

LMI Journal



Provided by Magdy Mahmoud, Everest Leadership Group

110 Squire Hill Road, Montclair, NJ, 07043, (973)650-2009, Email: magdy7000@gmail.com, www.everestleadership.com

Measure Behavior Change

By Larry Cole, Ph.D.

Imagine what it would be like to be able to “measure behavior change” to improve interpersonal performance just as you “measure behavior change” when improving technical performance. Now you can!

Think of your organization being similar to a set of railroad tracks. Your organization has two rails; technical and people. The technical rail consists of the product or service you provide to your customers and the people rail consists of your employees. Like the train track, both of these rails need to be well-maintained for your organizational success. A closer examination of the function of these two rails though, quickly tells a very important story. The people rail drives the success of the technical rail. Without people our company would not exist.

In spite of the obvious need to maximize people performance, many, if not most, organizations place their emphasis on training, developing and monitoring numbers associated with the technical rail. Measuring technical performance is so important that companies invest millions of dollars to ensure their technical measurement systems provide the necessary data to monitor their organization’s health. There are multiple reasons for this asymmetrical emphasis, including but not limited to:

1. It is easier to measure the technical performance.
2. We have been taught how to measure technical performance.
3. Technical performance is empirical and more concrete.

4. The perception that technical performance generates money.

LMI programming focuses on developing “people.” As people grow and develop, your organization does likewise. It’s all about people and their working relationships. LMI also recognizes the importance of systems to drive behavior change and incorporates the spaced repetition learning platform. A continuing challenge when working with people is to ensure the behaviors learning through the LMI process are actually put to work in the long-term. That challenge speaks directly to the need to establish a measurement system to monitor behavior changes.



LMI recognizes the similarity between people and a rubber band. You can easily stretch a rubber band and unless you have a system to maintain the stretch, it returns to its original state. People are stretched during the learning process and unless there is a system in place to ensure long-term use, people readily return to their original state like that rubber band. Consider for a moment what would happen if you removed the systems driving quality and safety. The consequence is obvious – both of these states would deteriorate. It’s a fact – systems drive behavior change and measurement is a crucial component of that system. Remember the cliché, “That which gets measured gets done!”

The exciting news is that you can use data to develop the people side of the organization as you do to improve the

– continued from page 1 –

technical performance of your company. You use a simple formula to measure behavior change on the technical side of the business:

1. Performance expectations are clearly defined.
2. Measure real-time performance against the performance expectations.
3. Make adjustments as dictated by the numbers.
4. Measure to ensure the adjustments had a positive impact.

You would have complete chaos and confusion if you did not use data to monitor the technical parameters of your company. Your company would probably not succeed without using data. The LMI Advantage offers the opportunity to use this same formula to measure the behavior change on the people side of the business.

1. The performance expectations are clearly defined through the LMI programming.
2. Use of the LMI Advantage measurement system, allows you to easily use real-time measurements to determine which performance standard(s) needs strengthened.
3. Behavioral solutions are defined to improve performance.
4. The measurement process is repeated to quantify the impact of the solutions.

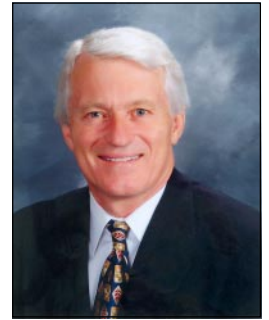
The basic methodology is that an LMI Partner provides the LMI programming for you and prepares the LMI Advantage web site. The employees participating in the measure behavior change process complete a brief training session to ensure the measurement process is easy to complete and confidential. Over time the employees complete a brief web-based survey to quantify the degree the LMI programming behaviors are being used in the workplace environment. The rating team then reviews the data and defines the behavioral solutions to improve performance. The impact of the behavioral solutions is then quantified. As you can see, the LMI Advantage methodology is designed to drive a behavior change using data in exactly the same manner in which data are used to improve technical performance.

In the words of Bruce Wilson, plant manager for International Paper, “we can now measure those behaviors once thought to be too subjective to measure.”

Alan Hutsinpillar, an LMI Partner in Medford, Oregon, has integrated this methodology with several of his clients. He comments that, “Those clients using the measure behavior change methodology have another opportunity to quantify the results of my work with their company. Everyone is

“LMI programming focuses on developing ‘people.’ As people grow and develop, your organization does likewise.”

– Larry Cole, Ph.D.



pleased to see the ‘measured behavior change’ that we strive to achieve through the LMI Process. Changes that translate into measured continuous improvement.”

The LMI Advantage methodology is designed to meet the specific needs to improve working relationships as well as individual performance. That means the methodology can be applied to improve working relationships among members of a team, between teams and between the team leader and their direct reports. In addition, individual performance can be improved through the 360° process or the easier to administer assessments by the direct reports or peer group.

Regardless of the application, the change platform to use data to identify areas for improvement and measuring the impact of solutions designed to improve performance remains the same. As you can see, the specific performance standards are then customized to meet the specific needs being addressed.

John Dumonceaux, an LMI Partner in Lincoln, Nebraska, is taking advantage of this flexibility by using the measurement methodology in a variety of applications, i.e., measuring the application ESM training, leadership development, action plans that emerged from the department’s employee engagement survey, and teamwork. He comments, “The data show us what behaviors need to be strengthened so we can define and measure the implementation of solutions to improve people performance as we do to improve technical performance. It’s great. It eliminates the need to ‘guess’.”

David Byrd, President of LMI, explains “The LMI Advantage is a cost effective methodology that provides a distinct advantage to those companies who understand that improving people performance is a prerequisite to improved technical performance which leads to improved profitability. Now that is a ‘win’ for everyone.”

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– John Dumonceaux, LMI Partner,
Lincoln, Nebraska

Develop Unshakable Determination

Develop an unshakable determination to follow-through on your plan regardless of circumstances, criticism, or what other people say, think, or do. This is often the breaking point for good intentions. Many people live their lives in the shadow of public opinion, drifting with the tide of criticism, and wind up wallowing in the backwash of mediocrity. Set a realistic standard for yourself. No one else can determine your desires, needs, or wants because no one else knows your priority of values or understands your potential. Once you know yourself and set your goals accordingly, determination is natural because you know that you are right and you know *why* you are right. You have information no critic can ever have, and armed with this inside information, you are impervious to unjustified assaults. Determination is neither stubborn defiance nor unreasonable inflexibility. It is, rather, firm resolve, quiet confidence, and unshakable persistence.

Table of Contents

Page 1-2:

Guest Author: Larry Cole, Ph.D.
Measure Behavior Change

Page 3: From the President

Personal Power of the Effective Leader

Page 4: Organizational Leadership

Guest Author: Dennis J. O'Brien
Strong Leadership is Necessary for Growth

Page 5: Supervisory Management

Guest Author: Adam Gawlikowski
Moving from Being a Manager to a Leader

Page 6: Personal Leadership

Designing Your Personal Growth

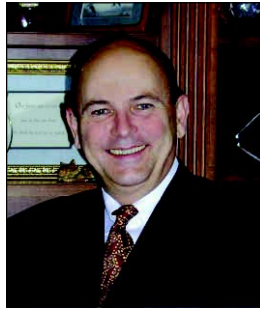
Page 7: Staff Development

Increasing Productivity

Page 8: Strategic Development

Bridging the Gap Between Potential and Performance

Personal Power of the Effective Leader



David Byrd
President, LMI

Effective leadership at every level of the organization is the key to the excellence and sustainability of the organization. From a shallow perspective, excellence and sustainability may not appear to be essential. Many organizations simply get lost in the operational part of doing business and produce “okay” results. However, successfully moving an organization to the next level is difficult, if not impossible, without these two driving forces.

What is excellence and sustainability? Excellence is simply the passionate pursuit of a better tomorrow. It is the “passionate” spirit of excellence that raises continuous improvement to a higher level. Excellence is the difference between an organization influenced by effective leaders and an organization that survives with “leadership by promotion.”

Sustainability is the quality of the organization to continue to grow regardless of the inevitable, uncontrollable circumstances of operations over the long-term. It is similar

“Excellence is simply the passionate pursuit of a better tomorrow.”

to a primer coat of paint under a finish coat on a metal surface. Why take the time? Obviously, it is to perpetuate the finish coat. Effective leadership is like the primer coat; it takes time, invest-

ment, and hard work, but it is essential in building sustainability in an organization.

For a moment I ask you to eliminate the mental picture of the natural-born, charismatic leader because effective leaders are developed not “naturally born.” In fact, the word “natural” does not describe the effective leader. It is unfortunate, but not surprising, that some readers may have never observed an effective leader. Research shows that effective leaders represent approximately 14 percent of the leadership ranks. Highly effective leaders are rare.

Effective leaders at every level of the organization foster positive and creative work environments, deliver measurable and sustainable results, and maintain the ethical integrity of the workplace.

In his book *The Leader of the Future*, the late Peter Drucker said, “There may be ‘born leaders’ but there surely are far too few to depend on them. Leadership must be learned and can be learned.”

Those organizations that heed the call of building a culture of excellence and sustainability must invest in the development of existing and future leaders. In addition, preliminary research demonstrates that effective leadership development enhances organization climate (employee satisfaction) and there are indications that employee satisfaction may correlate directly with profitability. Leadership development may not be a cost at all but an investment with measurable return.

With Positive Expectancy,

David Byrd

President, Leadership Management Institute™

Strong Leadership Is Necessary for Growth

By Dennis J. O'Brien, LMI Partner

Every company needs to experience positive, sustainable growth, and it takes leaders at all organizational levels to achieve it. In the years ahead, leaders who can truly help their organizations produce profitable growth are the ones who will find themselves moving into positions of increasing responsibility and control. Success in this area can only be achieved, however, by adopting the skills and habits growth leaders possess.

Skills and habits that contribute to the creation, development and implementation of ideas that propel organizations forward fall into two categories: what growth leaders do personally and what they accomplish through others.

Personal Work

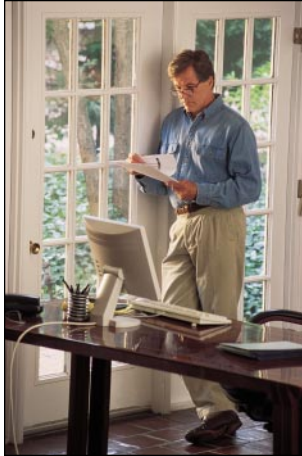
- ❖ *Goal directed.* With limited time and resources, the best growth leaders concentrate on a limited number of targets through the practice of setting goals. With an overall organizational strategy in mind, leaders clearly define the goals they want to reach, understand the process for achieving those goals, communicate them to others and work toward reaching them with intensity of purpose.
- ❖ *Are clear.* They can articulate in plain language what the final user of the new product needs and really wants. They are also very specific as to what's to be done to create such an offering. And these leaders present this information from the consumer's perspective, not the company's. Clarity is important because their direct reports can't buy into a plan unless they understand it.
- ❖ *Gain first-hand knowledge.* They get out of their office and are keen observers of consumers. They talk to customers to find out why they did or didn't make a purchase. Growth leaders supplement this first-hand knowledge with other tools, such as market research and focus groups, but seeing for themselves is essential.
- ❖ *Have a handle on risk.* Good leaders realize that growth projects have much higher levels of uncertainty compared to cost-cutting initiatives. Customers might not like your new offering or the competition may have a product that makes yours obsolete. In short, there's no guarantee that a growth project will work.
- ❖ *Display insight and judgment.* With unwavering determination, effective leaders apply their general intelligence and their common sense to the task of learning what works in the everyday world. Insight and

judgment empower effective leaders to move ahead with confidence.

Working through Others

As you can see, growth leaders demonstrate personal commitment to increasing the company's revenues. With that as the base, they get the rest of the organization as engaged about growth as they are. To do that, they show:

- ❖ *A belief in people.* Effective growth leaders believe people possess the potential for development and achievement. They believe people are basically intelligent and creative and that they want to do a good job. This message is communicated through words, attitudes and other nonverbal cues. They expect peak performance and top quality, but treat people with tact and respect.
 - ❖ *Are realistic.* If an objective seems unobtainable, many of a leader's direct reports will disengage and simply move in the direction of least resistance. While the best leaders establish challenging goals, they are also obtainable. Establishing realistic goals consistent with the organization's stated purpose while considering possible constraints is a critical determinant for success.
 - ❖ *Take risks on people.* Good leaders are willing to take some chances with people. They put them in stretch assignments, and then help them implement the ideas they come up with. This nurturing fosters creativity and inspires their people.
 - ❖ *Celebrate success and failure.* It's one thing to know that a certain number of growth initiatives won't succeed. True organizational culture is determined by what happens when a project succeeds – and particularly when one fails. Celebrating failure seems counter-intuitive, but sends a message to everyone that risk-taking is to be encouraged, even when it doesn't work.
 - ❖ *Inspire, communicate and delegate.* Leaders in growth organizations must work effectively in inspiring, communicating and delegating critical objectives at all levels. Especially critical is that the same sense of urgency expressed by a leader is consistently displayed by the senior management team.
 - ❖ *Instill accountability.* Delivering growth goals while building a culture of continuous improvement demands a high level of accountability. Stakeholders must believe that they have been given the tools, training and direction necessary for success and that everyone is held to a high and consistent level of accountability in delivering objectives successfully.
- This can and must be driven through all levels of the organization.



Moving from Being a Manager to a Leader

By Adam Gawlikowski, LMI Partner

In the business world, it's common for workers who encounter a difficulty in the process of performing a task to stop, go to the "boss," and ask for direction. Managers often hear this familiar phrase: "Hey boss, I've got a problem with this task, what should I do?"

Addressing the question, most managers simply tell the employee what to do and send them away. However, merely telling an employee what you believe should be done discourages self-discovery and self-reliance. Each time the "boss" tells the person the answer to the problem it's like giving the person an ice cream cone. They will keep coming back for another ice cream cone (answer).

If you're a manager with people reporting to you, you can stop this cycle of constant interruptions when you stop behaving like a manager and start behaving as a leader. Leadership behavior in this type of situation begins when you ask questions rather than tell people what to do.

Asking questions challenges the person to think. Leaders challenge people to think and empower individuals to rely upon themselves. However, when you hold on to the role of manager by prematurely exerting your knowledge, skill and experience, you take it upon yourself to solve other people's problems by telling them what to do. The result of this behavior is that you own the result, not the person who came to you with the problem.

When the associate asks the question: "What do I do about this stumbling block?" instead of telling the answer, start by asking a question. You might even preface your question with an assuring comment by saying, "Well, I've got some thoughts on that, but before I share my thoughts let me ask you: What do you think you should do?" Probably nine times out of 10 the associate's response will be essentially what you would have advised. When this happens, you can encourage the associate by saying, "That's good thinking. That's exactly the advice I would have given you."

At this point, you might be thinking that you already do this, that you already ask questions in the manner that I'm describing. But wait: true leadership doesn't stop here.

Now, the most important part for you, the manager who wants to become a leader should ask why the question was asked when the person already knew the answer. In fact, you can say it like this: "That's exactly what I would have told

you. Since you knew the answer, why did you ask?" The response will most always be, "I just wanted to be sure." You've heard that before, haven't you?

At this stage, you're in a perfect position to apologize for the fact that up to this point in your work relationship you apparently haven't convinced the associate how much you trust his or her judgment. You can say, "You know, I have to apologize. Apparently I haven't convinced you how much I trust your judgment. In the future, don't feel like you need to get confirmation from me on how to handle a situation like this. Just make the decision and keep me informed of the decisions you make." How do you think the associate would feel after hearing those words? This is empowerment; and empowerment is leadership.

Below is an example of a typical conversation between a manager as leader and an associate who reports to the manager:

Associate: "Hey Boss, I've got a problem with this project, what should I do?"

Manager as Leader: "Before I tell you my answer, let me ask you, what do you think you should do?"

Associate: "I don't know."

Manager as Leader: "Well, I appreciate that, but what do you think?"

Associate: "You're the Boss; you should tell me what to do."

Manager as Leader: "Well, that's true up to a point, but if I tell you what to do then I will own

the result. On the other hand, when you tell me how to solve your own issue, you will own the result. So, let me ask you again in a different way, if I were not here, what would you do?"

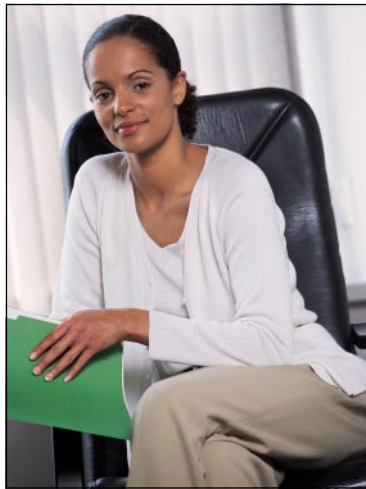
Associate: "Well Boss, I would..."

Manager as Leader: "You know what? That's exactly what I would have told you to do. However, before you leave to finish the job, I have an even more challenging question to ask: Since you knew what to do, why did you ask me first?"

Associate: "I just wanted to be sure."

Manager as Leader: "That's what I thought you might say. Therefore, I need to apologize to you. Apparently, I have not complimented you enough nor have I convinced you that I trust your judgment. In the future, please don't feel like you have to come to me with questions to confirm your thinking on these types of issues. Instead, make your own decisions, and keep me informed about what you did. Would that be okay with you?"

Behaving in this manner will guarantee more productive results and will enhance the relationship between the manager as leader and the associate. Seeking ways to encourage and show faith in the people that report to you will boost their confidence, not to mention their job satisfaction. Empowering your associates in this way will move you away from being a manager and towards being the leader I believe you want to be.



Designing Your Personal Growth

Philosophers, poets, and other writers from many centuries in the past have left us a rich legacy of literature that demonstrates one of the most vital tools of personal leadership development. This technique is the firing pin for rapid-fire change, the scope for the rifle of self-direction. This marvelous tool is affirmation. The dictionary calls *affirmation* “the act of asserting or affirming as true a positive assertion.” Affirmation is a positive declaration that describes what you want to be, what you want to have, or how you choose to live your life.

There is nothing particularly startling or new in using affirmation as a method of personal growth. It has been done for thousands of years. More than a hundred years ago, the French doctor Émile Coué began telling his patients they would feel happier and better if they adopted one simple idea: all they had to do was say over and over “Every day in every way I’m getting better and better.” Many people laughed at Dr. Coué. His method was so simple that they doubted its validity. He was teaching his patients nothing new. It was just another way of describing the power of affirmation used with spaced repetition to affect attitudes.

The repetition of a positive thought over and over, day after day, affects your subconscious mind – the creative power within you. Quotations, proverbs, sayings, and axioms are all affirmations. For example:

- ◆ A penny saved is a penny earned.
- ◆ A fool and his money are soon parted.
- ◆ To have a friend, you must be a friend.
- ◆ A stitch in time saves nine.

These are all borrowed affirmations – ideas appropriated from someone else to support the value system we hold. Borrowed affirmations are the most commonly used but are effective only when genuinely internalized. Borrowed affirmations are not the only familiar type. How many times have you said something like this: “I said to myself, ‘I can do better than that,’” or “I told myself to remember where I was putting that book.” Talking to yourself may be conscious and directed, or it may be subconscious and reflexive; but you do engage in self-talk, and that, in essence, constitutes affirmation.

When you see in the world what you believe to be there and affirm it through self-talk, you psychologically rein-

force your opinions and ideas. “But,” you may say, “this does not alter reality. The fact that I believe or disbelieve doesn’t change anything.” Objectively, an affirmation may not change anything, but subjectively, it certainly does. You tend to live up to what is expected of you, to your reputation – good or bad. The real importance of this truth in the area of personal leadership is that you tend not only to live up to what others expect of you, you also live up to what you expect of yourself. This is why the use of affirmation is such a dynamic tool for personal leadership development.

When you consciously practice the use of affirmation, the law of reinforcement begins to work for you. First you begin to look for those strengths and changes that you have affirmed. Because you expect to see such changes, you also begin to act like the person you have decided to become. You literally change because you act according to the expectations you have set for yourself. Your affirmation becomes a self-fulfilling prophecy.

There is nothing mysterious about the power of affirmation. Although at first you may find it difficult to make conscious use of affirmations, the reinforcement principle actually is simple and relatively easy to apply. Your confidence in the value of affirmation increases gradually as you take each progressive step and learn from your experience that it is worthwhile.



Types of Affirmations

You have the choice of several kinds of affirmations:

1. A *numerical affirmation* makes use of some number that has a special meaning for you. It may represent money, a date, or a number of activities. For example, a salesperson might use an affirmation such as 10-6-3-50. This would be a reminder that 10 telephone calls every day will result in six appointments for sales presentations, lead to three sales, and produce an income of \$50,000 per year. Repeating this affirmation makes it easy to make calls because the salesperson knows the benefit.
2. *Pictorial affirmations* intensify and build desire in your subconscious mind. Looking often at a picture that represents your goal stimulates your imagination and helps you create ways of transforming it into reality.
3. *Verbal affirmations* are condensed statements of a desired result or an attitude you wish to possess. For example: “My annual income is \$50,000.”
4. *Actions serve as affirmations*. Repetition of a new tennis stroke in practice is an affirmation. Repetition puts the law of displacement to work for you.

Increasing Productivity

Increasing the productivity of people in your work group automatically increases their ability to reach their personal goals along with the goals of the organization. At the same time, you reduce the time you spend personally to achieve those team goals. One of the most effective strategies for improving the productivity of people in your work group is involving them to an appropriate degree in the organizational goals program.

Increasing productivity means surpassing your previous best. It happens only when you adopt new goals that build upon past performances. Communicating this idea is the first key to unlocking the potential synergy of the team. To gain team commitment for continuous productivity improvement, you may have to nurture the “Let’s beat our best” attitude with team members on a one-on-one basis. Earn behind-the-scenes agreement and commitment from key group members before presenting new, challenging goals to the entire team. Laying such a foundation through both formal and informal communication is critical in developing effective teams motivated by the benefits of team achievement.

Always remember that communication is a two-way process. As you communicate organizational goals, solicit ideas and input from team members. Emphasize the positive aspects and benefits of the organizational and departmental goals. Give people an opportunity to accept goals for increased productivity, to make a personal commitment to their attainment, and to develop action steps for their personal contribution to team progress. Then they have a clear understanding of how they can achieve their personal goals by contributing to the achievement of organizational goals.

Creating a Learning Environment

A work environment that encourages learning is essential for continuous productivity improvement. First, clearly send the message to your people that continuing mental and educational development – through both formal and informal plans – is vital. Then nurture the three primary freedoms that create a learning environment: freedom to express dissent, freedom to make mistakes, and freedom to invest time in learning.

An indispensable aspect of a learning environment is the freedom to engage in solution-oriented discussion and discovery. Make sure people are rewarded not for maintain-

ing the status quo but for achieving constructive results. When people sense undue pressure to agree and to conform, they avoid pointing out even the most obvious problems for the sake of maintaining consensus and goodwill. The results are often embarrassing, and at worst, tragic. In contrast, a dynamic learning environment nurtures and supports people who express their ideas about existing policies and procedures that are not working well. Irate controversy, of course, is to be avoided; courtesy and positive attitudes should always be valued and maintained. Constructive, courteous dissent produces creativity, progress, and productivity.

Encourage those who possess the ability and the inclination to pursue answers to complex questions. One common yet misguided approach related to time efficiency is the autocratic demand for immediate answers and solutions.

This approach rewards shallow thinking on the part of team members and exerts pressure to be agreeable at all costs. Give people adequate time and support to develop insightful solutions.

Valuable experience involves making mistakes and learning from them. If you never make a mistake, it is because you have never stretched to reach a new challenge. Mistakes teach people

what does not work. Then they are free to move in a new direction to reach desirable goals. Establish “safety nets,” policies that protect people when they make honest mistakes in pursuit of corporate goals. In so doing, you encourage them to shed their protective, perfectionistic guards and to experience enthusiasm for innovation and learning.

Give your team members the freedom to schedule the necessary time for job-related educational development. Appropriate time allocation is a key factor in creating a learning environment. Although continuing education and training take time away from immediate results, the investment of time now provides huge dividends later. Goal setting, leadership, and management development are important for all team members’ continued professional development.

A healthy, dynamic learning environment is characterized by freedom to express dissent, to make mistakes, and to invest time in learning. These elements of a learning environment provide the necessary backdrop for effective communication, leading to continuous improvement and increased productivity.



Bridging the Gap Between Potential and Performance

Since 1966, Leadership Management Institute™ has been bridging the gap between potential and performance by helping organizations and individuals evaluate their strengths and opportunities through implementation of the unique and proven LMI Process™.

The LMI Process™ ...

- Develops leaders who, in turn, empower their people to use their untapped talents and abilities.
- Identifies key areas the organization should focus on in order to reach the next level of success.
- Gives direction to an effective solution and delivers measurable results.
- Practices a 93 percent effective leadership model.

The LMI Process™ is designed around a Strategic Development™ model with four vital components:

- Awareness
- Development
- Planning
- Results Management.

LMI® tools and processes have been making a difference in organizations and individuals for 40 years in more than 60 countries.



The *LMI Journal*™ is published for Leadership Management Institute™ by Rutherford Publishing, 7570 FM 1123 #19B, Belton, Texas 76513, 1-800-815-2323, E-mail: rpublish@rpublish.com. Website: www.rpublish.com Copyright © 2007 Rutherford Publishing. All rights reserved. Material may not be reproduced in whole or part in any form without the written permission of the publisher.

Publisher: Ronnie Marroquin

Managing Editor: Kimberly Denman

LMI Editor: Staci Dalton

To contact Leadership Management Institute, call 1-800-568-1241 or E-mail: info@lmi-usa.com.