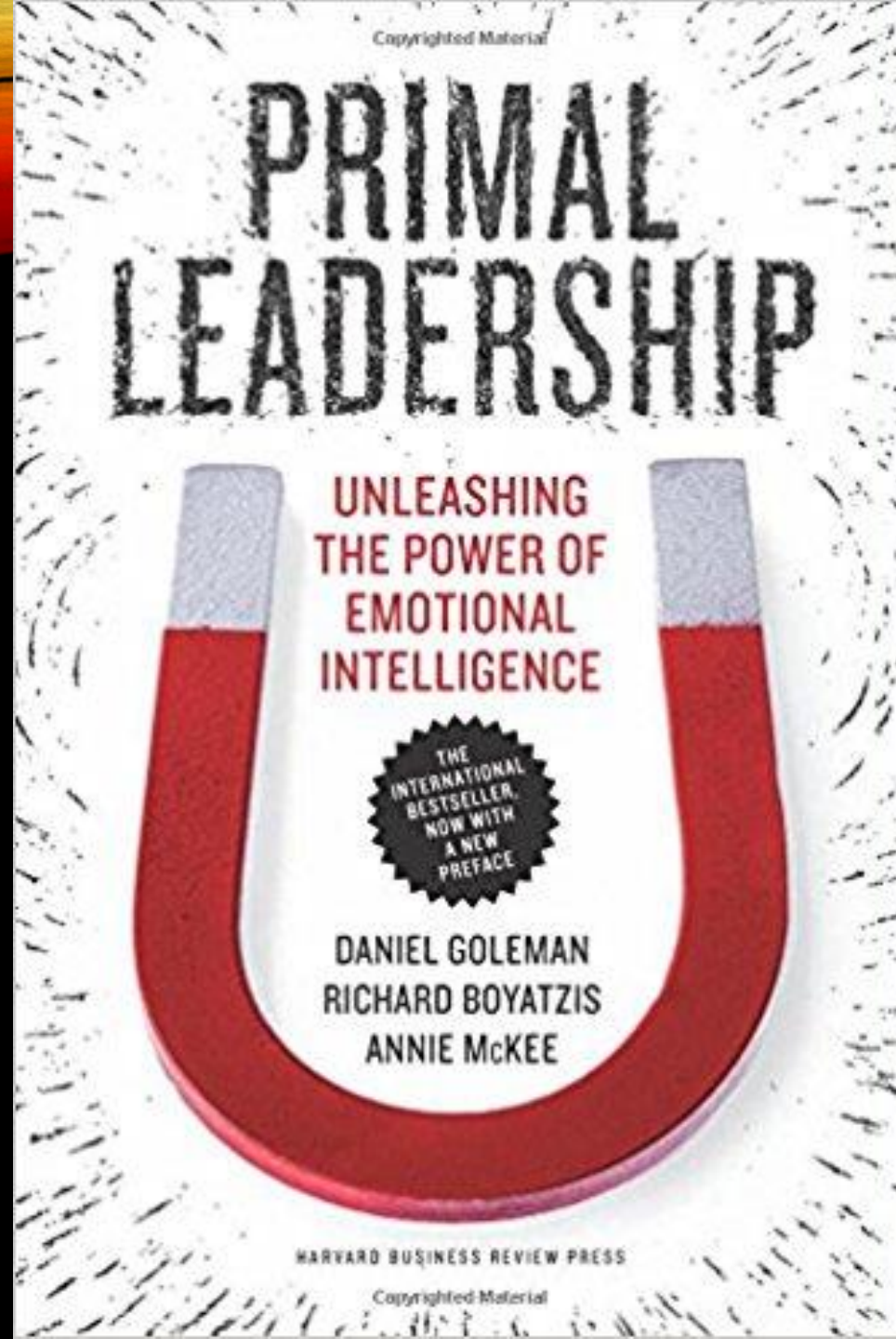
EMPATHY

What advice would you give to someone on leadership?

I think one critical part is to try and understand the perspective of others. Henry Ford used to say that a lot of leadership and success is about **looking at things from the point of your followers**. About creating a culture of collaboration, of people trusting each other and building things bigger than them.

Dr. Vishal Sikka has been the CEO of Infosys, a \$34 billion internet technology company

<https://www.inc.com/brian-roberts/the-ceo-of-a-34-billion-company-gave-me-this-advice-on-how-to-be-a-better-leade.html>



PRIMAL LEADERSHIP

Daniel Goleman ,
Richard Boyatzis,
& Annie McKee, 2013

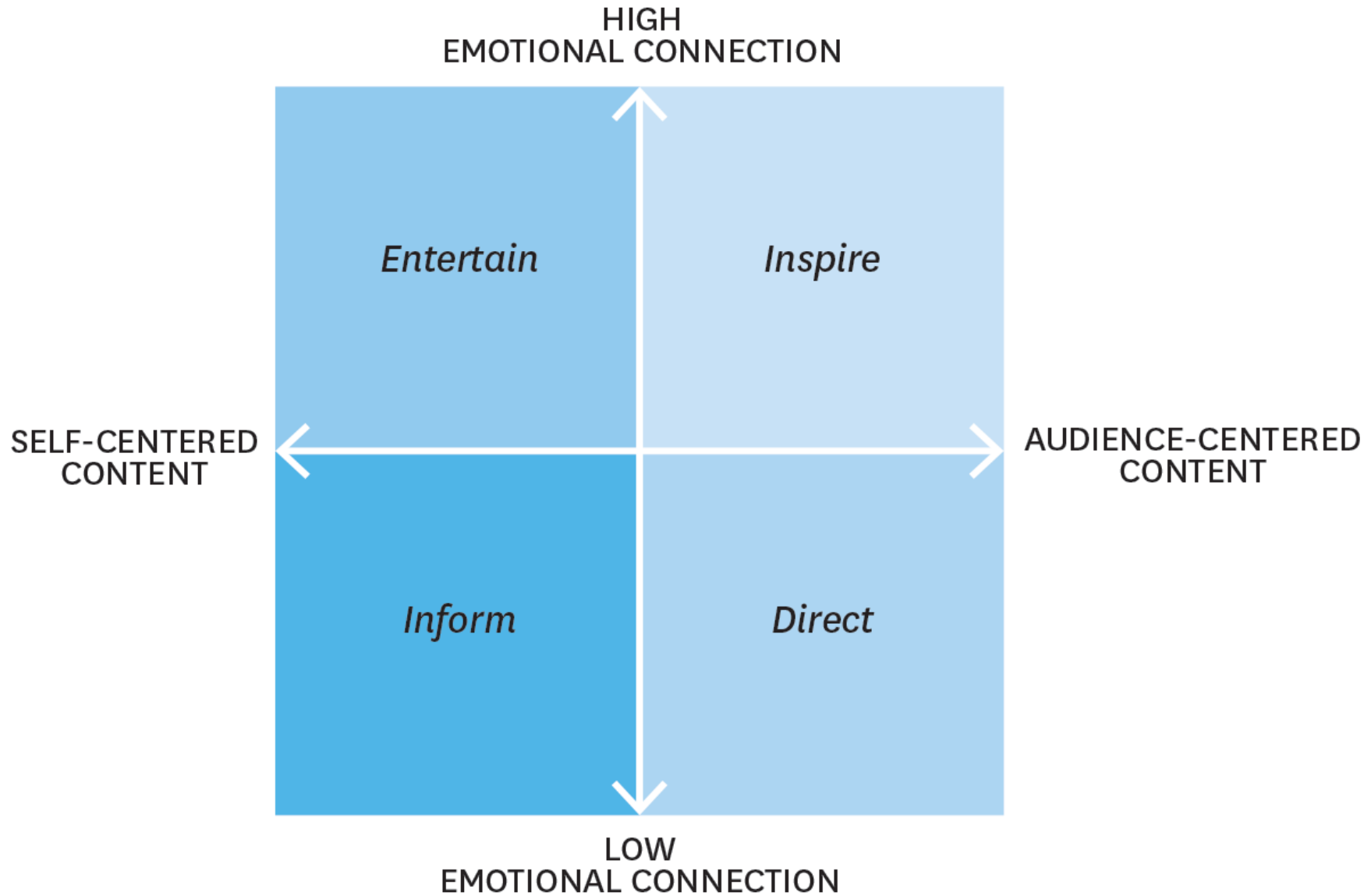


PRIMAL LEADERSHIP

1. The Power of Emotional Intelligence
 - a. Primal Leadership
 - b. Resonant Leadership
 - c. The Neuroanatomy of Leadership
2. Making Leaders
3. Building Emotionally Intelligent Organizations

The Communicator's Roadmap

A guide to creating the most effective message.



Kelly Decker
and Ben
Decker, MAY
18, 2015

<https://hbr.org/2015/05/how-to-get-employees-excited-to-do-their-work>

Tailor Your Message to the Situation and Goal

When to inform, direct, entertain, or inspire your employees.

	SITUATION	OBJECTIVE	MESSAGE
INFORM	A policy update or procedure change	Simple understanding	Straightforward. <i>“This is the process for expense reporting. It’s due the second Friday of the month. Here are the steps...”</i>
ENTERTAIN	A team member is nervous or uncomfortable	A personal connection	Emotional. <i>“I remember the first time I botched a sales pitch...it was awful because...here’s what I learned...”</i>
DIRECT	Something is time-sensitive	Prioritization and specific actions	Clarity about who’s doing what and when. <i>“Maria, you’re responsible for pulling the financial report together. Get it to John by Thursday at noon so he can package all the materials together.”</i>
INSPIRE	Motivating someone or improving performance	Persuasion	Speak to their future using a story or analogy. <i>“Someone in engineering once proposed an idea, we took a risk, and it paid off. This is something I see you being able to do.”</i>

Kelly Decker
and Ben
Decker, MAY
18, 2015

<https://hbr.org/2015/05/how-to-get-employees-excited-to-do-their-work>

Four kinds of behavior account for 89 percent of leadership effectiveness.

Top kinds of leadership behavior¹

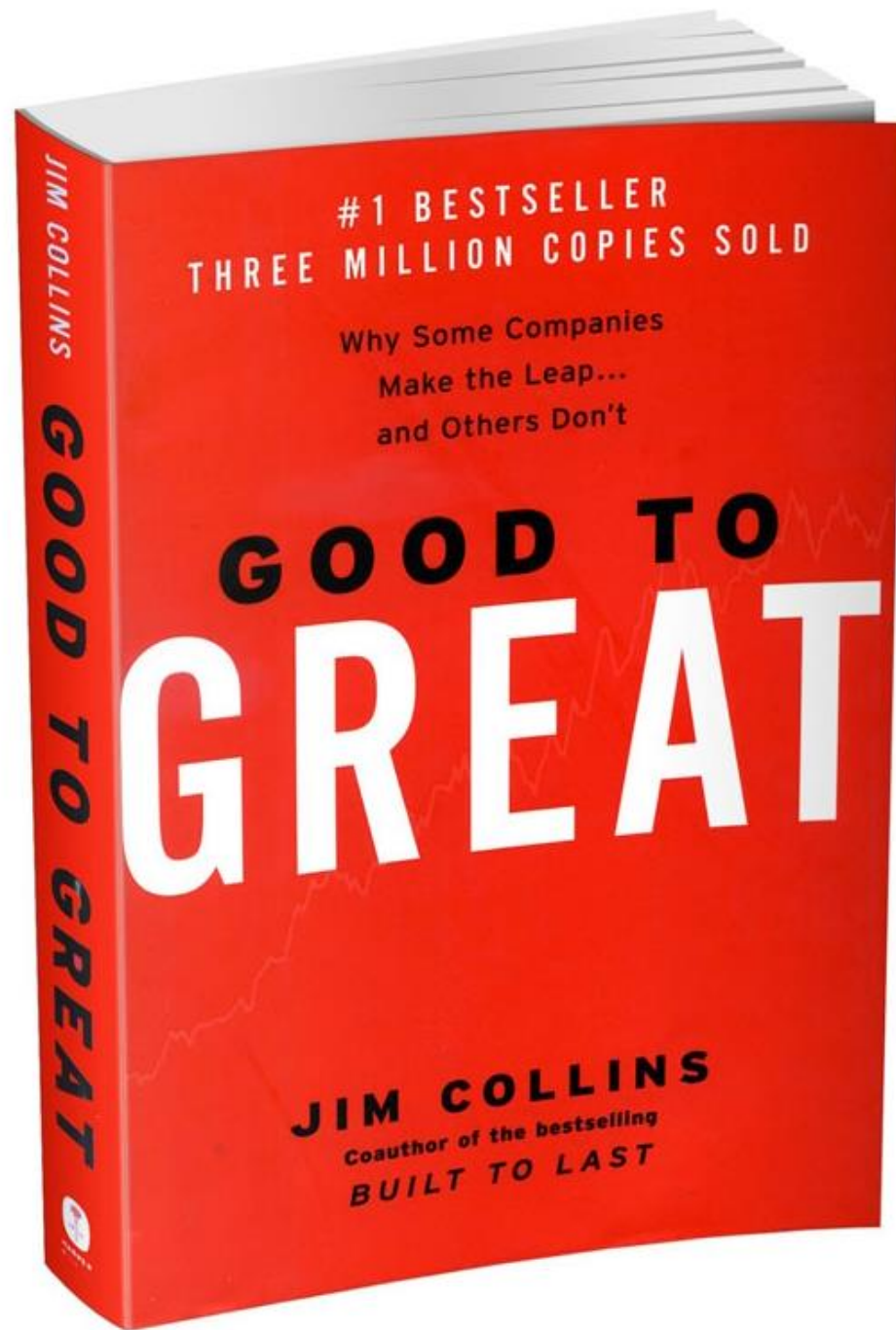
- 1 Be supportive
- 2 Champion desired change
- 3 Clarify objectives, rewards, and consequences
- 4 Communicate prolifically and enthusiastically
- 5 Develop others
- 6 Develop and share a collective mission
- 7 Differentiate among followers
- 8 Facilitate group collaboration
- 9 Foster mutual respect
- 10 Give praise
- 11 Keep group organized and on task
- 12 Make quality decisions
- 13 Motivate and bring out best in others
- 14 Offer a critical perspective
- 15 Operate with strong results orientation
- 16 Recover positively from failures
- 17 Remain composed and confident in uncertainty
- 18 Role model organizational values
- 19 Seek different perspectives
- 20 Solve problems effectively

¹Based on a survey of 81 organizations that are diverse in geography (eg, Asia, Europe, Latin America, and North America), industry (eg, agriculture, consulting, energy, government, insurance, mining, and real estate), and size (from ~7,500 to 300,000 employees).

Source: McKinsey's Organizational Health Index

Claudio
Feser,
Fernanda
Mayol, and
Ramesh
Srinivasan,
January,
2015

[http://www.
mckinsey.c
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matters](http://www.mckinsey.com/global-themes/leadership/decoding-leadership-what-really-matters)



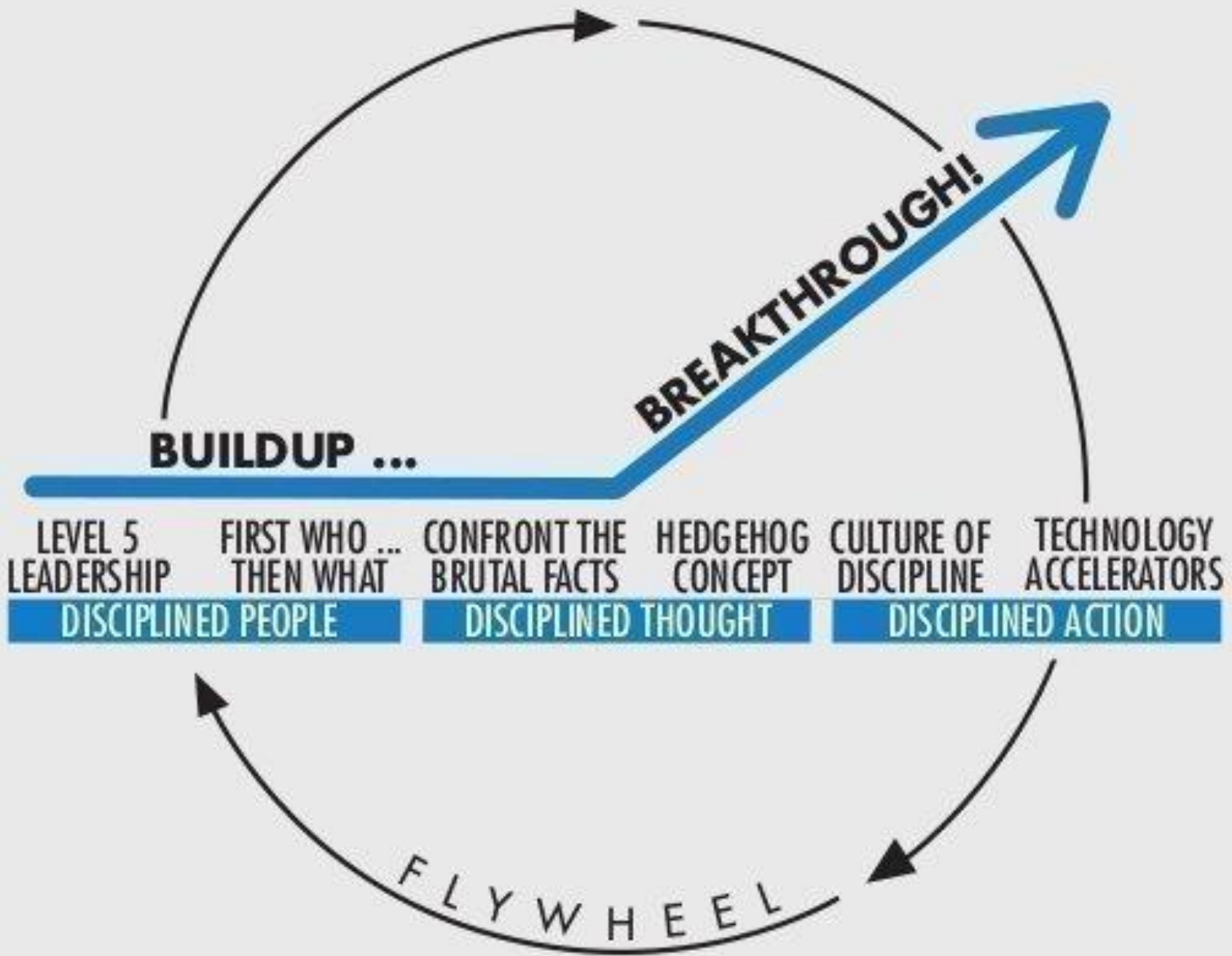
GOOD TO GREAT

Jim Collins, 2001



GOOD TO GREAT

1. Level 5 Leadership
2. First Who . . . Then What
3. Confront the Brutal Facts
4. The Hedgehog Concept
5. A Culture of Discipline
6. Technology Accelerators
7. The Flywheel and the Doom Loop



BUILDUP ...

BREAKTHROUGH!

FLYWHEEL

LEVEL 5
LEADERSHIP

FIRST WHO ...
THEN WHAT

CONFRONT THE
BRUTAL FACTS

HEDGEHOG
CONCEPT

CULTURE OF
DISCIPLINE

TECHNOLOGY
ACCELERATORS

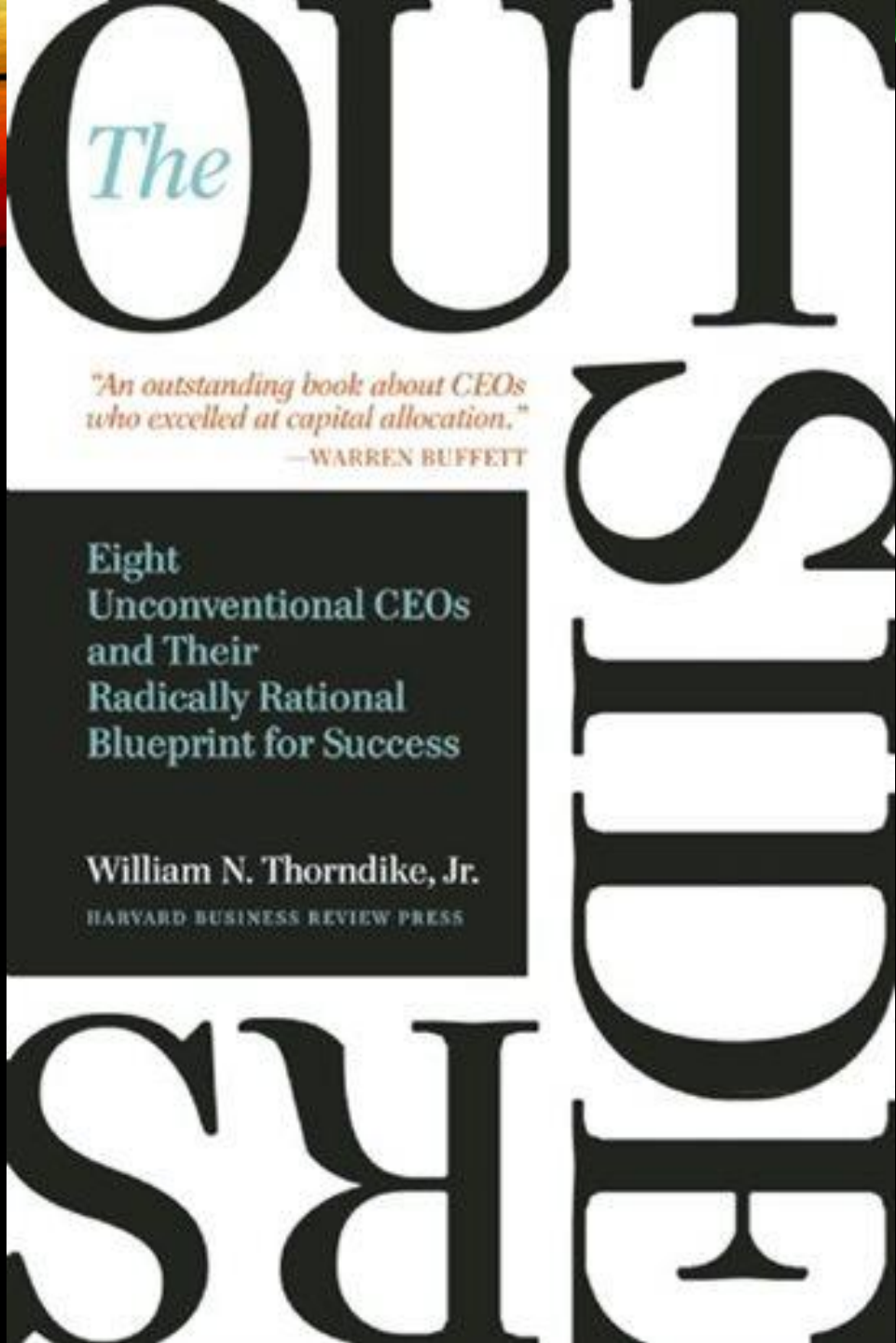
DISCIPLINED PEOPLE

DISCIPLINED THOUGHT

DISCIPLINED ACTION

Level 5 Leadership





The

*"An outstanding book about CEOs
who excelled at capital allocation."*

—WARREN BUFFETT

Eight
Unconventional CEOs
and Their
Radically Rational
Blueprint for Success

William N. Thorndike, Jr.

HARVARD BUSINESS REVIEW PRESS

WILLIAM N.
THORNDIKE, 2012

Eight Unconventional
CEOs and Their Radically
Rational Blueprint for
Success



THE OUTSIDERS

1. Humble, Unassuming, and Frugal Leaders
2. Exceptional talent for allocating Capital and Human Resources
3. Cash Flow is King
4. Set Clear goals and Expectations
5. Decentralized Organizational Model

NEW YORK TIMES BEST-SELLER

The **FIVE**
DYSFUNCTIONS
of a **TEAM**

A LEADERSHIP FABLE



PATRICK LENCIONI

AUTHOR OF THE NATIONAL BEST-SELLER *THE ADVANTAGE*

TEAM WORK

Patrick Lencioni, 2002



START

HOW GREAT LEADERS INSPIRE
EVERYONE TO TAKE ACTION

WITH

SIMON SINEK

WHY

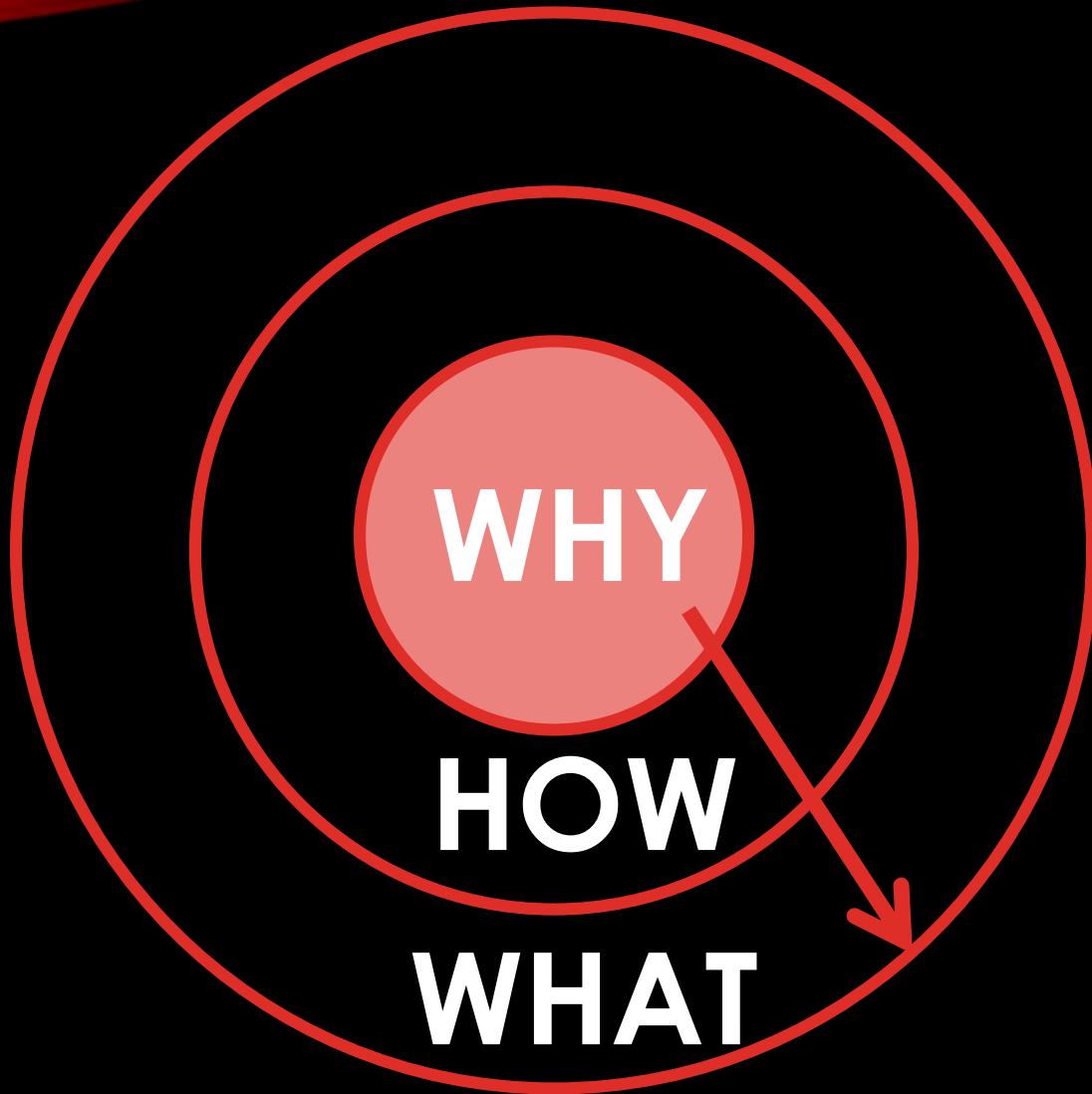
WITH A NEW
PREFACE
AND
AFTERWORD

START WITH WHY

Simon Sinek, 2011

SIMON SINEK:

The Golden Circle

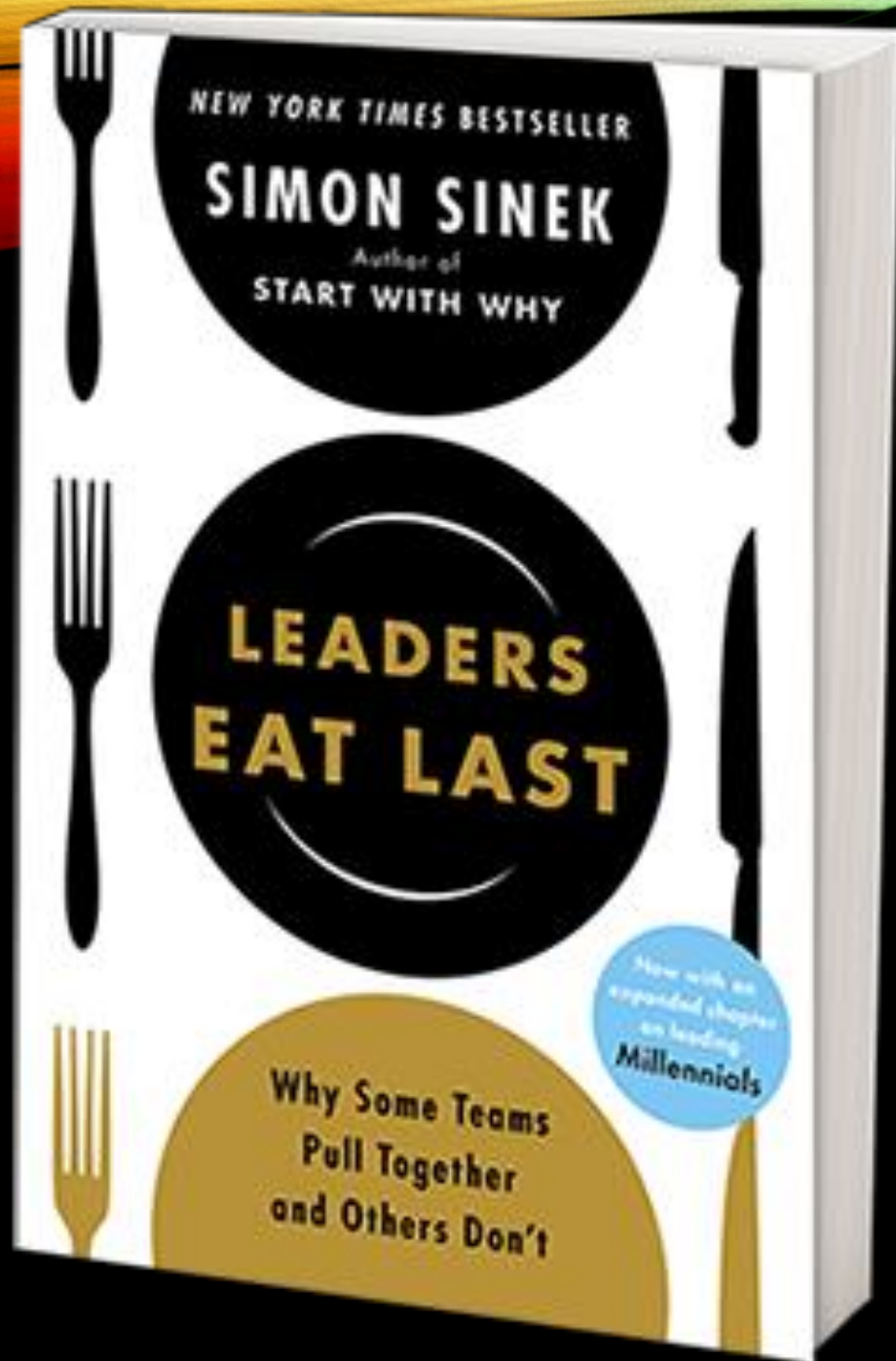


SIMON SINEK'S START WITH WHY RELATED TO DANIEL PINK'S THREE DRIVERS

Why? → Purpose

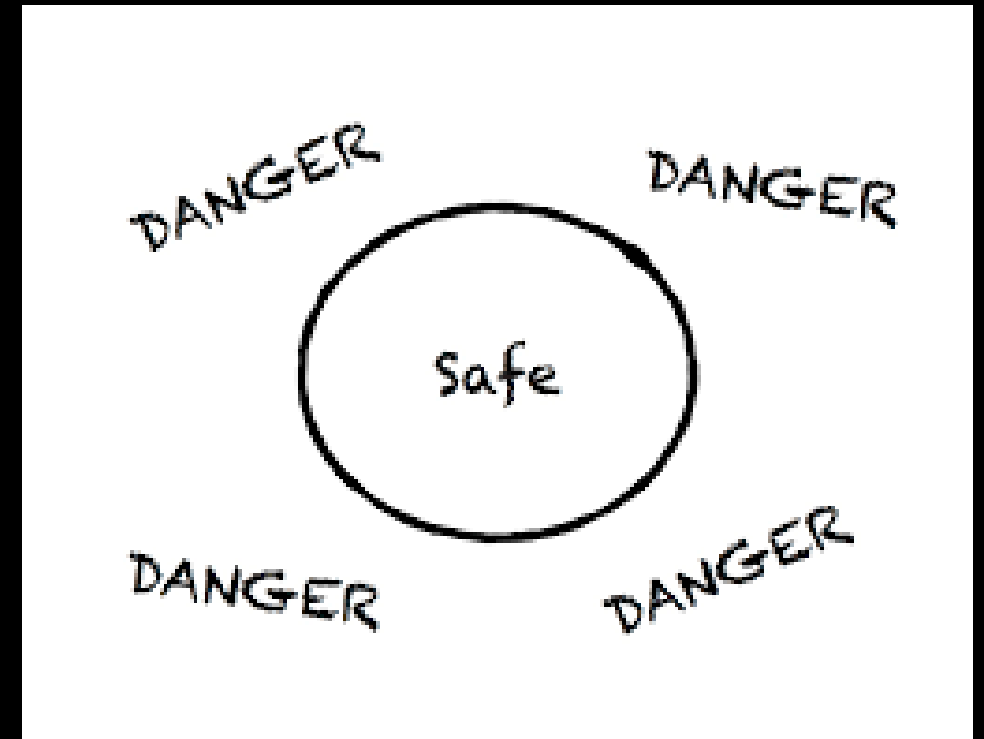
How? → Autonomy
Mastery

What? → Goals



LEADERS EAT LAST

Simon Sinek, 2014



CIRCLE OF SAFETY – THE VALUE OF EMPATHY

1. So goes the culture, so goes the company
2. So goes the leader, so goes the culture
3. Integrity matters
4. Friends matter
5. Lead the people, Not the numbers

**Leadership
is not about
being in charge.
Leadership
is taking care of
those in your charge.**

• SIMON SINEK •



SIMON SINEK

Empathy &
Perspective

Live2Lead 2016

ED'S METHODS - FACILITATION:

1. Ask your people **why** are you / we here.
2. Ask them **what** we need to do to be better at doing the why.
3. Do what they say (**how**)
4. Set goals
5. Set up measuring tools
6. Review the progress (data)
7. Repeat

ED'S CONCLUSIONS:

1. Only do anything after first considering the EMOTIONS of your people. (empathy)
2. It's not what you do . . . It's how you do it!! (golden rule)
3. Do what others do . . . and you will get the results that they get!! (physics)



CONCLUSION TO THE DAY

1. Self regulated mentorship
2. Questions
3. Feedback form



THANK YOU!

Ed.Stavnitzky@dsbn.org