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## Objectives

- General discussion about the book
- Developing strategies for putting the ideas into action.

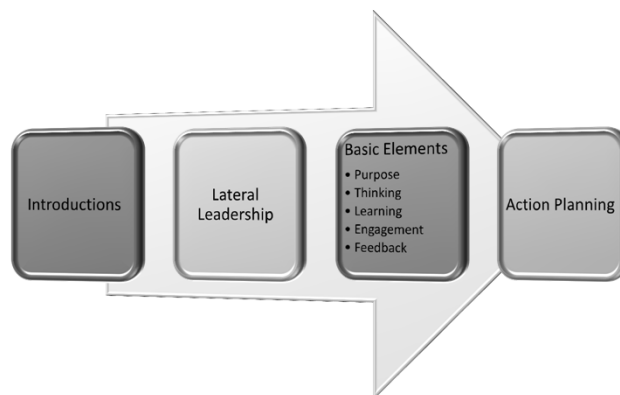


## Norms

- Confidentiality
- Listening
- Self-care



## Agenda

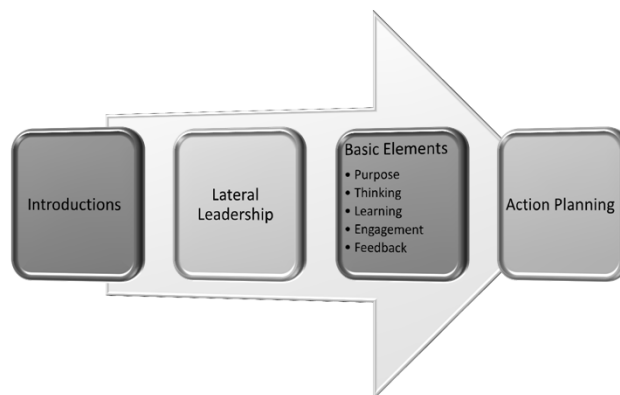


## Introductions

- Name
- Where you work
- One thing you've already learned about collaboration.
- One thing you got from the book.

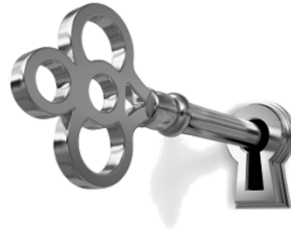


## Agenda



## Key Principles

- Lead by example
- Build relationships
- Open an inquiry
- *Gently* push the envelope

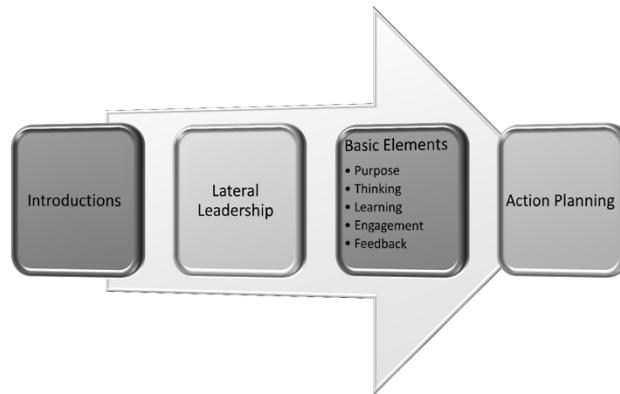


## Lateral Leadership

- Tale of the Tip Sheet
- How could I have ...
  - Accepted responsibility?
  - Made it attractive and empowering?
  - Involved him?



## Agenda



## Purpose

- 1<sup>st</sup> step: getting clear on your purpose
- Thought experiment:
  - What would happen if you weren't there, and no one stepped in to do your work?
  - What would happen if you fulfilled your role perfectly?
  - Now, write a mission statement.



### **Your Mission at Williams**

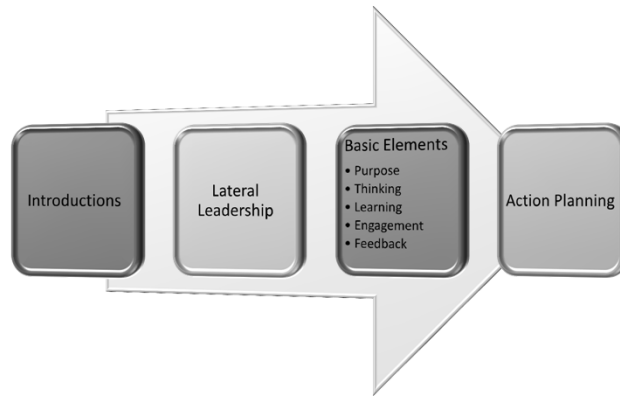
What would happen to your team if you stopped doing your job and nobody replaced you?

How would your team benefit if you played your role perfectly?

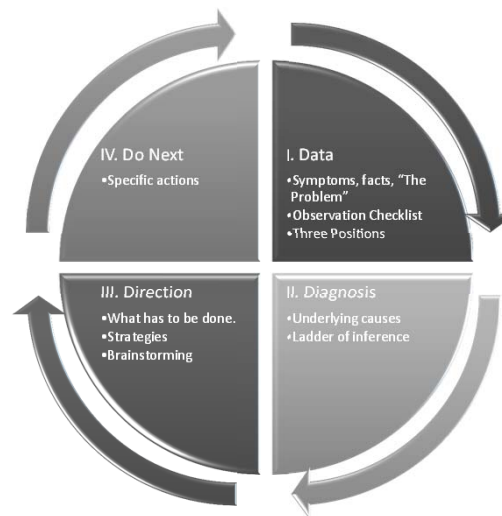
Who are the people that benefit from your services? What are the different ways in which they benefit?

Using your answers to the questions above, write one sentence that reflects your personal sense of your mission at Williams.

## Agenda



## Thinking



### **Q-Storming in Practice**

Jane, a senior manager at an IT firm, attended a Q-Storming workshop. She was quick to volunteer when I asked who needed a breakthrough. She described a situation with Leslie, a highly-paid employee in her department. Leslie had been underperforming for almost two years in a position the company had created three years earlier in response to an emergency.

Jane had excellent coaching skills. She had worked hard with Leslie to improve her performance but to no avail. Jane didn't want to fire Leslie, a loyal employee who had done well for the first year in her present role. In fact, prior to being placed in this position, she had done well for several years.

Here's the Q-Storming goal I worked out with Jane: to discover a solution that will be satisfying and beneficial for Leslie, the company and Jane. The other participants generated 43 questions, hoping for ones that Jane hadn't asked herself previously. As usual, the more obvious questions came first, such as: "How can I get better at coaching Leslie? What am I missing about Leslie that would make a difference? What will help me feel better about myself as a manager and coach?"

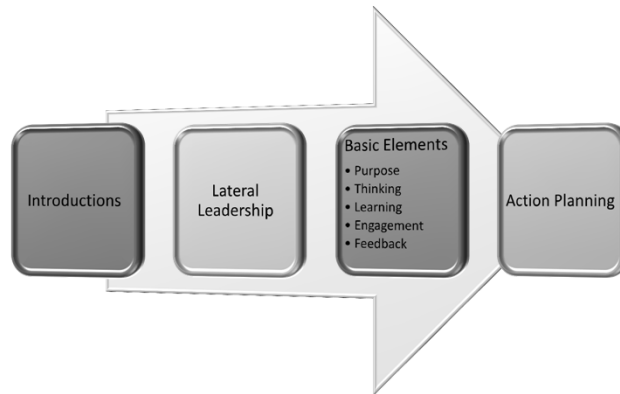
Finally, someone came up with a question that caused Jane to nearly jump out of her seat: "Does the company still need this role, since it was created to address an emergency that happened three years ago?" "I never thought of that!" Jane exclaimed. Her assumption that she was dealing with a performance problem was what had kept her stuck. She had never considered that this might be an organisational problem, so she hadn't questioned whether Leslie's role was still necessary. It wasn't, and there was another position where Leslie could be reassigned.

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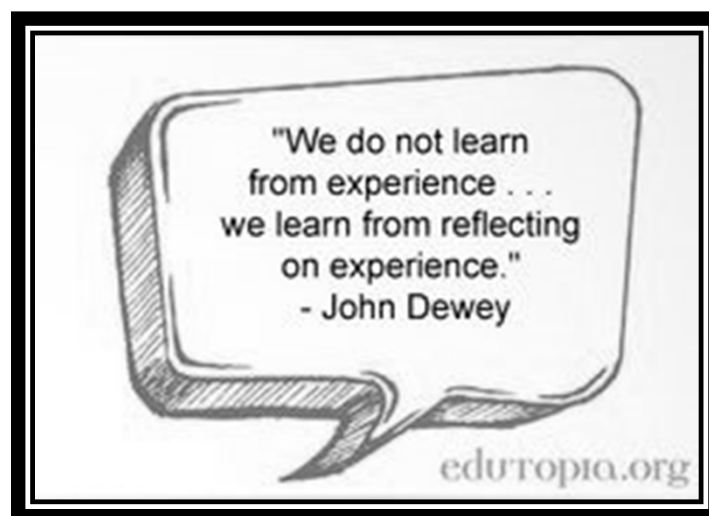
Excerpted from "Stop brainstorming, Start Q-Storming" by Marilee Adams, retrieved from:  
<http://www.empowermagazine.com.au/stop-brainstorming-start-q-storming/> 5/20/14



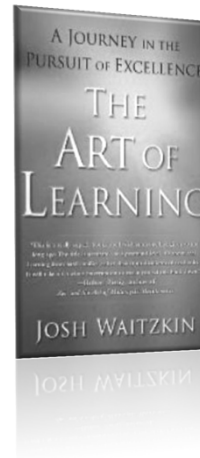
## Agenda



## Learning



## Josh Waitzkin



### **Learning from Mistakes**

Consider a situation at work that didn't come out as well as you hoped. You suspect you may have contributed to the problem somehow, though it may not be clear exactly what. Investigate the situation using the questions below:

**What was the probable sequence of events?**

**Were their multiple small mistakes that led to a larger one?**

**Were there any erroneous assumptions made?**

**What were your goals? Were they the correct ones?**

**Was it possible to have recognized bad assumptions earlier?**

**Was there information you have now that would have been useful then?**

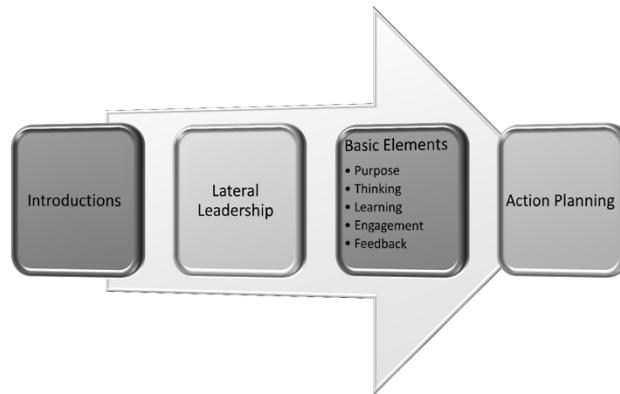
Does this situation resemble other situations you've been in? What are the resemblances?

What would you do differently if in this exact situation again?

How can you avoid getting into situations like this?

How can you get into situations more to your liking?

## Agenda



## Engagement



## Engagement



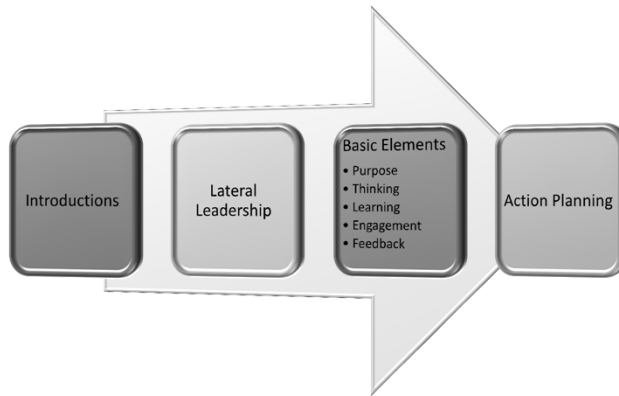
## 5 Dysfunctions of a Team



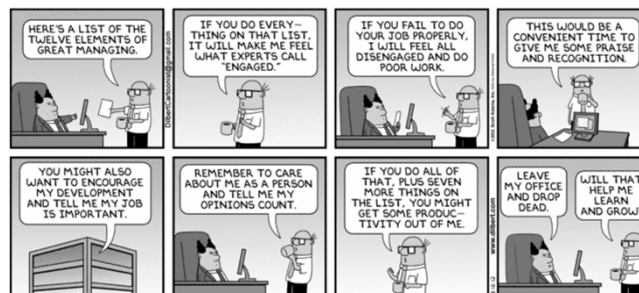
### **Appreciation Letter**

Draft an email to a colleague appreciating them for something they have done. Describe their specific behavior and its impact on you. When you get back to your office, type it up and send it..

## Agenda



## Engagement





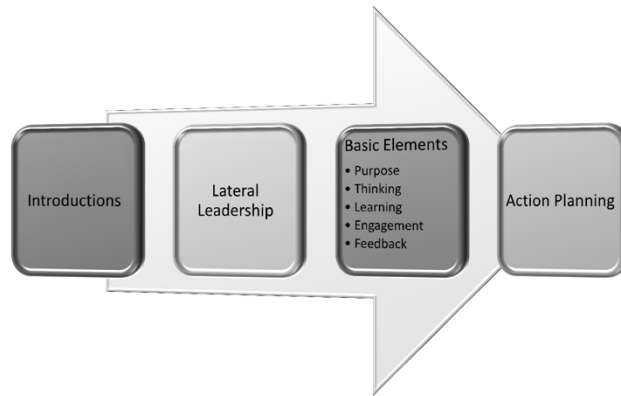
## Engagement



## 5 Dysfunctions of a Team



## Agenda



## Feedback

- Become a reliable source of appreciation
- Give appreciation skillfully
- Invite feedback from others
- Get an invitation to give feedback
- Give constructive feedback skillfully

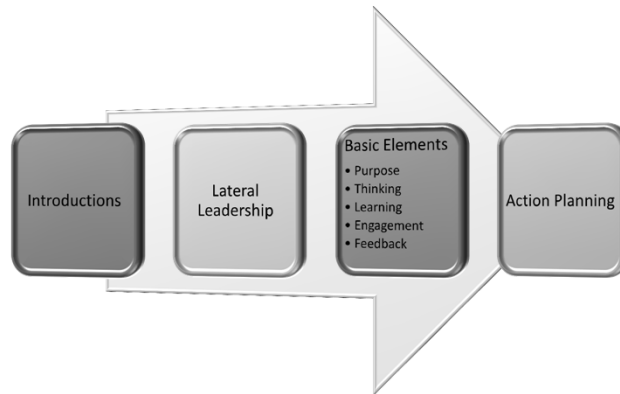
## Appreciation Formula



## Constructive Feedback: The Key Formula



## Agenda



## Write a SMART Goal



## SMART Goal Worksheet

You've read the book. You've come to the workshop. Now, make a specific commitment about what you are going to do as a result. Use the SMART formula.

### Self-rating.

Is the goal ...

Specific

☐

Measureable

☐

Attainable

☐

Relevant

☐

Time-  
Bound

☐

A stylized illustration of the words "Thank you" written in a cursive, handwritten font. A pen icon is positioned at the end of the word "you", as if it has just finished writing.

- Program evaluation link will be sent by email.
- You'll get a link to a course page with all the materials.

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