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The  
Power of  
Learning  
Partnerships

**The Intentional Leader**

**key skills to  
innovate & thrive in  
challenging oceans**

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This handbook belongs to:

Introducing Your facilitator

# DR YVONNE SUM CSP

leadership  
insights from the  
home tribe: the power  
of learning  
partnerships



## SURRENDER TO SUCCEED.....

**Dr Yvonne Sum provokes leaders to “lose their minds and come to their senses” ....**

**Dr Yvonne Sum CSP ACC** transforms leaders of tomorrow ... today. Her presentations help people recognise simple things they may have taken for granted. You cannot help but become more present as she weaves you through connected moments of bliss. In doing so, your senses are heightened to better understand yourself and those around you, resulting in more open communications, interesting and counterintuitive learning partnerships, more innovative possibilities, and simple joys.

Through her own transformational experience as a dentist, RAAF officer, executive coach, leadership facilitator & speaker, author, business partner, wife and mother of two, Yvonne has honed her gift of helping others clarify useful behavioural frameworks across various contexts so that we may choose to easily deploy them in our daily lives. She consistently provokes senior business leaders

to ‘lose their minds and come to their senses’ by integrating their leadership lessons at home successfully back into the work tribe. Inspired leaders that consciously lead a great life invariably leave a legacy of authenticity where peace can reign even in the chaos of change, where passion and spirit is fully re-engaged in tribes in business, communities and families.

Yvonne’s breadth of international experience and clientele span across Australia, the USA and Asia Pacific. She has presented alongside Edward de Bono, Howard Gardner, Tony Buzan, David Perkins, Glenn Capelli and Colin James.

*Start Kidding Yourself - Learning Leadership from your Home Tribe* is her first solo book due out in 2012, and she has contributed to two other books: *Emerging Trends in Sales Leadership Vol 1*, & *Inspired Children*.



"I have known Dr Yvonne Sum for about 12 years. She is simply exceptional. A disciplined intellect supported by superb facilitation and presentation ability makes her an incisive, engaging and consistently excellent in all that she does."

**Colin James**  
**Professional Training &**  
**Coaching Consultant**  
**Altmore International**

# TESTIMONIALS



DR. YVONNE SUM



"....strongly recommended for those who desire to see positive changes at the workplace and in their personal lives."

**Danny Chan, Editor**  
"Dental Asia" magazine

## Leadership Facilitation

| Enthusiastic | Interactive |  
Entertaining | Informative | Creative |  
Colorful | Relevant | Comprehensive |  
Passionate | Approachable | Enjoyable |  
Genuine

Dr. Sum's disciplined intellect and skilled flexibility delivers impressive presentations focusing on effective leadership to excite exceptional performance in organizations and communities.

## Transformational Coaching

Extraordinary | Insightful | Practical |  
Authentic | Professional | Motivational |  
Compassionate | Methodical | Fun |  
Challenging | Connecting | Useful |  
Intriguing

That is how clients describe the highly effective and impactful leadership coaching conversations with Dr. Yvonne Sum.

## Keynote Speaking

Inspiring | Energetic | Engaging |  
Exceptional | Memorable | Captivating |  
Amazing | Knowledgeable |  
Refreshing | Incisive | Unconventional |  
"Wow"

Dr. Yvonne Sum has consistently wowed diverse audiences in Australia, Asia Pacific and the USA since 1989 with her refreshing shift from traditional insights.



"Whether Yvonne is working a room or coaching one-on-one, her greatest strength is her ability to build and maintain rapport with just about anybody. She is engaging, dynamic and entertaining. Seemingly highly technical content can magically come alive and even seem fun."

**Philippa Bond**

**CEO & Creative Director**  
**INFORM Training &**  
**Research Australia**

Transforming  
the world one  
willing leader at  
a time

"I would just like to say thank-you for the best course (Managing Personal Growth-Career Decision Making) I have ever done. I feel so enlightened and motivated to find that path that will give me the greatest satisfaction in my life. You (Yvonne) were a truly inspirational facilitator and I am completely envious about the role that you have. It is so obvious when someone loves and has a passion for what they do. It is extremely contagious."

**Jamie Gooding,**  
**Production Manager,**  
**Mulgrave, Nestle Australia**

# MAXIMISING MATERIALS

## How Best can we really get the most out of this program?

We have found these are great ways....

**Teach someone else.** Listen with the expectation that you will have to teach someone within 24 hours of the workshop.

**Take notes in colour.** While some people are avid note-takers and some are not, it has been proven scientifically that people who take notes through memory mapping of key points have a better retention rate and are able to apply much more of the material.

**Get involved.** Whenever there is a discussion or a small group exercise, participate. Often, a little bit of interaction with other professionals with aspirations like your own, can make a big difference. In fact, join in with some of your new friends to share ideas and insights during breaks and at lunch time.

**Set specific goals.** Don't leave your progress and success to chance. Set some targets that are realistic (yet will stretch you). You will help guarantee your success.

**Review this material.** Within 72 hours of attending this program, review your notes. If you have highlighted key points during the seminar, they will literally jump right out at

you. Constant review is a key to success.

**Identify your biggest barriers and break them down to small bite-size chunks.** Barriers can be stumbling blocks or stepping stones. Be thorough and take a positive approach.

**Apply the ideas immediately.** The sooner you apply what you have learnt, the more powerful the material will be. You certainly will not be able to apply everything immediately, but do as much as you can within 24 hours. It works!

**Really listen to the facilitator.** While some points reinforce what you are already doing, interesting new twists and innovative strategies are discussed throughout the sessions. If you need a point clarified, or have a question, just bring it to the attention of the facilitator.

**Map out your post-program learning.** We learn best by listening, looking, writing, participating, reviewing and reinforcing. The first four you will do in this seminar. To reinforce, identify which people, books and events have most impact on you and review and MindMap those sessions with which you would like to greater neurological association.

*Source: Cheryl Gilroy 2004 Discovery*

# SETTING THE AGREEMENT



## How do we choose to be throughout this program?

Let us set the culture of our interaction with some ground rules collaboratively.

Let us ...

- Be open and honest
- Accept and give the gift of feedback
- Be on time or early
- Agree to disagree ... agreeably
- Operate with self awareness
- Be response-able
- Hold the space for learning rather than achieving
- Know that mistakes are stepping stones
- Model what we want to teach
- Remember the Fun Factor!

*Source:  
Susan Kroenig  
Donald Meissner  
2000 Discovery*



# EXPECTED LEARNING OUTCOMES

**our objectives**

To explore **essence of leaders** and their actions to engage high performance, strategically align and spearhead innovation in individuals and organisations

To draw valuable **leadership insights** from our tribes in business and at home.

To provoke and encourage **resourceful thinking** in you and those that you lead.

Description of the **Transformational Leadership** model developed by Dr. Yvonne Sum

**Authenticity:** knowing and showing your self enough to excite your followers to extraordinary performance

**Being Present:** building trust quickly and relating to people with ease through rapport & empathy; learning the art of connection

**Common Sense:** setting the environment through framing and reframing contexts so it is easy to get buy-in and lead engagement

**Inspiring:** insights and learning from your observations, use of self reflection and leveraging the experience and knowledge in the greater group to re-integrate self and learning, even to lose yourself so others can step up

Making it Happen:

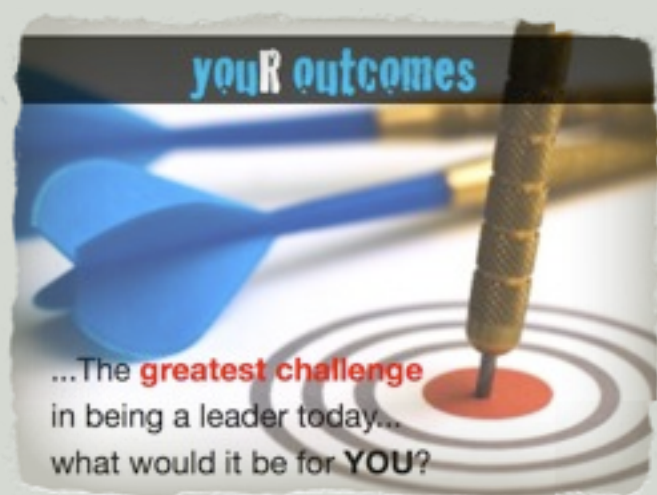
**Leadership Lessons from the Home Front**

Understanding the 7 R's of Leadership Learnt from Parenting

How functional work tribes are similar to happy families

Leadership insights that give foresight to vision

# MY CURRENT SITUATION .....



# leadership

THE POWER  
OF  
LEARNING  
PARTNERSHIPS



## Back to a tribal future

Godin defines a tribe as a group of people connected to one another, connected to a leader, and connected to an idea that inspires their passion. People are by nature herd animals – we need the company of others. It's part of our physiological and psychological make-up. Whilst sometimes we follow because we are told to, the most powerful leadership occurs when we choose to follow someone because they inspire us. This inspiration doesn't need to be charismatic – it can be based on knowledge, presence, passion, belief and a range of other positive aspects. People are drawn to ideas and the potential these ideas hold.

### The problem of fragmenting tribes

Organisations are tribes – but there are also tribes within tribes. The sales tribe; the marketing tribe; the service tribe; and on it goes. These tribes interact with each other, and they connect with a range of external tribes. The customer tribe; the supplier tribe; the industry tribe; the regulatory tribe; and again, on it goes.

And then each individual has their own tribal groups which straddle their work and personal life. The family tribe; the sport tribe;

the church tribe; young Jenny's dance class tribe; and here it goes on and on and on.

There are endless tribes which are important to us – and we move in and out of tribes as our life changes:

- We get a promotion and move from the sales tribe to the management tribe;
- We lose a major client and they shift from the customer tribe to the prospect tribe;
- We develop an interest in photography, and we start to be involved in a new tribe;
- We lose interest in running, so our links to this tribe diminish;

Countless other tribal connections influence our life.

### The family tribe at work

Organisations the world over are applying tribal wisdom to their structure and culture.

A good example is Flight Centre, one of Australia's most successful travel agency groups, where the workforce is divided into groups that are called 'families', 'villages' and 'tribes'. This encourages employees to think and behave collectively to create consistent high-quality customer experiences. Under this system, Flight Centre's retail shops and other business units rarely have more than eight people, which encourages family-like respect and personal knowledge. Staff members work with staff of other Flight Centre shops to form a village, and these villages work together in tribes of about 120 people. Rather than go against the grain, Flight Centre taps into this hardwired human behaviour.

This approach is supported by research undertaken by Nigel Nicholson, Professor of Organisational Behaviour at London Business School, who claims that there is much to be learned from our ancestral anthropology. Applying natural formations of families and tribes in business to ensure natural group sizings can help any business operate more effectively, says Nicholson. We work best in small family-sized groups. We find it difficult to connect with groups of more than around 150.

# Tribal Leadership

Command and control management will not work with today's tribal mentality. Today, managers must lead. For the last decade as I've worked with leaders in organisations, it has become apparent that leadership that works in today's complex environment has great similarities with leadership we've seen in the past in families, tribes and society.

Tribal leadership is a different way of looking at the world. In the context of the tribe, leaders need to understand two critical elements of their leadership.

1. The **essence** of their leadership. This is what informs the actions of tribal leaders. Their personal essence enables authenticity to thrive.
2. The **actions** of their leadership. Essence is nothing without action. Tribal leaders actively work to ensure their actions enable their followers to achieve great outcomes and to grow to their full potential.

When these two elements are present, good leadership is possible. And when these two elements are connected by learning partnerships, great leadership is possible.

## The Essence of Leadership

Before we can physically lead in any sense – especially a tribal sense – we need to be clear about our personal approach to leadership. The essence of our leadership will be the basis on which our leadership will be relevant, effective and valued. It requires key elements of the essences of leadership described by Dr Sum in her Transformational Leadership Model <sup>1</sup>:



The essence of leadership has four elements. They don't stand alone – and all four need to be present for effective tribal leadership.

**Authenticity:** It begins with the knowledge of self by the leader and the certainty of the context of his/her leadership.

**Presence:** The ability of the leader to recognise the needs of the followers in varying situations, building trust quickly and relating to people with ease through the art of connection.

**Common Sense:** Being able to clearly communicate constantly and

show enough of the authentic self with skill, to excite the followers towards extraordinary performance.

**Inspiration:** Courage and adaptability of the leader to energise others to step up towards actualising the common vision through learning partnerships, self reflection and leveraging the experience and knowledge in the greater group to re-integrate self and learning

## Making it happen

Understanding the '7 R's' of Leadership Action: How functional work tribes are similar to happy families through:

**R**ole modelling  
**R**espect  
**R**ules  
**R**outine  
**R**eview & Reflect  
**R**eorganise  
**R**unning it - Response-ability



## Combining essence and action in partnership

Learning partnerships are a way of business life – but need you to be the authentic, present, sense-able and inspiring leader communicating with clarity.

Leaders, in handling team resistance, can err by exercising brute power rather than exploring the perspective of their team members. Leaders do not, and cannot, know all the answers. Leaders can do well to 'loosen their minds' to give their team members the opportunity to be significant, through opening their senses to their viewpoint.

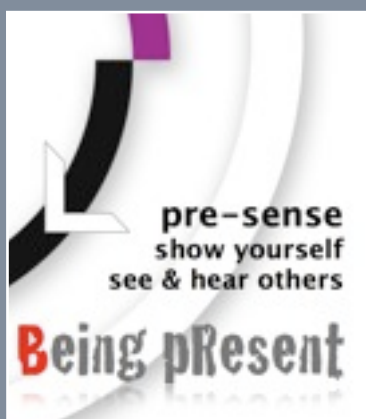
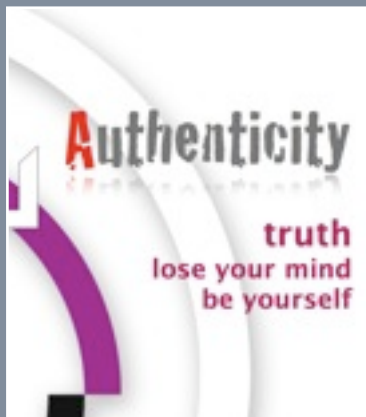
*Are you able to 'lose your mind to come to your senses'?*

*Can you free your mind for possibilities while heightening your five senses to calibrate the situation?*

*Will you choose to draw out innovative ideas through non-judgmental curiosity?*

Go on. Do something counter-intuitive and find yourself a learning partner in one of your rookie team member. Then notice how your core leadership skills develop.

# ESSENCE OF LEADERSHIP



## Authenticity – leading self and others in context

Leadership of any tribe begins with self-awareness in two areas:

1. our values, strengths and vulnerabilities, and
2. the context in which we lead.

Being clear about our values allows us to navigate through challenging situations and be guided by what is core to us. That nucleus of authenticity leads to innovation, resilience and personal development.

Without 'true north' as a guiding compass, the self fractures. In coaching senior business leaders, the common theme is the fragmenting of self where the head reigns at work, the heart remains at home and spirit is hardly considered. In our time-neurotic society, when do we get time to contemplate the meaning of life beyond day to day operations?

## Presence – opening up the senses to observe and understand

Understanding self is critical to effective leadership – and so is the ability to understand others. Leadership is relational and is only effective when the leader gets inside the head and heart of their followers, and understands each team member's unique situation.

A leader needs to be like a chameleon. They need to understand their relational environment and adapt to each situation to meet the needs of their team. To relate effectively to followers every leader needs to do three things:

1. **Be present:** to be mindful of others;
2. **Be sense-able:** to see and hear others communicate their truth; and
3. **Be response-able:** to show enough of self through the right channel to communicate with care; and to match the context with the appropriate 'colour' to engage the hearts and minds towards a common purpose or vision, without compromising their own leader's truth. (see *Rapport*)

The consequence of lack of presence is fractured relationships and fragmented tribes. We see this played out with leaders and team members from different generations or cultures.

Organisations will find themselves in a curious position over the next several years. As Baby Boomers slowly step out of full-time posts, generation X will take on the highest executive roles and will have not only a very dissimilar cohort to oversee in its juniors, but also the unprecedented challenge of managing its lingering elders. The generation in charge will

need to manage a workforce with which it is fundamentally out of step, and will have to learn how to 'see' their followers more effectively.

Again this is about tribal leadership – finding ways to stay connected to the same passionate purpose.

## Sense – stepping back to strategise before acting

Common sense can be sadly uncommon, resulting in poor relationships and below average results. Common sense requires the leader to apply a degree of intelligence in relation to the performance of their team members in three ways.

1. **Being insightful** means understanding the leadership environment – and then being able to consider and analyse the implications of this situation in relation to the organisation, the individual team members and the diverse array of other stakeholders.
2. **Being strategic** means being able to picture a future and to objectively focus, plan and guide team members to build actions which will realise this future.
3. **Being tactical:** means converting insight and strategy into meaningful actions to achieve organisation, team and individual goals. It means being flexible to respond and adapt to individual needs and changing circumstances while not losing sight of longer term commercial outcomes. (see *Framing/Reframing*)

## Inspiration – leading by learning in partnership

Without inspiration, there is only a fractured vision.

As leaders, we need to know and then show enough of ourselves (including our values, life experiences, strengths and weaknesses) to create a sense of community through a purpose bigger than ourselves, whilst remaining authentic, celebrating others' significance while exciting them to exceptional performance, and collaborating with respect. For today's generation Y sales teams (and for a fair sprinkling of their generation X and Boomer colleagues) inspiration is not an afterthought – it's the core of their being. To motivate this group of connected and grounded individuals you need to inspire – with authenticity.

Inspiration is the ability of the leader to lose or surrender one's self to empower others. This seems counterintuitive: Lose to win. Surrender to succeed. Yet synergy results from the sum of the parts being greater than the whole.

# ESSENCE OF LEADERSHIP

**Authenticity**

truth  
lose your mind  
be yourself



## know youR self

Reflect on the following. How well do you know your self?



**Values**

**Life & Business  
Experiences**

**Strengths**

**Allowable  
Weaknesses**

Review your greatest challenge. Why do you want to lead?

# ESSENCE OF LEADERSHIP

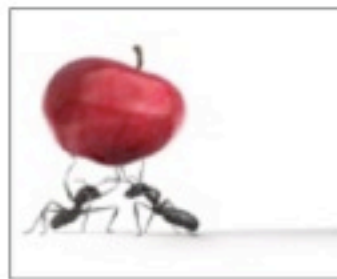
**READ THE BOOK**

**pre-sense**  
show yourself  
see & hear others

**Being pReSent**



Reflect on the following regarding your tribe members. How well do you know those you lead?



**Values**

**Life & Business  
Experiences**

**Strengths**

**Allowable  
Weaknesses**

Review your greatest challenge as a leader. What gets them excited to support you overcome this?

# RAPPORT

Rapport is the most important aspect of any business transaction and any business relationship. Bold statement! Without rapport, or let's call it trust, or maybe respect, it is virtually impossible to get decisions made and to persuade and influence.

In any communications role, your task is to persuade and influence so your audience buys into your idea, suggestion or directive. If you just rely on the content of your communications, you are missing the point. Just as customers do not buy the solutions, products and services, they buy from people that provide them with the solutions, products and services. If the product offering is difficult to differentiate between suppliers then the differentiating factor is going to be the relationship between the people involved in making the decision. Meetings or any conversational dynamic is no different.

No longer in sales can we just rely on building relationship, or rapport, with one person and expect that to suffice for that account. We now need to build relationships within our customer accounts at multiple levels, with multiple people and carry into meetings multiple agendas. Again, this happens in any communications situations at work.

If you have been to any 'basic coaching' training, you will be familiar with rapport building as a process of 'matching' the other person and then leading them to an alternative perspective. This 'pacing and leading' process is very powerful for one-on-one interactions, however we are needing a greater level of complexity when working with teams and needing to build a rapport with multiple people, with different agendas all at the same time.

It is also important to understand the concept behind what makes others like you, trust you and respect you. Fundamentally you are more likeable the more you are able to understand the other person. The more you can demonstrate an understanding of their needs, concerns, desires and what's important to them (values), the more they will like you. This can be a complex process because you are unlikely to meet two people the same. When you're in a meeting situation where a number of people are involved it takes a different way of thinking to be able to build rapport with the customer facing team member, technical expert, frontline supervisor, business unit manager, Head of Department, Divisional General Manager, C-suite executive, or even board member - and then remember what you are presenting. It is valuable to have a process to follow so you are able to build rapport on these multiple levels.

## Rapport at an unconscious level

The rapport building process must not be obvious to the parties involved. It must be subtle and invisible. Rapport building is based on finding similarities with the other person. Even though you may not be like them, if you can relate to their situation or circumstances you will find that by talking about these you will capture their attention. Their respect follows

based on the accuracy of your insights and the value of your suggestions or solutions that you present to meet their needs. The more you are able to 'appear' similar to them, the greater you will build trust and respect with the people you are working with.

The reason why this must be at an 'unconscious level' is that should the other person be aware you are 'trying' to build rapport, you can come across as insincere and not genuine. This can hinder your relationship building process.

## Preparation for Rapport Building

You can answer a series of questions before meeting with your audience to gain a greater understanding of them and what could be important to them. Some of this information is not directly available to you, so you will have to rely on your past experience and research you are able to do with regard to this particular person(s).

**Questions you may like to answer:** (for each person you are talking with)

What is the position / title of this person?

What are their responsibilities?

What is likely to be the most important thing happening at the moment?

What is 'front of mind' for them at the moment?

What would they need to hear to be influenced / impressed / pay attention?

What claims can I make that would 'solve' their problems?

What can I relate to that is similar to this person's situation?

Thinking through these questions before meeting any audience in any context can give you a stronger basis from which to develop conversation and build relationship.

Rapport building is not difficult. However many people forget to do it, and don't prepare themselves before coaching/meeting situation. When you do this you have the advantage of rapport building and developing a greater level of trust and respect with your audience.

When you have an understanding of the needs, wants and values of each person you are meeting you are able to build a rapport with individuals within a group very effectively.

What if you can't prepare?

What if you don't know who is attending the meeting?

What if you are just meeting the person(s) for the first time?

What if you don't have time to prepare?

What if, what if, what if .... There are always exceptions.

If you are not familiar with the person who you will be meeting, you may want to work from the past experience of what 'types' of issues concern people in that kind of position. For example, a Managing Director would possibly be concerned with ROI, driving and developing the business, market share, competitive advantages, and a Marketing Manager would possibly be concerned with market place

positioning, branding, consumer sentiment, marketplace exposure, and an Operations Manager may be concerned with implementation efficiency, data capture, following procedure and policy, working within budget, getting their KPI's ticked off.

Each person, at whatever level of the organisation will have a set of issues they are concerned with. Your effectiveness as a communicator is in direct relationship with your flexibility and ability to shift perspectives and rapidly grasp an understanding of what could be the main issue for the person, or people who are in front of you!

## Don't rely on one contact

We are now in the 'Age of Relationship'. People, roles and responsibilities change rapidly within the business environments. Communicating well with multiple people is essential.

eg. in sales, we can no longer just rely on building relationship with one person within an account and assume that this will suffice. For an account manager the challenge is to build multiple relationships within your accounts at all levels within the organisation. The closer you get to the decision maker, the greater the opportunity you have in influencing and persuading them towards the solution, service or product you are offering.

It is tempting to build a relationship with the person you are familiar with. Your task is to maintain the relationship with the person you know and then also build a relationship with other people, preferably at a 'higher level' within the organisation.

## Two aspects that hold people back:

**They can't find an angle to get the access.**

Getting access is a matter of strategically positioning yourself. Going to company functions, preparing 'elevator' conversations (i.e. when the CEO happens to be in an elevator with you, you are able to convey the essence of who you are and why it would be valuable to meet with you in the time frame of the lift moving one floor). It can become your aim to find a way to get access and build relationship at the 'C' level. This must be done whilst also maintaining relationship with the person you already deal with. A risk can be that should you get access at the 'C' level and the operational person feels 'wiped off and not important now', they can actively work against you with your solution implementations.

**They don't have an identity or self confidence to relate with these people.** This is a matter of professional development. The

skills of rapport building, framing, pacing out objection and practice are invaluable in developing your professional communication and presentation skills. Also modeling and mentoring people who are able to do this is invaluable. Find what works and use that! Professional coaching is a valuable way to develop your professional confidence and capabilities.

# JUST DO IT!



## How to build rapport

### NLP is a practical technology

Reading it and keeping it cerebral is not useful. Just jump in and try one bit at a time. What is the worst thing that can happen? You will learn something!

The following is a variety of ways to establish rapport in a meaningful way. The outcome of mastering the art of pacing will be the ability to establish rapport with whomever you choose. E.g. difficult customers with a multitude of unreasonable complaints, high maintenance team members whose invaluable skills outweigh their personalities (or lack of).

It is extremely important to be graceful and respectful in your pacing so that what you are doing does not come into the conscious awareness of the other person.

Rapport building is the most powerful skill set you can have as a professional coach and communicator.

Imagine you have a consistent set of procedures at your fingertips to win any argument, and still be liked. Negotiate any deal, get what you want, and still have a good relationship with the other party. Persuade and influence with integrity. Communicate with ease, eloquence and elegance.

Rapport is the most important component of Neuro-Linguistic Programming -NLP. You can be technically competent at NLP. However, if you are unable to build and maintain relationship with the people you are relating to, it will be difficult to build trust and respect. NLP without rapport is like a sailing boat without wind. You may have the vessel, but it is unlikely to get where you are planning to go.

A big part of what business leaders do is building relationships with those they lead. No matter how superior our positional authority or technical expertise is, we are ultimately people dealing with other people. Unless we are in rapport with others, they are unlikely to take our advice. Isn't it your experience that we don't like taking guidance unless it is from a friend, a trusted colleague or a professional we respect and like?

Building rapport between people in any relationship can be defined as trust, being on the same wavelength or respect. If it is not happening 'naturally' then it may be necessary to systematically build rapport.

Rapport occurs through building similarities at the *unconscious* level. This means that you are looking for similarities in their needs, behaviours, business or personal qualities that can be drawn upon to show the 'connection' between you. Obvious attempts to build rapport could be seen as mimicking, insincerity or condescending. This in turn can break rapport and create an atmosphere of distrust and suspicion. It is necessary to use the process of rapport building so that the other person is unaware that you are doing anything that could make them aware you are 'trying' hard to get along.

I wonder if you can remember a time when there was a salesperson who tried so hard to be in rapport by agreeing with you so overtly that you became suspicious and irritated.

Rapport is a natural process which occurs without conscious attention between good friends, close allies and comfortable acquaintances. We do not need to use conscious rapport building techniques when all is well and the conversation and interpersonal relating is operating with high quality. Rapport building skills are needed when the relationship is not going well; when you disagree with them; when they are different to you; when there appears to be nothing in common.

Rapport building skills are a must when you don't 'like' the person. Ever had customers, colleagues, managers, family members (such

as the stereotypical Mother-In-Law), that fit this bill? Before applying the following extremely effective rapport building tools, it is necessary to check that you have an **intention to build rapport** with the other person. If there is no intention to 'get along', rapport building will not work because the intention is counter productive to your actions. People who are like each other, like each other. People who don't like each other, have their attention on the difference between each other. Perhaps that's why there are so many "mother-in-law" stories on this exact point!

The process of rapport building involves **pacing and leading**.

### Pacing

Pacing is the process of building similarities at an unconscious level. It is the process of establishing the 'bridge' of commonality between two or more people, and must be done outside the conscious awareness of the other person. Pacing needs to be done with an intention of respect and honouring the other person. In order to pace another person, the behaviour of matching and mirroring is used.

To just pace would create rapport between two or more people. However, it does not allow for a relationship to move or develop in any particular direction. E.g. At work, you may have paced your team members well and they feel you understand them. However, you do not utilize this rapport to directionalize and guide them towards the business vision. So they continue to do exactly what they like and you feel awful because you have pleased everybody else but yourself. To develop or take the relationship in a particular direction, leading needs to occur. The test of rapport is when they follow your lead.

### Leading

Leading is changing your behaviour so the other person follows. Rapport needs to be established before leading will be effective. You cannot lead someone over a bridge before first building it.

If the other person does not follow your lead, then it is an indication of insufficient pacing. Any resistance is a sign of insufficient rapport. For instance, if you have not established enough pacing, you will notice the customer raising many objections to your proposed plan for delivery of product or service options.

The more you apply some of these seemingly simple ideas day to day, the more quickly you will notice the transformation in your people management skills and hence, the direction of your ideal way of running a business. Furthermore, these techniques can be used to motivate your kids, help relate better to your significant other, persuade and influence all those meaningful people in both your personal and professional life. Life will never be same again.

And that is the magic of rapport.



## Physical Pacing

|                       |                                                                                |
|-----------------------|--------------------------------------------------------------------------------|
| Whole body matching:  | Adjust entire body to match other person                                       |
| Part body matching:   | Pacing only part of body to match a part of theirs                             |
| Half body matching:   | Match upper or lower portion of other person's body                            |
| Gestures:             | Own graceful movements to match other person's gestures                        |
| Breathing:            | Adjust own breathing to be in sync with other person                           |
| Head/Shoulders angle: | Match characteristic poses other person offers                                 |
| Facial expression:    | Match other person using face, eg. Wrinkles nose, puckers lips, raise eyebrows |
| Personal space:       | Note distance other person 'comfortable' with                                  |

## Vocal pacing

|                  |                                                      |
|------------------|------------------------------------------------------|
| Vocal qualities: | Match tonality, tempo, volume and intensity of voice |
|------------------|------------------------------------------------------|

## 'Model of the world' pacing

|                |                                           |
|----------------|-------------------------------------------|
| Common ground: | Finding content in common in conversation |
|----------------|-------------------------------------------|

Ideas:

Supporting ideas that come up and allow them to own them

## Language pacing

|                           |                                                                                                                                                                                                                                                                           |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Repetitive phrasing:      | Match own language the repeated phrases of other person                                                                                                                                                                                                                   |
| Representational systems: | Detect & match own language to primary sensory (Visual, Auditory, Kinesthetic) predicates of other person<br>E.g. Highly visual person uses words like "look, see, clear, vision, imagine, bright, shiny"<br>Kinesthetic person prefers "feel, handle, grasp, touch base" |



## Advanced pacing

Crossover mirroring: Using one aspect of your behaviour to match a different aspect of other person's e.g. Adjusting your voice tempo to match rhythm of person's breathing; pacing eye blinks with your finger or head nods, pacing voice tempo with head nods, etc ....

# IGNITING YOUR SENSORY ACUTY

What is your best developed communication channel?



## Visual Predicates

|               |            |             |
|---------------|------------|-------------|
| aim           | foresight  | peer        |
| apparition    | frame      | perspective |
| appear        | glaze      | peruse      |
| blank         | glance     | photograph  |
| blind         | glare      | picture     |
| blue          | glow       | portray     |
| blur          | hazy       | pretty      |
| bright        | hindsight  | radiate     |
| brilliant     | horizon    | reflect     |
| clear         | hues       | reveal      |
| cloudy        | illuminate | round       |
| colour        | illusion   | see         |
| colourful     | illustrate | shine       |
| crystal clear | image      | show        |
| dark          | imagine    | sight       |
| darken        | insight    | sketch      |
| dawn          | light      | sparkling   |
| diagram       | look       | spotless    |
| dim           | luminous   | stare       |
| disillusion   | mirror     | square      |
| draw          | neat       | stain       |
| dull          | oblong     | survey      |
| elucidate     | obscure    | ugly        |
| eclipse       | observe    | vague       |
| envision      | outlook    | veil        |
| enlighten     | overshadow | vision      |
| espy          | oversight  | visible     |
| flash         | overview   | visualise   |
| focus         | paint      | vivid       |
| foggy         | pattern    | watch       |

## Auditory Predicates

|            |             |            |
|------------|-------------|------------|
| acclaim    | gossip      | rhyme      |
| aloud      | groan       | rhythm     |
| amplify    | groom       | ring       |
| announce   | growl       | roar       |
| argue      | grumble     | rumour     |
| articulate | harmony     | say        |
| attune     | hear        | scream     |
| audible    | hiss        | shout      |
| babble     | hush        | streak     |
| beat       | hum         | shrill     |
| be heard   | invoke      | silent     |
| blank out  | lie         | silence    |
| boisterous | listen      | snap       |
| boom       | loud        | snore      |
| buzzy      | melody      | sound      |
| cacophony  | mellifluous | speak      |
| cackle     | mention     | speechless |
| call       | moan        | spell      |
| chant      | music       | squawk     |
| chime      | mute        | squeal     |
| clang      | noise       | state      |
| click      | overtone    | swear      |
| contact    | oral        | symphony   |
| computer   | pitch       | talk       |
| criticism  | phrase      | taciturn   |
| cry        | proclaim    | tell       |
| debate     | pronounce   | tone       |
| deaf       | propose     | tune       |
| decry      | prove       | utter      |
| describe   | purling     | unhearing  |
| dialogue   | question    | verbal     |
| dim        | quiet       | verbalize  |
| discordant | raspy       | voice      |
| discuss    | raucous     | volume     |
| dissonance | rebuff      | whine      |
| echo       | resonate    | whisper    |
| exclaim    | resounding  | whistle    |
| frequency  | retort      | yell       |



## Kinesthetic Predicates

|              |             |            |            |
|--------------|-------------|------------|------------|
| activate     | embarrassed | lonely     | smooth     |
| active       | energetic   | loose      | soft       |
| affection    | equilibrium | love       | solid      |
| agitate      | exasperated | kick       | stable     |
| annoy        | excited     | mad        | steady     |
| anxious      | extend      | manipulate | sticky     |
| arouse       | exuberant   | mash       | stiff      |
| attach       | fall        | massage    | sting      |
| backbone     | fasten      | merge      | stir       |
| backing      | fed up      | mix        | stress     |
| balance      | feel        | mould      | stuck      |
| blend        | feverish    | morose     | stumble    |
| blistering   | firm        | move       | sturdy     |
| bliss        | flat        | nagged     | suffer     |
| block        | flowing     | numb       | support    |
| bore         | frustrated  | pack       | swallow    |
| bond         | fumble      | panic      | sway       |
| bounce       | get hold of | passive    | sweat      |
| break        | glad        | peaceful   | tackle     |
| calm         | glum        | penetrate  | take       |
| cast         | gnash       | penitent   | tender     |
| catch        | grasp       | point      | tension    |
| cemented     | grind       | pressured  | terror     |
| chew         | grope       | probe      | tight      |
| compress     | handle      | pull       | tired      |
| connect      | hang        | push       | throb      |
| cold         | happy       | reach      | torch      |
| complacent   | hike        | resist     | tough      |
| cool         | hit         | rigid      | tripped    |
| cram         | hold        | roll       | tranquil   |
| crush        | hollow      | rough      | trudge     |
| cut          | horrified   | rugged     | turn       |
| delightful   | hot         | sad        | twinge     |
| depressed    | hungry      | scrap      | twist      |
| disenchanted | hurt        | seize      | unbalanced |
| drive        | jarring     | shape      | unfeeling  |
| ecstatic     | joyful      | sharp      | united     |
| electric     | lift        | shocking   | warm       |
| emote        | link        | shook      |            |
| emotional    | loaded      | shuffle    |            |



## Olfactory & Gustatory Predicates

|          |         |                |             |
|----------|---------|----------------|-------------|
| acid     | rotten  | drink in       | peppery     |
| acid     | scent   | eat it up      | regurgitate |
| aroma    | smell   | fishy          | sultry      |
| flowery  | smoky   | flavourful     | satiate     |
| fragrant | sniff   | fruitful       | savour      |
| fresh    | snort   | half baked     | snacks of   |
| musty    | stink   | insipid        | sour        |
| odour    | bite    | lean           | spicy       |
| oily     | bitter  | lick           | swallow     |
| perfume  | bland   | meaty          | sweat       |
| puff     | chomp   | mouth watering | tasteful    |
| pungent  | crumbly | munch          | tasteless   |
| putrid   | devour  | nibble         |             |
| rancid   | digest  | palatable      |             |



## Unspecified Predicates (Ad)

|              |             |               |            |
|--------------|-------------|---------------|------------|
| act          | compute     | generate      | read       |
| ambiguous    | conceive    | guess         | realize    |
| appreciate   | connect     | insensitive   | recall     |
| associate    | consider    | integrate     | recognize  |
| attend       | create      | interrupt     | relate     |
| aware        | deceive     | intent        | remember   |
| be conscious | decide      | know          | sensation  |
| believe      | deliberate  | learn         | sense      |
| blend        | demonstrate | memorize      | support    |
| calibrate    | different   | motivate      | suppose    |
| cancel       | discern     | pay attention | think      |
| celebrate    | distinct    | perceive      | thoughtful |
| challenge    | disrupt     | ponder        | true       |
| change       | elect       | pretend       | understand |



# ESSENCE OF LEADERSHIP

sense-able  
apply yourself  
think of others

Common sense



come in early as a  
*partner*  
...not late as a  
judge

Reflect on your challenge as a leader. Step through each of the positions to gain new perspectives from:



**first** position



**second** position



**third** position

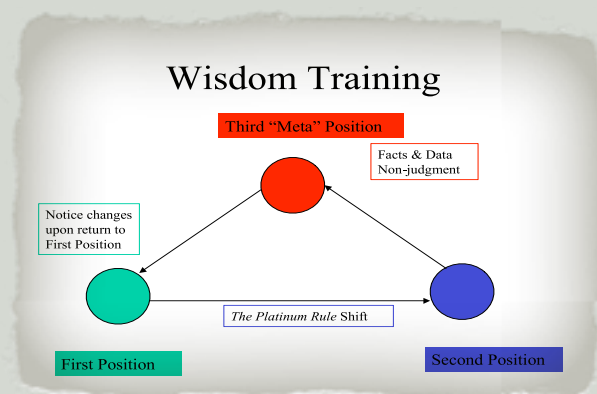
Review these new perspective(s) you have gained from all 3 positions. Be analytical, strategic and tactical. What will you now apply sense-ably with this new information and wisdom?



stRategic position shift

wisdom of  
multiple perspectives

Our opinion is useless, if that is all we have. In order to have wisdom we must have at least 3 perspectives.



### 1<sup>st</sup> Position

Your opinion from your point of view. What you think about the situation.

### 2<sup>nd</sup> Position

Their opinion from their point of view. What they think about the situation. To develop their perspective is an invaluable skill because it allows for a 'sixth' sense or intuition to play a more accurate role in the communication and relationship process.

### 3<sup>rd</sup> Position

The observer or objective position. From this position no judgment or assessment of situation is cast. The observer just sees the situation for what it is. This is a very useful position to be in when the situation has become emotional.

Wisdom develops when you are able to see any situation from at least 3 perspectives, and give equal weighting to each of the positions.

The skill of "Wisdom Training" is invaluable for the process of reframing.

### Reframing

Reframing is the process of linking new meaning to an existing situation (content reframe), or finding a different context where a behaviour would be more useful (context reframing). Reframing is not a problem solving technique, rather a problem 'dissolving' technique. When new meaning is given to an existing situation, the subject can free up their thinking to address, or deal with a situation in a different way.

Reframing is an invaluable skill because many of the issues, problems and difficulties presented in your life can be reframed and turned into learning opportunities that add value to your experience. Reframing does not make the situation go away, it allows for new light to be shed so they can be dealt with appropriately, and put into perspective.

# ESSENCE OF LEADERSHIP



**vision**  
lose yourself  
empower others



Reflect on how you can step away, then engage, explain & excite your tribe into stepping up into action:



**WHY?**

**What if?**

**read** - pace  
**engage**

**right** - frame  
**explain**

**re-write** - lead  
**excite**

Review the Fair Process above, and get feedback from your peers on 'Why' and 'What if' you can overcome your specific hurdles to achieve Tipping Point Leadership? Take note of ideas that resonate.

**WHY?**

**What if?**

# FRAMING

Framing is the process of providing a 'context' through which information is received and interpreted. The fundamental premise of framing is that all meaning is contextual. This means that whatever a person is thinking and feeling at the time of receiving information will determine how they create meaning or interpret that information. The 'context' is another way of saying the environment, or mood, that the information is received in.

For example: if you are reading an email and you are thinking that you don't trust the author then you will interpret the information in the email differently than if you know that the author is a trustworthy and honest person. Whatever we are making of the information, and in turn determines what information we accept and what we reject. This is the 'frame of mind' that you have or the 'frame' that determines the mood before you get information.



In a business, learning, educational, sports or personal environment it is useful, if not necessary, to pay attention to the frames you put around information before speaking, or writing it. The majority of mis-communications come from inadequate framing.

In order to 'Frame' a situation, it is necessary to put yourself into the shoes of the receiver of the information. Think about what they may be feeling, thinking about what has been their previous experience that could influence how they receive the information. There is a 'formula' you can apply to organize your thinking so you are able to FRAME the content before you present it.

## Framing within a Meeting/Presentation Process

Framing is a necessary process in meetings and presentations. In fact it could almost be seen as a game. The rules of the game is 'he or she who holds the frame, will win the game'. What this means is that the person who sets the frame, or who sets up the mood or way of thinking in a meeting situation, determines how that session will then roll out.

For example: If you are presenting and no frames have been set and an objection, or strong resistance comes from the audience, it can be difficult to counteract that objection and turn the meeting around to a more positive note. If, on the other hand, you set the 'frame' where you are welcoming of questions at the end of the meeting, and explain your understanding of possible objections right at the start, you will be much more in control of that session.

The person, who sets the frames of any presentation, is the person who controls the flow of that presentation. Framing is not a random activity; it is a skill based on a formula. There is 'science' behind it.

The following formula, when followed is a powerful way to open any presentation, whether it is to a group, or one-on-one presentation. When you follow these steps you will find that your openings capture attention quickly and set up a professional environment which is strongly audience centric and encompassing a facilitative style.

Framing is not about waffle. It is not about wasting time. It is about setting up the environment so when you put the solution on the table the group is more receptive to it. To draw an analogy, it is like tending and preparing the soil before planting a seed. You have a much greater chance of the seed germinating when the soil is fertilised and ready to receive a new seed, or idea/solution in the case of presenting. Yes, it does take time and thought to tend the soil before planting, so does it take time and thought in preparing the framing before starting a meeting or any presentation.

To frame well, and open any communications session well, it is a matter of following the formula and doing some preparation before meeting the group, or individuals. You will find that as you follow this procedure that framing becomes a 'natural' way of thinking and speaking. Remember, the person who sets the frame, is most likely to win the game!

## Framing Formula (detailed explanations follow)

1. 'Universals' : Common ground
2. WIIFM (What's in it for me?): Clarify benefits
3. Pacing out objections
4. Transition – Directionalising thinking and making links to message

### 1. Universals

Universals are statements that are 'true' for all members in the audience. Universals are general statements that are universally

accepted. Consider what you want the audience to think about and use.

## Examples

- We live in a world that .....
- Have you ever found yourself in a situation where ..... ?
- Have you ever experienced ..... ?
- I had an experience where .....
- Have you noticed ..... is happening more frequently today?
- How many of you have experienced .....?
- Use stories, metaphors, examples to get people thinking in a common stream

## 2. WIIFM – What's In It For Me?

Make each member in the audience 'thirsty' for the information. Consider what each person wants by listening to you speak. What do you have to offer that they want? Then tell them about it and how it will benefit them in their, business, success, learning, future... relate what you are about to present to what they want to have happen.

## Examples

- Would it be wonderful if you could ....?
- What we have found with people who do this process they are able to ....
- I had an experience when....
- When you have finished this you will be able to do ....
- Think about how this will make it so much easier for you in your work.
- Use stories, metaphors, examples to get people excited about what they will be able to do or have.

Make sure you are making real claims. Be clear on the outcomes of what you are offering and

know how to ensure you can deliver what you are 'promising'.

### 3. Pacing Our Objections

Pacing out objections is done by stating the objection up front then linking it to the next statement which provides a solution reason why that objection is not a concern. As a presenter of the information, consider all the possible reasons why someone could reject or dismiss what you are about to say, then 'pace them out' in the opening.

When the objection is a universal statement you will find that this tool is very powerful in causing a group to move forward together, as well as building stronger rapport between yourself and the group.

This part of the 'framing formula' can be the trickiest because the risk is that you can introduce information that may then become an objection or reason for rejecting the upcoming information. Therefore, it is necessary to carefully select the objections you want to pace out.

#### Examples

- (Stating objection) time is most valuable to us and (leading statement) so I will ensure that what we do here is of value to you and something that you can use back in your workplace.
- (stating objection) I am sure you have been to many sales presentations before, (leading statement) so this time we have researched and surveyed the / your company and your needs to ensure the information you are going to receive is useful to you.
- (Stating objection) many of you have been in management roles for a long time and (leading statement) so what I am about to present will allow you to see how it would be valuable in building into your business and managing your process.
- (stating objection) I can appreciate that many of you are busy and there are many other things that you could be doing now and that you are here, (leading statement) I would like to give you some information and business solutions to make your business more effective so you don't have to spend so much time in the business and you get better results.
- Use stories, metaphors, examples of situations where people have 'overcome' difficulties with what you are about to present.

There can be many potential objections from members within a group. It is not appropriate to pace out all the objections at the start of the session, however it can be useful to pace out the objections that you think could hinder the progress or cause people to 'switch off' and not hear what you have to say.

### 4. Transition – Directionalising thinking and making links

Now you have 'set the frames' you want to make a transition into the content. What instructions might the audience need to know before you launch into the detail of the information? Make suggestions on how they think and behave during the next period of time. You are also 'seeking permission' to move on. This is usually just 1 or 2 sentences which will prepare the group for the upcoming content.

#### Examples

- As we go through this session keep thinking about how you will apply this to your workplace.
- As we move into this... I would ask that...
- I would like to invite you to....
- If you don't understand anything please ask. If you have any question in your mind it's possible that other people are also thinking it as well.
- Keep an open mind as we present the following options. It's easy to go back to what you are familiar with so please stay open and with the process
- Use stories, metaphors, examples what other people have done when they have been learning this content; possibly stories of situations that didn't work and situations that did work.



## HANDLING OBJECTIONS

#### Objections can be handled in one or two ways:

You can wait for the other person to bring up an objection, and then talk them out of it or undo it.

You can bring up the objection first which can disarm it. This is called 'pacing out objections' and is the method preferred by coaching and sales professionals.

#### Pacing out objections:

This is an extremely easy technique to use, and it is surprising how few facilitators use this

to their advantage. Simply put, you state the objection any member of your audience may have that is hidden, or has not been expressed, and then you link this objection to a solution, or reframe the meaning of that objection. For example if you know an idea you are about to present is contentious or could be challenged you may say: 'I am aware that X and Y are important (possible objections stated) and given this I would like to present the following idea'. By stating any possible objection up front it allows the mind of the listener to be more open to receive the idea that then follows.

#### Some examples:

*"I appreciate that you are extremely busy in your roles and I recognise that taking a day out of your busy schedule can be a big ask, so I will ensure that this day is practical, useful and directly applicable in assisting you to streamline your work practices."*

*"In many training programmes, models can be presented that are not related to practical application and adaptation into the workplace. As I present any models during this training, please address any thoughts or concerns about the applicability of the models as we do."*

When you do this the audience members hear their own thoughts coming out of the mouth of the facilitator. They tend to nod and agree because it is what they are thinking. An objection aired, in an objection disarmed.

Prior to going into any presentation or facilitation, take the time to list all the possible objections. Work out which ones could prove to be insurmountable and hinder the prospect of getting an idea or concept across, or building an ongoing relationship with the audience. Once they get stuck on an objection it can be difficult to get through this barrier of learning and get them to listen again. When you understand your audience's needs, as well as their concerns and objections, you become a true business partner in their process or learning. By providing solutions to their concerns and objections, or by 'leading' them, they are more likely to agree with you.

Once an objection has been called, the audience members are often more likely to ventilate their feelings, or elaborate on concerns they have because they feel as if you understand them. This is a direct demonstration of trust, which needs to be encouraged in the interactive process of presentation. It is dangerous for objections and resistance to not be expressed because then you have no opportunity of addressing it, reframing it, or turning it around.

The 'danger' of pacing out objections is that you can raise an objection that is not in the mind of an audience member. It is necessary to think carefully as to which objections you choose to raise and which ones are best left alone. The objections you want to address are the 'universal' objections in the mind of every person in your audience.

# NOTES

# ACTIONING LEARNING PARTNERSHIP



What if ....  
all you needed to know about  
leadership  
you learnt from home?

## THE 7 'R'S OF PARENT'ING

ACTIONING LEARNING PARTNERSHIP

It's important to understand that action will not simply happen by itself. You will need to continually build on all these skills and processes. It's the 'doing' part of leadership. This is the engine room stuff. This is the daily operation of working your life and leadership plan. It is a cycle centred on you that looks like this:



So it goes – a journey for which you are accountable. You need to constantly monitor your behaviour, your actions and your thoughts. Ask others what your leadership is like. Look for feedback. Then adjust what you do. Don't try and make huge changes – chunk it down and focus on critical areas that are stopping you and your team getting the best possible results. But take action – and ask those who've given you feedback what they've noticed.

### Response-ability – running it



Leadership starts with you, the leader, being responsible (or 'response-able') for two things:

1. knowing and respecting yourself; and
2. being accountable for your actions as a leader.

This means leading a great life ourselves to excite our tribe to unleash their highest potential. It is about our ability to respond to the 'business-as-usual' day-to-day goings-on, as well as the unusual, unforeseen events that get thrown our way. It's about knowing we'll all make mistakes – but being responsible to acknowledge them and learn from them.

Remember that this is a learning partnership. If all parties are open and highly sensible (i.e. 'sense-able' – or able to come to their senses to read the situation), as well as able to respond to changing contexts, we will develop a very efficient organic system of mutual development.

It means trusting your team members to do their job without micro-managing. It means allowing your team members to develop their skills and build their experience by making mistakes. It means ensuring the team feel a part of the organisation and that they can contribute to its vision and greater purpose.

*What do you think is the first step to lead a great life – for you personally, and then for your organisational role?*

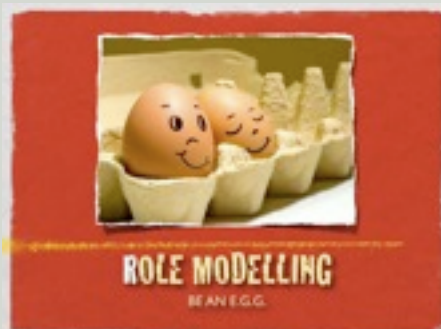
*Have you shared your personal vision, values and mission in life with your team? If not, why not?*

*Have you and your team clearly articulated your team vision, values and mission? How was this created? Is it all from you? How does your team provide input?*

*When was it last re-visited?*

# NOTES

## Role modelling



We can all think of examples of what we consider to be good and bad leaders. We all have opinions about the people who lead us. Not surprisingly, our team have an opinion about what sort of leader we are.

We have no choice in the matter – as leaders we are a role model to others.

Role modelling is about leaving a legacy of loving and living a great life. It is not about making your team (or other supporters and followers) multiple clones of you and your life. It is your authenticity that inspires them to, in turn, lead a great life according to how they define it, so they in turn can answer the question “Why should others be led by you”?

Being a positive and consistent role model can be a challenge. When teams are constantly under pressure to make budget and achieve targets, values can be compromised – the means can justify the ends.

*When you think of great leaders – what are the qualities you’d like to emulate in your own life?*

*Can you ‘walk your talk’, ‘live your values’ and ‘role model’ these to your team? Can you think of 3 examples of how you do this?*

*Do you actively look for feed-back from your team about how you are performing as a leader for them?*

## Respect

Respect in its daily manifestations is as simple as keeping your part of the bargain. I believe it is important to ‘be my word’ to everyone – regardless of age, experience, achievements or organisational status. Let us take care not to renege on promises. The key is to respect your followers by knowing what motivates them, and meet their needs whilst meeting your

intent. How? It is about coming in early as a learning partner – and not late as a judge.



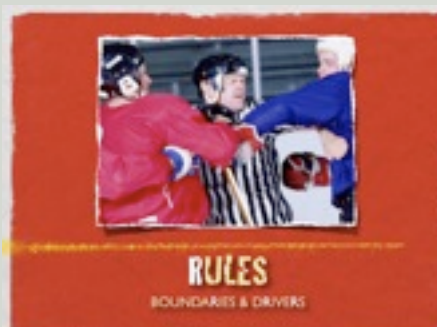
It is critical to not play favourites, but to demonstrate fairness and a willingness to support all team members – again, regardless of their position. It means trusting your people to do their job.

*Do you have an organisational ‘civil code’ of behaviour and expectations with a consistent set of consequences? If not – should you?*

*Do you know what makes work meaningful to each of your team members? Do you know their individual strengths and values?*

*How have you created opportunities for them to shine in their strengths and to satisfy their values?*

## Rules



We are surrounded by rules. Society has rules, we follow personal rules, and organisations need rules to ensure they function efficiently. Clear boundaries are a cornerstone for self-esteem, independence, trust and connectedness.

It’s important that we are aware of the rules that drive our behaviours both consciously and unconsciously. Furthermore, we should rewrite any rules that no longer serve us.

In a business environment it can be tempting to bend or break rules – often for a short term gain. This will be a true challenge for many, but be warned: the immediate satisfaction of a quick sale will be long forgotten if it has come at the cost of losing respect from the team and others in the organisation. It’s not only presidents and footballers who have lived to regret breaking their own rules.

Team members usually have a good sense of right and wrong. Have them write their own rules aligned with organisational culture and industry norms. We are more likely to obey rules we’ve set, agree with and understand.

*What are the boundaries and unspoken rules in your sales team and your organisation?*

*Do these rules work? Are they appropriate? Can they be changed?*

*Do the rules support the team culture you would like to cultivate as your team’s leader?*

*Is it authoritarian ‘Top-Down Management’, or is it collaborative empowerment? Is it a mixture depending on the ages and experience of team members? Is this fair?*

## Routines



When we understand the rules – written and unwritten – then we can collaborate to create routines to enable things to run efficiently and effectively with ease and grace. Routines free us up to be more spontaneous and creative. And the reality is that in a work environment we need the structure of routine to allow innovation to emerge.

For example, most jobs require a degree of administration or processes. Set up routines – but allow for individual difference. Some of your team will be great with detail and paperwork – a few will even like protocol. Within as large a canvas as possible let them

# NOTES

determine their own administrative methods – methods which work for the individual. Yes – it's more work for the leader. But the outcomes are also much, much better.

*Are the routines supported by the rules?*

*Do rules and routines support the team and organisational culture?*

*What systems are in place to free your team to innovate?*

*How do you deal with a routine that no longer works?*

*Is it a small tweak, or a major revamp?*

## Review and reflect



We then all need to review and reflect. This gives us the opportunity to learn from ourselves and one another – and provides ways to continuously improve. It also helps us live daily moments of bliss and connectedness by celebrating wins.

To use our administration example – encourage the team to reflect on what works and what doesn't work. What can we do more of as a team? What can we do more of at an individual level? As a leader, undertake this task with respect and regard for the established rules. The point is to allow people to learn. Welcome mistakes – even when it results in a lost sale. Children get a lot of skinned knees before they run a marathon. Similarly our people need time, support and respect to see their efforts blossom.

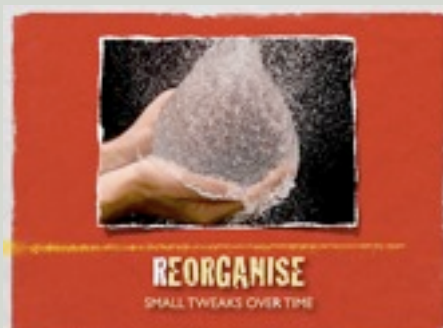
*Do you have a commitment to continuous performance improvement?*

*Is this part of the team culture and is this done realistically?*

*Are there ways to celebrate achievement, to inspire ambition, to count every little win in your team?*

*How is this done?*

## Reorganise



Based on our reflections and our reviews – we then need to reorganise.

This is the natural course of things. Review and reflect constantly. Make small tweaks and celebrate often. Have the courage to take the first step. The next step comes easier. Just focus on the first step.

Think again of our administration example. We all know that methods we may have used to file and organise records 20 years ago may not work today. Some might – but some don't. Use the team feed-back to find new ways to innovate and reorganise this essential aspect of the business process. Encourage team members to try new things. But make it incremental. Use pilot studies. Try new words, new methods, and new approaches. Let your team have a long leash – and measure the results. Then – you guessed it – review and reflect.

*What capabilities do you possess as a leader?*

*What do you need to develop?*

*What are your allowable weaknesses?*

*Where can your team step up?*

*What can you do in an incremental fashion to help each team member develop their own leadership capacity?*

# GREAT LEADERSHIP IS..



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# NOTES

# PERSONAL LEARNING JOURNAL



What will you **STOP** doing?

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What will you **CONTINUE** doing?

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What will you **START** doing?

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Any other **key insights** or **gems**:



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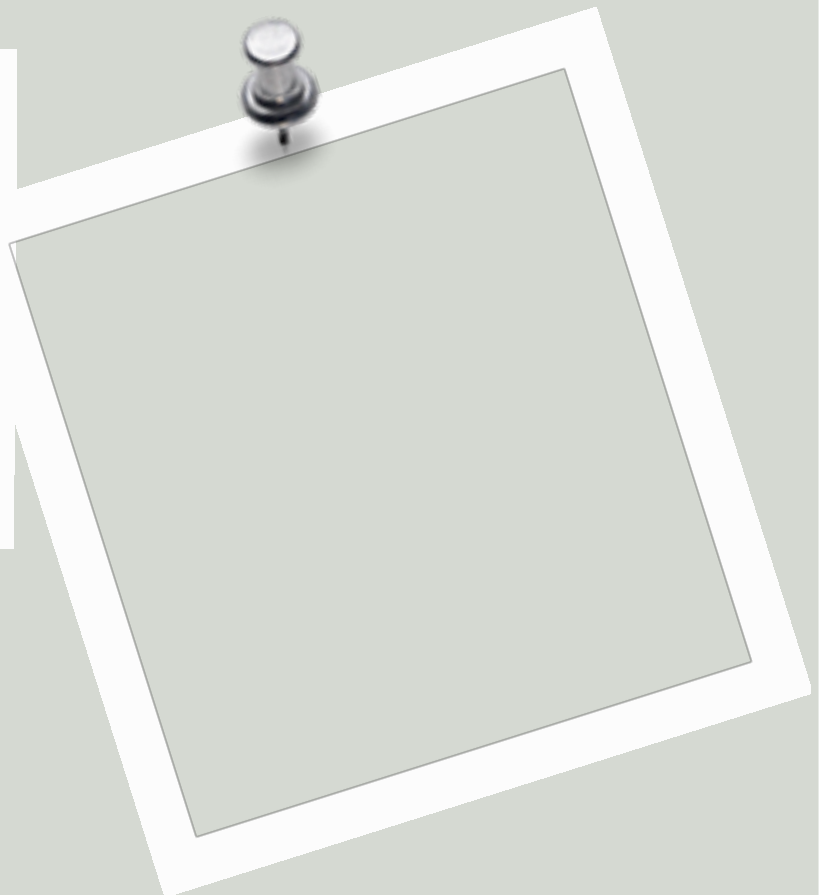
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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# WHAT I WANT TO WORK TOWARDS.....



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## Our values

- Achievement
- Connection
- Elegance
- Inspiration
- Partnership

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2. What were the 3 most useful ideas, models, techniques or experiences gained from the program?

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3. Was there anything that was not useful to you?

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4. What do you consider worked well regarding the program?

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5. How could we improve the effectiveness of the course?

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6. Would you be interested in the following programs :

- |                                                                                  |          |
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