



208 How to Get Your Attorneys to Give Their Best Performance on the Job

Larry R. Levine

Assistant Vice President - Staff Counsel
Infinity Insurance Company

Peter A. Land

Organizational and Human Resource Development Consultant
Peter A. Land Associates, Inc.

Faculty Biographies

Larry R. Levine

Larry R. Levine is the assistant vice president, staff counsel of Infinity Insurance Company.

Prior to his current position, he was the managing attorney of the Infinity Insurance Company staff counsel operation in Hartford, Connecticut where he started up the operation and developed the firm to a total of 16 attorneys.

Prior to his employment with Infinity Insurance Co., Mr. Levine was in private practice for 16 years primarily handling insurance related litigation and trials in State and Federal Court. He received his CPCU designation this past June.

Mr. Levine received his B.A. from the Hartt School of Music, University of Hartford and a M.A. of Music Degree from the Yale University School of Music. He received his J.D. from Rutgers University School of Law.

Peter A. Land

Peter A. Land is the organizational and human resource development consultant at Peter A. Land Associates, Inc., in Montgomery, Alabama. Mr. Land is a highly acclaimed leadership and management consultant who has conducted hundreds of leadership and management workshops on four continents. His management consulting firm specializes in organizational and human resource development for clients throughout the United States, Europe, Russia, Australia, and Mexico.

Mr. Land is the author of How to Build A Winning Team, Managing To Get the Job Done, and many other management training resources. Mr. Land's experience spans many years and he is one of three people in the world to hold his speaking and consulting credentials.

**ASSOCIATION OF
CORPORATE COUNSEL
2006 ANNUAL MEETING
“SET GOALS, COACH
AND
PROVIDE FEEDBACK”**



PETER A. LAND ASSOCIATES, INC.

**ASSOCIATION OF CORPORATE COUNSEL
HOW TO GET YOUR ATTORNEYS TO
GIVE THEIR BEST PERFORMANCE ON THE JOB
NOTE-TAKING GUIDE**

Education = the transfer of C _____ and P _____. The output of education is K _____.

Training = the transfer of S _____. The output of training is P _____.

Performance is S _____ based.

Scotoma – P _____ F _____

- High T _____
- High V _____

Four broad categories of poor/impaired performance. These four performance variables are wired in "series."

- A. Lack of S _____ or K _____
Train against the D _____.
- B. I _____ of C _____
- C. T _____ I _____

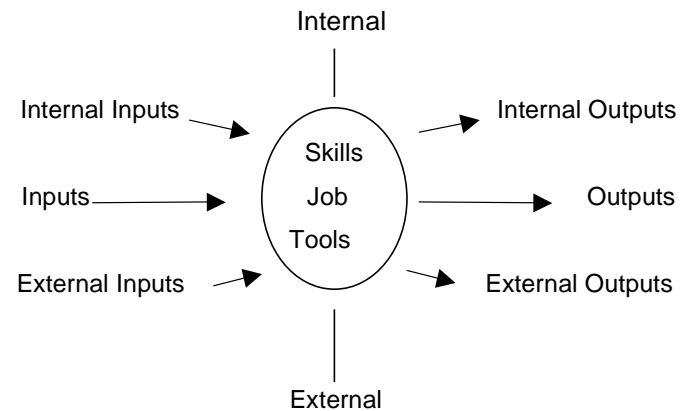
(Systems Concept of Job Performance)

- D. Lack of/poor F _____

*"Feedback is the breakfast of champions."
Ken Blanchard, Ph.D.*

SYSTEMS CONCEPT OF JOB PERFORMANCE

Every job involves skills, knowledge, tools and processes. The employee receives inputs from either inside the firm (internal) or outside the firm (external), uses their skills and tools in applying the processes of the job to accomplish tasks, then produces outputs (internal, external or both.) The following diagram represents the concept.



When job performance problems are evident by faulty outputs, we first examine the quality, quantity, and timeliness of the inputs.

If an internal input is management, direction or guidance, but the guidance is faulty, then you actually correct the employee's performance by improving the outputs (guidance, direction, etc.) of the manager

GOAL SETTING HANDOUT

- S**pecific not general or vague
- M**easurable and quantifiable
- A**chievable and challenging – all goals must involve some stretch
- R**ealistic must be possible to achieve with stretch
- T**rackable over time



Goal Statement

To (verb) (single result) (specifications)
(by date) (limitations or constraints)

PRIMARY COACHING QUESTIONS

1. What did you do well in this activity?
2. If you could do this activity over again, what would you do differently, if anything?
3. What did you learn from this activity?

Objective Worksheet

Objectives should be specific, measurable, and attainable, with stretch. They should be either regular, problem solving, innovative, or personal.	Priorities M (must) O (Ought) N (nice)	Specific plans and methods to achieve objectives
"To (verb) (end result) (subject) (time)"		
1. Regular		
2. Problem Solving		

Objective Worksheet

Objectives should be specific, measurable, and attainable, with stretch. They should be either regular, problem solving, innovative, or personal.	Priorities M (must) O (Ought) N (nice)	Specific plans and methods to achieve objectives
"To (verb) (end result) (subject) (time)"		
3. Innovative		
4. Personal		

ACTION PLANNING METHOD*

1. Identify suggested actions in response to the following questions.
 - * What activities or results are likely to contribute to the accomplishment of this objective?
 - * What specific problems, obstacles, or issues need to be resolved in order to accomplish this objective?
 - * What is the sequence of events required to resolve these issues?
 - * How might this objective be broken down (such as by time period, department/unit, responsibility level, or geographical region)?
2. Determine what combination of these actions is most appropriate for accomplishing this objective at this time.
3. Translate these actions into a series of five to ten major steps, with each step focusing on a specific result that may become a smaller or shorter-term objective for you or someone else.
4. For each action step, determine
 - * Who will be held accountable -- primary and others
 - * When it should be started and completed
 - * How much money and time will be required
 - * How and when you will know whether you are on or off track
5. Review your proposed action plans with others who play a key role in order to test and validate the plan as well as to gain their agreement and support.

Here is a brief description of what is included under each of the headings in the Action Plan Format.

Objective: The specific objective for which the action plan is being prepared.

Action steps: The five to ten major actions or events required to achieve this objective.

Accountability: The specific individuals (or units) who will be held accountable for seeing that each action step is carried out. *Primary* represents the one who has ultimate accountability for completion of the step; *others* represents anyone else with a key role to play in the particular step. (There will always be the name of a unit or individual in the *primary* column; there may or may not be names in the *others* column.)

* From *A Guide To Tactical Planning* by George L. Morrisey. Jossey-Bass Publishers, San Francisco, CA .

Schedule: The total time frame within which the action step is to be carried out. *Start* identifies when the action must begin; *complete* identifies when that action or event must be completed.

Resources: The total estimated costs for completing each of the action steps. *Money* includes all costs other than employee time, such as equipment, materials, systems, and supplies; *time* covers the amount of employee time (usually in hours or days) required to complete each action step. Time is separated from money in order to provide data for scheduling and for determining staff needs.

Feedback mechanisms: The specific methods that are available (or need to be developed) for providing the information required to track progress within each step. Feedback mechanisms can be as simple as an informational meeting or memo or as involved as the development of an information system to produce specific reports.

ACTION PLAN FORMAT

Objective: Action Steps:	Accountability		Schedule		Resources		Feedback Mechanisms
	Primary	Others	Start	Complete	Money	Time	

Copyright ©1995 by Jossey-Bass Publishers, San Francisco. From *Morrisey on Planning: A Guide to Long-Range Planning*, by George L. Morrisey. Permission to reproduce is hereby granted.

ACTION PLAN FORMAT

Objective: Action Steps:	Accountability		Schedule		Resources		Feedback Mechanisms
	Primary	Others	Start	Complete	Money	Time	
	1. Determine locations of highest incidence and select those with highest potential for improvement.	Traffic Engineer	Police	9/1	9/15		
2. Set up ad hoc committee to analyze and recommend corrective actions, including but not limited to --Education --Increased surveillance --Traffic control equipment --Possible rerouting	Assistant City Manager	Traffic Engineer Police City Planning Citizens	9/15	10/15	\$500	60 hrs	Names of committee members; first meeting minutes
3. Establish information/ motion plan for police officers	Police		10/15	11/15	250	20 hrs	Copy of plan
4. Inform City Council, City Manager, other related departments, and the media about plans and progress	Assistant City Manager		10/15	12/15	250	20 hrs	Memo outlining plans and progress
5. Test proposed plans in selected locations	Traffic Engineer	Police	11/15	12/15	500	100 hrs	Monthly accident report
6. Establish monitoring system	Assistant City Manager	Data Processing Traffic Engineer	11/15	Ongoing	1,000	100 hrs	Copy of special detailed accident report for selected areas
7. Implement plans	Traffic Engineer	Police	1/1	Ongoing	1,000	40 hrs per mo	Memo to announce kickoff date for new system
8. Evaluate and modify implementation	Assistant City Manager	Public Relations Ad hoc committees	4/1	5/1	500	60 hrs	Quarterly management meeting to evaluate results

Copyright ©1995 by Jossey-Bass Publishers, San Francisco. From *Morrisey on Planning: A Guide to Long-Range Planning*, by George L. Morrisey. Permission to reproduce is hereby granted.

TIPS FOR GIVING FEEDBACK

POSITIVE FEEDBACK:

1. Describe the positive situation/incident/behavior in detail. It is best to have firsthand knowledge, then use first person pronouns; I, me, my.
2. Tell the employee exactly why you value the action taken, i.e., saves time/money, improves quality, etc.
3. Express your personal appreciation for the action.
4. Tell the employee you have confidence in their ability to do similar good work in the future.
5. Thank them again, shake hands or pat them on the back.
6. You may want to combine the doer and the deed - *"That was a fine piece of work; you're making a fine contribution to the company."*
7. Positive feedback may be given in public or private; public positive feedback is preferred.

CORRECTIVE FEEDBACK:

1. Never, never provide corrective feedback in public. It should always be done in private and when you have "cooled down."
2. Describe the standard/expectations.
3. Describe the performance/behavior.
4. Always separate the doer from the deed - *"I was very surprised when you missed that report, that's not like you."*
5. Ask an open question to determine the cause (not why or who).
6. Ask *"What did we learn from this?"*
7. Ask *"What are your recommendations/suggestions to solve/prevent recurrence?"*
8. The feedback must be specific, job related and actionable (they can do something about it.)
9. Ask *"What can I do to help?"*
10. Recap and follow-up.

PERFORMANCE DEVELOPMENT PLAN

Employee: John Green, Supervisor
 Boss: Tom Severson, Department Head
 Date: October 1

Performance to be improved: Orienting and Training New Employees

<u>Action To Be Taken</u>	<u>By Whom</u>	<u>When</u>
1. Talk with Phil Taylor about his approach.	John Green	October 15
2. Watch Phil Taylor when he orients and trains a new employee.	John Green	The next time he does it.
3. Attend a new employee orientation conducted by personnel department.	John Green	The next time it is done.
4. Decide on the best time for new employees to come to the department	John Green working with Personnel Department	By October 20
5. Attend a seminar on "How To Train New Employees."	John Green	November 15 University of WI--Extension, Milwaukee
6. Read the following books:	John Green	
a. <u>Self-Development for Supervisors and Managers.</u> by Norman Allhiser		by October 15
b. <u>No-Nonsense Communication,</u> by Donald Kirkpatrick		by November 10
c. <u>The Supervisor and On-The-Job Training,</u> by Martin Broadwell		by December 12
7. Observe John Green orienting and training a new employee.	Larry Jackson, Training Director	The next time John a new employee
8. Talk with John Green's next three new employees.	Tom Severson	One week after hire
9. Provide a check list to John for orienting new employees.	Larry Jackson	October 15
10. Arrange for a special office for John to use when orienting each new employee.	Tom Severson	October 15
11. Arrange for a permanent special training place for new employees.	Tom Severson	January 1

PERFORMANCE DEVELOPMENT PLAN

Employee _____ Rater _____

Description of the area or activity to be improved:

<u>Action to be taken</u>	<u>By Whom</u>	<u>When</u>
---------------------------	----------------	-------------

Date by which satisfactory improvement/results should be achieved:

_____ Signature of Supervisor	_____ Date	_____ Date Accomplished
----------------------------------	---------------	----------------------------

_____ Signature of Employee	_____ Date	_____ Date Accomplished
--------------------------------	---------------	----------------------------

HOW TO GIVE ORDERS

One of the key skills of effective supervisors is to give daily instructions in such a manner that:

1. The job gets done properly
2. Resistance is minimized
3. Morale and work relationships are enhanced.

There are four techniques you can use to accomplish the above objectives:

1. Use the person's name or nickname in the request.
2. Always say "Please."
3. Give directions in the form of a request or question. This allows the employee to agree as he/she accepts the direction.
4. Briefly state the reason for the task or the reason you selected him/her to accomplish it.

For example, "Joe, will you please prepare the time report this week? Mary is on vacation."

Prepare a question/request for a task to be completed in your work area.



HOW TO GET YOUR ATTORNEYS TO GIVE THEIR BEST PERFORMANCE ON THE JOB


ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



LEADERSHIP THROUGH PROACTIVE MANAGEMENT

Larry R. Levine, Esq. PCU
Assistant Vice President
Corporate Litigation Department
Infinity Insurance Company



ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



PROACTIVE MANAGEMENT

- WHAT DOES THIS MEAN?
 - NOT REACTIVE
- SEE IT AND PREPARE BEFORE IT HAPPENS



PROACTIVE MANAGEMENT

- Requires A Systematic Approach



A SYSTEMATIC APPROACH

- REQUIRES CORE PRINCIPLES
 - WHAT ARE YOURS?
- PLEASE THINK ABOUT IT, WHILE I TELL YOU MINE:



Proactive Management-A Systematic Approach

- (1) In Order To Effectively Manage Your Office You Have To Know What Is Going On In Your Office



Proactive Management-A Systematic Approach

- (2) You Can't Assume Anything You Expect To Happen Or You Want To Happen Will In Fact Happen



Proactive Management-A Systematic Approach

- (3) To Be An Effective Manager You Need:
 - An Efficient & Effective Process That Produces Relevant Performance Data



Proactive Management-A Systematic Approach

- (4) To Be An Effective Manager You Need:
 - An Efficient & Effective Process Enabling Your Review & Analysis Of Data



Proactive Management-A Systematic Approach

- (5) Without This Data And An Efficient & Effective Process Of Analysis You Cannot Effectively Manage Your Office As You Lack:
 - The ability to provide meaningful, frequent and timely feedback;
 - The ability to influence activities towards a specific goal;



Proactive Management-A Systematic Approach

- (6) Without This Data And The Process Of Ongoing Analysis You Cannot Be An Effective Leader

- Remember, Leadership Is Defined As:



LEADERSHIP

THE PROCESS OF
INFLUENCING THE ACTIVITIES
OF AN INDIVIDUAL OR GROUP IN
EFFORTS TOWARDS
GOAL ACHIEVEMENT
IN A GIVEN SITUATION



LEADERSHIP & COMMON SENSE

- COMMON SENSE TELLS US:

- Before You Can Influence The Activities Of An Individual You Have To Know How They Are Performing



Proactive Management-A Systematic Approach

- (7) Armed With Data & Analysis, The Manager Can Identify Issues & Risks Requiring Corrective Action Or Reward Performance :
 - One At A Time
 - Devise The Corrective Plan (Or Process)
 - Train, Mentor & Audit
 - Document For Future Reference



Proactive Management-A Systematic Approach

- (8) Periodically Monitor Status Of Prior Corrective Measures To “Prevent Slippage”



Proactive Management-A Systematic Approach

- (9) Now The Machine Is Running
- Step Back & Identify Higher Level Issues & Risks
- Repeat The Process



Proactive Management-A Systematic Approach

- (10) Now Step Back Again:
- Look At Higher Level Issues & Risks And Repeat The Process



Proactive Management-A Systematic Approach

- Continue Until You Reach Perfection
- This Is Leadership



**ULTIMATELY YOUR SUCCESS AS
A MANAGER DEPENDS ON TWO
COMPONENTS**

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



YOUR FOCUS ON

- CORE PRINCIPLES
- UTILIZING A SYSTEMATIC APPROACH

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



SO WHERE DO YOU START?

- **DEFINE YOUR CORE PRINCIPLES**



YOUR CORE PRINCIPALS ARE DETERMINED BY?

- **YOUR BUSINESS UNIT STRATEGY**
- **HOW DO YOU DEFINE IT?**



YOUR BUSINESS UNIT STRATEGY
SETTING UNIT GOALS

- WHAT FINANCIAL GOALS DO YOU WISH TO PURSUE?

- DESIRABLE COST PER CASE



YOUR BUSINESS UNIT STRATEGY
SETTING UNIT GOALS

- WHAT INTERNAL BUSINESS GOALS WILL YOU PURSUE?

- QUALITY OF LEGAL WORK, COST CONTROL, CYCLE TIME REDUCTION



YOUR BUSINESS UNIT STRATEGY SETTING UNIT GOALS

- WHAT LEARNING GOALS WILL YOUR BUSINESS UNIT PURSUE?
- DEVELOP AND MAINTAIN SPECIALIZED EXPERTISE



YOUR BUSINESS UNIT STRATEGY DEFINING SCOPE OF THE UNIT

- WHICH "INTERNAL CUSTOMER SEGMENTS" OF THE BUSINESS ENTERPRISE WILL YOU SERVICE?
- PRIMARILY LITIGATION



**YOUR BUSINESS UNIT STRATEGY
DEFINING SCOPE OF THE UNIT**

- WHAT BUNDLE OF SERVICES WILL YOU OFFER TO THESE “INTERNAL CUSTOMERS”?



**YOUR BUSINESS UNIT STRATEGY
DEFINING THE BASIS FOR
COMPETITIVE ADVANTAGE**

- WHERE DO YOU INTEND TO BECOME AND REMAIN SUPERIOR TO OUTSOURCING?



YOUR BUSINESS UNIT STRATEGY
DEFINING YOUR VALUE CHAIN
SYSTEM

- HOW WILL YOU DELIVER SERVICES TO YOUR “INTERNAL CUSTOMERS”
- OR THE ALTERNATIVE, HOW WILL YOU OUTSOURCE AND WHEN



YOUR BUSINESS UNIT STRATEGY
MANAGING THE VALUE CHAIN

- FOR EACH ACTIVITY OF YOUR UNIT
 - WHAT ARE THE DRIVERS OF CUSTOMER VALUE, COST STRUCTURE AND ASSET ALLOCATION/INVESTMENT



**YOUR BUSINESS UNIT STRATEGY
MANAGING THE VALUE CHAIN**

● HOW WILL YOU MANAGE EACH
VALUE SOURCE, COST STRUCTURE
AND ASSET ALLOCATION DRIVER
FOR COMPETITIVE ADVANTAGE

● ***BY A PROACTIVE &
SYSTEMATIC APPROACH***

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



**WITH A DEFINED BUSINESS UNIT
STRATEGY**

● DEFINE YOUR PROACTIVE &
SYSTEMATIC APPROACH TO LEAD
YOUR UNIT TO SUCCESS

● ***WHERE TO START?***

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



WHERE TO START? DEFINE PERFORMANCE STANDARDS

- **DEFINE YOUR METRICS &
PERFORMANCE STANDARDS**

- **DEFINE HOW THESE WILL BE
MEASURED**



WHERE TO START? DESIGN YOUR DATA DEVELOPMENT SYSTEM TO OBJECTIVELY DOCUMENT METRIC PERFORMANCE

- **IMPLEMENT YOUR DATA ENTRY AS A
PART OF STAFF DAY TO DAY WORK
PROCESSES**

- **Otherwise It Is Too Time Consuming & Too Costly To
Obtain Sufficient Amounts Of Useful Data**



WHERE TO START?

DESIGN YOUR SYSTEM FOR PERFORMANCE DATA CAPTURE & ANALYSIS

- Develop A System Based Process Enabling Rapid & Easy Data Compilation Review & Analysis
 - Otherwise It Is Too Time Consuming & Too Costly To Analyze Large Amounts Of Useful Data
 - You Simply Won't Have Time To Do It



WHY ARE THESE IMPORTANT? REMEMBER

- Before You Can Influence The Activities Of An Individual You Have To Know How They Are Performing



WHY ARE THESE IMPORTANT? REMEMBER

- Armed With Data & Analysis, The Manager Can Identify Issues & Risks Requiring Corrective Action Or Reward Performance:
 - One At A Time
 - Devise The Corrective Plan (Or Process)
 - Train, Mentor & Audit
 - Document For Future Reference

PRACTICAL EXAMPLES WE USE

- DATA ENTRY



METRICS SCREEN FOR EACH MATTER
AS EVENTS OCCUR STAFF ENTER DATA IN REAL TIME



ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



PRACTICAL EXAMPLES WE USE

• DATA COMPILATION

ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



AUTOMATED DATA COMPILATION
PREDEFINED SYSTEM GENERATED REPORTS

Client Name	Start Date	End Date	Client Name	Start Date	End Date	Client Name	Start Date	End Date	Client Name	Start Date	End Date
ABC Corp	1/1/2006	12/31/2006	DEF Ltd	1/1/2006	12/31/2006	GHI Inc	1/1/2006	12/31/2006	JKL Co	1/1/2006	12/31/2006
MNO Corp	1/1/2006	12/31/2006	PQR Ltd	1/1/2006	12/31/2006	STU Inc	1/1/2006	12/31/2006	VWX Co	1/1/2006	12/31/2006
YZA Corp	1/1/2006	12/31/2006	BCD Ltd	1/1/2006	12/31/2006	EFG Inc	1/1/2006	12/31/2006	HIJ Co	1/1/2006	12/31/2006

ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



PRACTICAL EXAMPLES WE USE

DATA ANALYSIS

ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



**TIMELINE SORT FOR METRIC COMPLIANCE ANALYSIS
HERE BY ATTORNEY**



ANALYSIS & SORT BY SPECIFIC METRIC-EXAMPLE 1

ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt

ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



ANALYSIS & SORT BY SPECIFIC METRIC-EXAMPLE 2

Case No.	Client No.	Case Name	Start Date	End Date	Status	Metric 1	Metric 2	Metric 3
101	101	Case 101	1/15/2006	1/15/2006	Completed	100%	100%	100%
102	102	Case 102	2/15/2006	2/15/2006	Completed	100%	100%	100%
103	103	Case 103	3/15/2006	3/15/2006	Completed	100%	100%	100%
104	104	Case 104	4/15/2006	4/15/2006	Completed	100%	100%	100%
105	105	Case 105	5/15/2006	5/15/2006	Completed	100%	100%	100%

ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



CUMULATIVE MONTHLY METRIC PERFORMANCE SUMMARY
PREPARED MONTHLY BY MANAGING ATTORNEYS

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Case 101	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Case 102	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Case 103	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Case 104	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Case 105	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

ACC's 2006 Annual Meeting: The Road to Effective Leadership

October 23-25, Manchester Grand Hyatt



**THE RESULT IS
MANAGEMENT EMPOWERMENT**

- Now You Are Able To:
- Provide meaningful, frequent and timely feedback based on actual current data
- Influence activities towards a specific goal
- Which you KNOW is relevant



**THE RESULT IS
MANAGEMENT EMPOWERMENT**

- Now You Are Able To:
- Base Performance Goals & Objectives On Standards Supported By This Actual Data
- Base Feedback, Oversight & Training On Actual Objective Current Performance Data



LEADERSHIP TRAINING

Peter A. Land, MS, CSP, CMC,
CPCM

Peter A. Land, Associates, Inc.

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt




PERCENTAGES FOR LEARNING AND RETENTION

- 10% OF WHAT WE HEAR
- 15% OF WHAT WE SEE
- 20% OF WHAT WE BOTH SEE AND HEAR
- 40% OF WHAT WE DISCUSS WITH OTHERS
- 80% OF WHAT WE EXPERIENCE DIRECTLY OR PRACTICE
- 90% OF WHAT WE ATTEMPT TO TEACH OTHERS

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



**IMPROVE LISTENING
AND
ENHANCE RETENTION
BY
DOUBLE SPEAK**



**LEARN AND PRACTICE
SKILLS NEEDED TO:**



**LEARN AND PRACTICE
SKILLS NEEDED TO:**

- 1. SET GOALS**



**LEARN AND PRACTICE
SKILLS NEEDED TO:**

- 1. SET GOALS**

- 2. COACH**



**LEARN AND PRACTICE
SKILLS NEEDED TO:**

- 1. SET GOALS**
- 2. COACH**
- 3. PROVIDE FEEDBACK**



EDUCATION

VS.

TRAINING



SCOTOMA



SCOTOMA

PERCEPTUAL FILTER



4 BROAD CATEGORIES OF POOR / IMPAIRED PERFORMANCE



4 BROAD CATEGORIES OF POOR / IMPAIRED PERFORMANCE

1. Lack of Skill or Knowledge



4 BROAD CATEGORIES OF POOR / IMPAIRED PERFORMANCE

- 1. Lack of Skill or Knowledge**
- 2. Imbalance of Consequences**



4 BROAD CATEGORIES OF POOR / IMPAIRED PERFORMANCE

- 1. Lack of Skill or Knowledge**
- 2. Imbalance of Consequences**
- 3. Task Interference**



4 BROAD CATEGORIES OF POOR / IMPAIRED PERFORMANCE

- 1. Lack of Skill or Knowledge**
- 2. Imbalance of Consequences**
- 3. Task Interference**
- 4. Lack of / Poor Feedback**



GOAL SETTING RECIPE



GOAL SETTING RECIPE

S SPECIFIC, NOT GENERAL OR VAGUE



GOAL SETTING RECIPE

S SPECIFIC, NOT GENERAL OR VAGUE

M MEASUREABLE



GOAL SETTING RECIPE

- S** SPECIFIC, NOT GENERAL OR VAGUE
- M** MEASUREABLE
- A** ACHIEVABLE WITH STRETCH



GOAL SETTING RECIPE

- S** SPECIFIC, NOT GENERAL OR VAGUE
- M** MEASUREABLE
- A** ACHIEVABLE WITH STRETCH
- R** REALISTIC - IN THE REALM OF
THE POSSIBLE



GOAL SETTING RECIPE

S SPECIFIC, NOT GENERAL OR VAGUE

M MEASUREABLE

A ACHIEVABLE WITH STRETCH

R REALISTIC - IN THE REALM OF
THE POSSIBLE

T TRACKABLE OVER TIME

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



PRIMARY COACHING QUESTIONS

ACC's 2006 Annual Meeting: The Road to Effective
Leadership

October 23-25, Manchester Grand Hyatt



**PRIMARY
COACHING QUESTIONS**

1. What did you do well in this activity?



**PRIMARY
COACHING QUESTIONS**

- 1. What did you do well in this activity?**
- 2. If you could do this activity over again, what would you do differently, if anything?**



PRIMARY COACHING QUESTIONS

- 1. What did you do well in this activity?**
- 2. If you could do this activity over again, what would you do differently, if anything?**
- 3. What did you learn from this activity?**



POSITIVE FEEDBACK



POSITIVE FEEDBACK

1. DESCRIBE PERFORMANCE IN
DETAIL



POSITIVE FEEDBACK

1. DESCRIBE PERFORMANCE IN
DETAIL
2. STATE THE VALUE/BENEFIT



POSITIVE FEEDBACK

1. DESCRIBE PERFORMANCE IN
DETAIL
2. STATE THE VALUE/BENEFIT
3. EXPRESS APPRECIATION



POSITIVE FEEDBACK

1. DESCRIBE PERFORMANCE IN
DETAIL
2. STATE THE VALUE/BENEFIT
3. EXPRESS APPRECIATION
4. DEMONSTRATE CONFIDENCE



POSITIVE FEEDBACK

1. DESCRIBE PERFORMANCE IN
DETAIL
2. STATE THE VALUE/BENEFIT
3. EXPRESS APPRECIATION
4. DEMONSTRATE CONFIDENCE
5. THANK THEM FOR FUTURE
PERFORMANCE