

LEADERSHIP COACHING AND MENTORING –PACK

April 2022

Established in 2006

Welcome to this month's edition.

Damian Piper CBE our Resilience Coach starts this month edition with: **'Searching for the key or doing the basics brilliantly?'** "When coaching people, they are in pursuit of something - developing themselves, managing a transition and pursuing health goals are all examples. Often with the pursuit comes the idea that there are big things that they need to find to help their journey. Sometimes there are....." I am just about to receive a series of coaching sessions; your article will help me focus on the 'basics' thanks Damian.

'My 3 Least and Most Favourite Questions...' from one of my favourite leadership authors, David Taylor. I am still thinking about the third question.

From me: **'The 3rd Leadership Lesson I learned – Surround yourself with Talent'** "Standing in front of a room full of colleagues, I am about to open the Dosh (Financial Advocacy) Ltd conference as we celebrate our 15th Anniversary as a company. I look around the room and sense the anticipation, enthusiasm, and energy. Once more I am surrounded by talent...."

Influence: lessons from business for teaching, part 4 by Sam Pullan "Car dealers. Marketing executives. Phone companies. Waiters. Teachers. What do we all have in common? We all want people to do what we want. Buy stuff, read stuff, eat stuff, do stuff, don't do stuff, do stuff differently. It's not always easy, though....." thank you Sam I have thoroughly enjoyed our series and thank you for your kind permission to share your articles in our Leadership Pack.

Leadership & Common Sense: A perfect marriage! By Joyce Raw. "If you have been involved in leadership in any capacity, you will be aware of that old chestnut "Leadership....nature or nurture?" Do we think that leaders are born, or do we think that leaders are/can be created? Will we ever agree on a definitive answer?" PS. Joyce is my Life and Work Coach.

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It's not about how good you are

It's how Good You want to be

Searching for the key or doing the basics brilliantly?

When coaching people, they are in pursuit of something - developing themselves, managing a transition and pursuing health goals are all examples. Often with the pursuit comes the idea that there are big things that they need to find to help their journey. Sometimes there are. However, one of the things I like to explore early on with people is do they really understand the basics associated with their goal. It's common that they don't. Here are four characteristics of the basics:

1. **They help generate clarity on what's really important**

When we are in pursuit of something it can be common to get overwhelmed by the scale of what you need to do or the uncertainty of where to begin. When we take the time to really test why we want something it drives clarity and purpose which in turn helps work out what is and is not relevant.

2. **They are within the grasp of most people**

The surprising thing for many people about the basics is they are just that – basic. As such with commitment they are well within most people's grasp. There's nothing fancy about them. In fact, I'm always interested to explore when people get over complicated with their approach – this can be a tell-tale sign of possible procrastination.

3. **They are unassuming**

The basic things often get discounted as they are not impactful enough. Instead, people pursue some magic bullet or shortcut to what they want to achieve. The basics are unlikely to shift the progress dial overnight. However, done consistently, these basic things add up and help us progress. A bit like the marginal gains approach that was popularised in the 2010s. When you add up all the micro bits of progress you can make significant strides.

4. **They can be a bit boring**

This is perhaps the real reason why the basics get overlooked or discounted. Often theirs a repetitive element to them. So, they lose out to more seemingly interesting pulls on our attention. See point 1 above.

Here's some examples of the basics to get you thinking:

- a. Getting a better rapport with your team – asking individuals how they are doing and being genuinely interested in their response.
- b. Getting better at interviews – researching the common questions and developing and testing your answers to them with critical friends.
- c. Improving flexibility – minimum 5 minutes stretching every day.
- d. Wanting to start a blog – write 300 words every day.
- e. Learn a new language – 10 minutes per day with a free language app.
- f. Eating to support your health – minimum of five portions of fresh fruit and vegetables each day.

- g. Improving your hydration – carry a bottle of water and drink a minimum of 2 litres per day.
- h. Unsure about career choices - 15 minutes three times a week to explore options.

Of course, it's important that you work out what the specific basics are for what you need to do. Getting help and support to do this can be beneficial. I'm confident that if you do and then commit to doing them no matter what your goal you will make progress.

As always, I'm interested to hear how you get on.

Damian

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“There comes a time when one must take a position that is neither safe, nor politic, nor popular but he must take it because conscience tells him it is right” Martin Luther King Jr

The future will be shaped by optimists

[Kevin Kelly: The future will be shaped by optimists | TED Talk](#)

"Every great and difficult thing has required a strong sense of optimism," says editor and author Kevin Kelly, who believes that we have a moral obligation to be optimistic. Tracing humanity's progress throughout history, he's observed that a positive outlook helps us solve problems and empowers us to forge a path forward. In this illuminating talk, he shares three reasons for optimism during challenging times, explaining how it can help us become better ancestors and create the world we want to see for ourselves and future generations.

What reality are you creating for yourself?

[Isaac Lidsky: What reality are you creating for yourself? | TED Talk](#)

Reality isn't something you perceive; it's something you create in your mind. Isaac Lidsky learned this profound lesson first-hand when unexpected life circumstances yielded valuable insights. In this introspective, personal talk, he challenges us to let go of excuses,

assumptions, and fears, and accept the awesome responsibility of being the creators of our own reality.

The 3rd Leadership Lesson I learned – Surround yourself with Talent



Standing in front of a room full of colleagues, I am about to open the Dosh (Financial Advocacy) Ltd* conference as we celebrate our 15th Anniversary as a company.

* www.dosh.org is a 'not for profit' company and part of a charity supporting adults with a learning disability, with their money.

I look around the room and sense the anticipation, enthusiasm, and energy. Once more I am surrounded by talent.

My colleagues have been recruited from the world of banking, local authorities, and social care and two team members are musicians! They all share a commitment and passion for supporting people with a learning disability to have more control and independence over their money.

This was the third leadership lesson I learned in my first career in the Army - if you want to achieve great things, make a difference in other people's lives and leave a lasting legacy you can't do it on your own.

Always surround yourself with people who are even more talented and competent than you." ~ Stephen Covey "If you have great people around you, they will take you higher than your dream will. Leaders are never self-made".

How this has worked for Dosh in Five Ways:

1. Colleagues who have specific areas of expertise freely share their knowledge with each other which has a knock-on benefit for our customers.
2. We recruit people for their values, knowledge, life experience and their leadership skills – all of our colleagues are leaders.
3. Succession planning and Business Continuity has never been an issue for Dosh, we have always had colleagues ready and willing to step into the 'breach' whenever there is a need.
4. You know when you have a successful team – it is when their ideas outnumber yours. Dosh has continued to thrive because of these ideas.

5. We have sought out other teams within our wider organisation who can support us to deliver for the people we support: IT, Marketing, Contracts, Management Accountants, HR, Fundraising etc. Super talented colleagues who we call 'Friends of Dosh' and we ensure that we express our gratitude for their help and support on a regular basis.

How surrounding yourself with talent has made me a better leader:

1. As a leader you don't have to have all the answers - my talented colleagues do!
2. I have learned from those around me – how they work things out, how they see things from a different perspective and what they know that I don't
3. I have been able to progress my teams' objectives so much quicker for having surrounded myself with talent.
4. One of the leadership highlights in both my careers has been able to play a small part in developing people and progressing their careers. Their success will be my legacy.
5. It has stopped me from being complacent. When you are surrounded by talent you need to perform to your highest standard every day.

10 Tips on how to surround yourself with talent and retain them:

1. Recruit and select people who have different backgrounds – go for diversity.
2. Never stop talent-spotting even when you don't have vacancies. I am constantly looking for people I may want to work with, join our team and be part of my network.
3. You need to be secure in yourself as a leader and not feel threatened by people who are going to challenge what you do and what you think.
4. Strive to build a reputation that you welcome and support talent.
5. Find responsibilities that will challenge your talent, so they develop and feel accomplished
6. Constantly be looking for opportunities for your colleagues, not just within your team, so they develop their portfolio of experiences.
7. Don't hold your colleagues back, if they move on then try to retain them within your network. This is something we strive for in Dosh, regularly inviting our former colleagues to our team events. We never forget what they did for our company, they are our 'Legends' and are referred to as such.
8. Look for people who are values-driven, have a positive attitude, lots of energy, and have a track record of delivering results.
9. Always thank colleagues. As a manager at a Registered Care Home many years ago, at the end of every shift I personally thanked each colleague. It was always a privilege to work with them.
10. It is also important to work for good leaders. I have been incredibly fortunate to have worked for some amazing people who continue to be part of my network and influence my leadership and management. In the early 90s I had the good fortune to work with Army officers, five of whom I am still in regular contact with and often call on their help and support.

And finally.....

You know when you are surrounded by talented people - at the end of the day you are happily exhausted. The venue where we are holding our company conference is huge with a labyrinth of corridors. I don't need to ask for directions to the restaurant, I just need to follow the growing sound of laughter and chatter of team members.

When you surround yourself with talent and recruit characters bristling with humour, ideas, and conversation, it's a good place to be.



Angela Atkin a super talented colleague, the first team member and longest serving employee for Dosh Ltd

Cutting the Dosh 15th Anniversary Cake.

Related:

1st Leadership Lesson I learned: [The first leadership lesson I learned – It is about others before you – Leadership in the Raw](#)

2nd Leadership Lesson I learned: [The second leadership lesson I learned – Self Discipline – Leadership in the Raw](#)

Steve Raw, Managing Director for Dosh Ltd



My 3 Least and Most Favourite Questions...

Time to read: 33 seconds

Dear Steve

I say I don't like them, and yet I secretly do...

Ranked in order of how often they are asked:

No 1 – 'Are Leaders Born or Made?'

My answer - "Made." If you believe its "Born," just make sure you believe you were born in the right part of that hospital...

No 2 – 'What's the difference between 'Management' and 'Leadership?'

My answer – "Who cares – it's irrelevant". If you are feeling more polite, and have plenty of time on your hands, google it and make your choice. I love the way there are so many different views on this, with many of them spoken/written as if they are the gospel truth.

No 3 – "If my Outcome is to Fail, and I Fail, have I succeeded?"

I kid you not – I was so thrown by this on a Zoom event that I waffled on for quite a while. After I stopped talking, the person who asked the question said "So that's a 'Yes' then?" 😊

How would you answer these questions?

David

@nakedleader across all social media

www.davidtaylorblog.com

www.thorlhome.com

"I don't want to be remembered as the girl who was shot. I want to be remembered as the girl who stood up" Malala Yousafzai

THE ANATOMY OF KINDNESS

(Recommended to me by Justin Smith, Operations Manager, Thera East Anglia).

[The Anatomy of Kindness - 30/03/2022 - BBC Sounds](#)

Released On: 30 Mar 2022 Available for over a year

In the final part of the Anatomy of Kindness, Claudia Hammond and guests ask, 'Can bosses be kind'? Using evidence from the Kindness Test, the world's largest psychological study into kindness, Claudia starts her quest with Thom Elliot Co-founder of Pizza Pilgrims, who deliberately set out to foster a kind culture in a sector not exactly known for its benevolence. They're joined for pizza by Prof Robin Banerjee, architect of the Kindness Test to discuss the findings and examine whether kindness in business really does result in success. Joe Folkman is the perfect person to ask. He runs an evidence-based leadership development firm and produced a fascinating study "I'm a boss why should I care if you like me"? It turns out there's a strong correlation between being likeable and effectiveness. Such concepts are backed up by a relatively new field of research called 'ethical leadership' pioneered by Professor Mike Brown. But 60,000 people who took part in the Kindness Test revealed time pressures as one of the barriers to being kind, so how easy is it to be a kind leader on a day-to-day basis? Claudia meets former head teacher Ros McMullen who tells some home truths about leadership in a culture of relentless pressure and accountability. Plus Lisa Smosarski, editor in Chief of Stylist magazine shares shocking office stories of the 'Devil Wears Prada' era and discusses wider societal shifts that may be contributing to a kinder culture in her industry. And Claudia's fellow science presenters, Robin Ince, Hannah Fry and Marnie Chesterton recall some old bad boss stories of their own.

"The only people we think of as normal are those we don't know very well"

Sigmund Freud

Influence: lessons from business for teaching, part 4

Sam Pullan

<https://idontknowtheanswers.wordpress.com/2022/01/01/influence-lessons-from-business-for-teaching-part-4/>

Background

If you've read Part 1 on Liking, Part 2 on Social Proof or Part 3 on Authority, you can skip this bit and go straight to Part 4. If not, it'll help.

Car dealers. Marketing executives. Phone companies. Waiters. Teachers. What do we all have in common? We all want people to do what we want. Buy stuff, read stuff, eat stuff, do stuff, don't do stuff, do stuff differently.

It's not always easy, though. Usually the stuff you (we) want people to do is stuff they aren't already doing. Or if they are doing it, they aren't doing it enough, or in quite the right way. We all know that though. So, why this blog?

Well, there I was, idly flicking through Freakonomics Radio, when I came across an episode called How To Get Anyone To Do Anything. Always a sucker for a quick fix (Get rock hard abs fast without exercise or diet? Yes please!) I dived in.

The episode was an interview with Robert Cialdini, author of *Influence: the psychology of persuasion*. First published in 1984 and, I'm told, a classic of the genre, it was updated in 2021, hence the podcast. In it, Cialdini takes host Stephen Dubner through some of the key principles that people he calls "compliance professionals" use to get us to do those things they want us to, but which we probably wouldn't without some gentle encouragement.

It was good. So I bought the book. And in this short series of blogs, I'm going to outline some of Cialdini's theories and how they might be applicable to various roles in school. He identifies seven "levers of influence" but I'll stick to four: liking, social proof, authority, and commitment and consistency.

A couple of disclaimers: I haven't interrogated Cialdini's sources, nor sought corroboration for his claims. I also note from various reviews that lots of other people have said and written similar things, and no doubt some have contradicted them. Be that as it may, I found lots of the book was relatable and applicable to teaching, and I thought you might too. Here goes.

Part 4: Commitment and Consistency

In this chapter, Cialdini explains how you can use the power of commitment to encourage the behaviour you're after.

The basic premise is this: "Once we make a choice or take a stand, we encounter personal and interpersonal pressures to think and behave consistently with that commitment." So far, so expected. But here's the bit I really like: "Moreover, those pressures will cause us to respond in ways that justify our decision."

Cialdini gives lots of examples to back this up, but I'll summarise just one. Residents of a California neighbourhood were asked to have a billboard with the words "Drive Carefully" placed on their front lawn. The sign was enormous, blocking much of the view of the house, and looked awful. Only 17% agreed to have the sign, apart from one group where the figure was a whopping 76%. Two weeks earlier, that group had received a visit from a volunteer worker, who asked them to display a three-inch square sign that said, "Be a Safe Driver." It was such a little request, and so hard to refuse, that almost everyone agreed. But, fascinatingly, this seemed to make them far more likely to comply with another, much more intrusive, request – to host the big Drive Carefully sign.

Even more remarkably, other homeowners were asked to sign a petition to "keep California beautiful." Who wouldn't do that? A couple of weeks later, a volunteer popped round to the same homeowners and asked them to have the big Drive Carefully signs in their front gardens. About half agreed, even though their recent commitment had been to a different public service topic.

The researchers concluded that signing the beautification petition caused people to see themselves as public-spirited people who acted on their civic principles (and who knows, maybe they actually were). So, when asked to do something else public spirited, "they complied in order to be consistent with their newly formed self-images." As the researchers

put it, once someone has agreed to a request, “he may become, in his own eyes, the kind of person who does this sort of thing...who takes action on things he believes in, who co-operates on good causes.”

So, if we can get people to commit to something, they may well alter their subsequent behaviour to fit in with the view of themselves that they, and others, now have. Helpfully, Cialdini goes on to explain how these commitments can be made most effective. They must be **active, public, effortful and, most important of all, freely chosen**. Let’s take each in turn (briefly, promise).

- **Active.** Basically, this means *write it down*. A written commitment provides physical evidence of the intention. Not only does this ensure we can’t deny making the commitment, it can also persuade those around us that the commitment reflects what we really think. This brings in the awesome power of social proof (remember Part 2? Course you do!): Cialdini notes that shortly after hearing their neighbours considered them charitable, people gave much more money to a fundraiser. So, a written commitment can change our view of ourselves, and others’ view of us, which in turn reinforces the likelihood that we will behave in ways congruent with our commitment.
- **Public.** “Whenever one takes a stand visible to others, there arises a drive to maintain that stand in order to look like a consistent person...The more public a stand, the more reluctant we are to change it.” That’s why we’re always being told that we are more likely to stick to goals if we tell others about them. I won’t linger on this one. You know it’s true. It’s also why you love that quotation from JM Keynes: “When the facts change, I change my mind. What do you do?” Gives you a lovely get-out.
- **Effortful.** “The evidence is clear: the more effort that goes into a commitment, the greater its ability to influence the attitudes and actions of those who made it.” Cialdini describes a frankly eye-watering event that marks entry to adulthood for males in a particular African tribe, and the brutal initiation ceremonies common to a number of American university fraternities. In both cases, he says, “the severity of an initiation ceremony heightens the newcomer’s commitment to the group.” To be honest (and we saw in Part 3 how important honesty is in gaining trust) I think imposing frat-house style entry requirements for your new Y7s might be going a bit far, but making it seem like a Big Deal to join your school might perform a similar function. I’ve referenced the Michaela School’s extensive pre-joining bootcamp for pupils before, but this could be another reason why it works so well.
- **Freely chosen.** “We accept inner responsibility for a behaviour when we think we have chosen to perform it in the absence of strong outside pressure.” An external stimulus to act (or not act), such as a reward or threat of a sanction, might influence behaviour but, says Cialdini, we won’t feel committed to the particular act. In fact, such external pressures could even have the reverse effect, causing people to be reluctant to perform the behaviour in their absence. (“There’s no reward, this time, for completing my homework by the

deadline? I won't bother, then.") If Cialdini is right, this doesn't necessarily mean allowing pupils simply to choose what to do. It means giving them a chance to make a relevant decision. He cites a study which showed that young children told not to play with robots because it was wrong and because if they did they'd be in trouble, complied at the time. But six weeks later, given no further instruction and in the absence of the person who'd spoken to them before, almost all of them played with the robot. A similar group, told only that it was wrong to play with the robot, eschewed it to the same extent as the initial group, *and did so again six weeks later*. The researchers concluded that this was because the children felt they had made the decision not to play with the robot, rather than not doing so for fear of a telling off. I suspect quite a lot of secondary school age children, at least, would view this as "treating us like adults, not children." So perhaps don't say, "Don't do this or you'll be in detention," but, "Don't do this, because it runs against the core values you signed up to when you made that active, public and effortful commitment to them."

One more piece of Cialdini advice. Remind people of the commitments they've made. This helps restore the commitment, but also prods people to recall that they are the kind of person who makes that kind of commitment, and therefore want to live up to that standard.

Two quick examples to prove these points. The first stems from Tom Bennett's *Running the Room*. You know those classroom rules we get the kids to agree to at the start of the year? Be on time, bring your book, don't interrupt, do your homework, etc. All well and good, but, Tom says, unless we remind people of them, and revisit (including practise) them regularly, they will get forgotten. Linking Tom and Cialdini, the commitments could easily be active (written down), public (have them on the wall, or in their exercise books), freely chosen (developed with the pupils) and regularly reprised. It won't make everyone behave just so, but it should give you a flying start – and if you add to it social proof, a bit of authority and a dash of liking, you're well on your way.

The second is from my own, current, experience. I've introduced a thing to Y8 called Make It Happen. Everyone chooses (freely) two goals, one school based and one not. They also note down the milestones they will need to pass along the way, when they will pass them, and what they need to do to get there. Bespoke stickers are available at each milestone. We launched this last year, using OneNote to share electronic templates to be filled in, which tutors could then check. While some people really took to it, most – OK, almost everyone – didn't. Same this year. Having read Cialdini, here's what I'm going to do to make Make It Happen happen.

1. A couple of weeks before the launch, run an electronic survey, asking people whether they think they are more likely to work to achieve their goals if they write them down or just think about them; keep them to themselves or go public; have to work hard for them or if they're easy; are told what they are or can freely choose them. This should encourage lots of them to see themselves as the kind of people who would set goals and monitor their progress.

2. When launching, deploy social proof by getting some older children who have benefited from MIH to explain to Y8 why it's such a good idea. Also, ensure it's all couched in terms of why this is a good thing to do, so they will want to do it and feel they have freely chosen to engage.
3. Bin the electronics and go paper based. This will adhere to the "Active" principle. I have a sense that writing something is more commitment-forming than typing.
4. Put up a list of everyone's goals in each form room. Not all the milestones, that's too much. Just the end goals. This meets the "Public" principle.
5. Make it quite hard to complete the initial sheet. That is, have several boxes on there, all of which need to be filled in, so it's "effortful."
6. Return to it formally (e.g., in tutor time) and regularly.

Some of this we've already done. So maybe it's just a crap idea that will never work. But I don't think so, and I won't give up until I've given it the best chance of success.

Sam Pullan. Head of Y7 and 8. Hist and Pols teacher Twitter @MrSamPullan

[**Influence: lessons from business for teaching, part 2**](#)

[**Influence: lessons from business for teaching, part 1**](#)

[**Influence: lessons from business for teaching, part 3**](#)

<p>"Every human has four endowments: self-awareness, conscience, independent will and creative imagination. These give us the ultimate human freedom. The power to choose, to respond, to change." Stephen R. Covey</p>

Leadership & Common Sense: A perfect marriage!

By Joyce Raw

If you have been involved in leadership in any capacity, you will be aware of that old chestnut "Leadership...nature or nurture?" Do we think that leaders are born, or do we think that leaders are/can be created? Will we ever agree on a definitive answer?

However, like most people involved in leadership, I have my own theories on this topic and hold the firm belief that leadership (well, good leadership anyway!) is not a "free spirit" living the single life but is actually married to common sense.

There are many wonderful authors out there who have written excellent books on leadership, but even they will admit that they expect the reader to be able to employ a modicum of common sense when leading others. It may be that people who are not born leaders, but who possess buckets of common sense, can be mentored to become good leaders, and natural leaders will already be nodding their heads as they will consider themselves to be in possession of oodles of common sense.

So, read through the following examples and decide for yourself: is this leadership or common sense? Please note that it is assumed that you have taken action rather than do nothing as, well, no-one wants to be that guy do they?

- You've just finished doing your photocopying and have all you need, but there are only a few sheets of paper left in the photocopier and you know others are waiting to use the copier after you. Do you reload the copier because a) it's the right thing to do and out of courtesy for your colleagues or b) not everyone knows how to reload the copier properly and the ensuing paper jams will delay work and cause anxiety?
- At the weekly team meeting the person who normally takes the minutes is away and you decide to take it upon yourself to do the minutes because a) everyone knows that when you do the minutes they are accurate and your colleagues will have a reminder of the tasks they have agreed to undertake, or b) without accurate minutes some tasks may be unnecessarily duplicated and time wasted, or some colleagues may take the opportunity to let someone else do their work?
- A very popular colleague has decided to leave the organisation and there is a collection. In the past there has been general apathy about collections but you do not want the person to feel they were undervalued during their employment, so you decide to do the collection because a) if someone does not start the collection soon you will run out of time and it could potentially be embarrassing for the organisation, or b) you are very persuasive and can charm most people to contribute at least something so you can present the gift on time?

Now, it may be that you have said that you would do all of those things, but how will you know the difference between leadership or just plain old common sense?

In one of my past employments as a registered manager for a domiciliary care agency, it was sometimes difficult to persuade a senior member of the team to act in a supervisory capacity when I wished to take annual leave, based on the argument "but I'm not very good at leading a team". My counterargument was always that I was not asking the person to lead the team, I was asking them to use their common sense when faced with any troubleshooting issues. When I returned from annual leave, it was very often the case that the acting supervisor had, in fact, been leading the team, whilst using their common sense, and had not realised it!

Common sense is generally known as a basic ability to perceive, understand and judge things. To use your common sense you are aware of the possible outcome(s) and therefore seek accomplishment. Leadership is accepted as an ability to guide or direct a group of people or an organisation in the accomplishment of a common task, but first you must have an ability to understand and judge all parameters.

Surely you cannot have one without the other.....can you? We may not have been invited to the wedding but those two are definitely married!

Source: **Joyce Raw** featured in www.leadershipintheraw.org

DO IT RIGHT - MANAGING A PROJECT

Plan it. Know your goal and why you're pursuing it, and then research how you'll achieve it. Get it all down on paper: who's on the team; where resources are going and at what cost; and deadlines. This statement allows everyone – including you – to see exactly how you're going to pull it off.

Own it. Make the project yours and ensure everyone knows you're accountable for the outcome. Only then will the team dance to your tune.

Put people in the loop. Consistent communication keeps expectations in sync, regarding what will be delivered, when and at what cost. But it can't be all one-way. Feedback will help you avoid nasty surprises.

Know the risks. Figure out what can go wrong and have a weather eye for ominous warning signs, so you can avoid a slip-up before it occurs.

Stay on top. Understand the project's scope and keep an eye on performance measured against the budget and deadline. Review progress, comparing your actual status with where you planned to be at each stage.

Be adaptable. Respond to circumstances as they change, but always consult and get written agreement from the people who matter.

Close formally. Hand the project over, getting feedback from those involved and writing a report assessing how well it went in terms of budget, managing risks, deadlines and teamwork. Acknowledge the lessons for next time, and then treat your team to a drink.

Love is an irresistible desire to be irresistibly desired." - Robert Frost
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Ten steps to getting someone to make the decision you want.

1. Be absolutely clear on your point. Many people try to influence on too many things and lose focus
2. There are three ways to influence: delivery of fact, persuasion by showing benefits, then true influencing which involves honesty and negotiation.
3. Start with basic delivery of fact if it's more comfortable.
4. True influencing involves helping decision-making, so both sides win. People don't like to be persuaded; they feel they've given in.
5. Empathy is Vital. Ask open questions, listen, try to truly understand the person. You need to know what makes the person tick, so engage.
6. Remember the benefits, not the features. Link appropriate benefits to inspire them.
7. Confidence makes decisions easier: Believe in yourself, your proposal and build their confidence in you and in their decision.
8. Make it the easiest decision they've ever made. Complication puts people off.

9. When communicating any point, 3 and 5 are magic numbers. Anymore and people go cross-eyed.
10. Don't give a single option, they'll have to choose yes or no. Give them three options – human behaviour dictates they'll take the comfy middle one, not the cheap and risky one or the posh and expensive one.

By Catherine Adam, management consultant the Chemistry Group

“If you listen, you learn; if you talk, you don't” John Hurt

From Farren Drury MBE and Damian Piper CBE. Recommendations about the same person three years apart.

Farren: Giving the 'A' - Ben Zander.... The Art of Possibility. #WinningRoutineNo2 - Choose your story about yourself and others and make it an empowering one! Thanks Steve.

Damian: Hi Steve, I was reminded today of an old TED talk which I think is one of the best. It's delivered by a chap called Benjamin Zander. I can't recall if it's been in a previous Newsletter. If it hasn't then I really recommend it.

<https://www.youtube.com/watch?v=r9LCwI5iErE>

Giving the 'A' - Ben Zander.... The Art of Possibility. #WinningRoutineNo2 - Choose your story about yourself and others and make it an empowering one! Thanks Steve.

Written in 2000, The Art of Possibility presents twelve breakthrough practices for bringing creativity into all human endeavors, The Art of Possibility is the dynamic product of an extraordinary partnership. An international bestseller, the book combines Benjamin Zander's experience as conductor of the Boston Philharmonic and his talent as a teacher...

<https://www.benjaminzander.org/about/the-art-of-possibility/>

Thank you Farren and Damian

The most savage controversies are those about matters as to which there is no good evidence either way.” Bertrand Russell

SALVAGE YOUR REPUTATION

- Act quickly. You'll be on the defensive if you don't get your version out first.
- Apologise if you've made a mistake. It's easier to forgive a humble sinner than an arrogant one
- Don't argue with lies. Just deny them outright, or it'll sound like making excuses.
- Bury bad news with good news. Memories are short and search rankings fickle.
- Show them you've changed. You only get one second chance so don't slip up again.

Source: Modern Management

Innovation by Design

A lot of the time – too much of the time – new ideas die on the vine. We aren't ready for them when they hit us, we don't nurture them, we put up roadblocks to stop them in their tracks or we simply let them fizzle by not providing appropriate support.

There are measured ways to foster innovation, though. Consider a few of these.

1. **Carry a notebook or an audio recorder with you.** You never know when a great idea will strike – on a walk, in the shower, in the car or at the grocery store – so capture it immediately, right where you are. Did you realize your smartphone has a built-in voice-recorder app?
2. **Ask the right questions.** Your team should be motivated to make improvements and comfortable suggesting new things. Even small changes can yield significant results. At your next staff meeting, ask what one thing they would change in the workplace to improve productivity by 1 percent.
3. **Consider all ideas carefully.** A particular idea may not work, but a variation of it might. Cross-fertilization may produce something unique, so get team members to piggyback off one another's ideas. Write down suggestions on slips of paper, throw them in the centre of the table and challenge people to build on another's thoughts.
4. **Keep an open mind,** and open others' minds. You must prune away any because-we've-always-done-it-that-way attitudes. Reluctance to change will keep your idea garden from growing. Ask, "If we had to scrap this and start over, how would we perfect it?"
5. **Revisit good ideas regularly.** As the last agenda item at the end of a regularly scheduled meeting, raise a question for team members to ponder. Let their subconscious simmer for a week. Then bring up the topic at the beginning of the next meeting to see what developed.

Static teams stagnate. Those that grow survive. In business, growth requires innovation, creativity, and forward thinking. As a leader, you must do your part to foster growth.

Source: Laura Stack, productivity expert, author of Execution IS the Strategy and read in my copy of USA's Success Magazine)

Leadership stuff I've learned. "You don't have to be a 'person of influence' to be influential. In fact, the most influential people in my life are probably not even aware of the things they've taught me" Scott Adams Here is someone who influences those around her every day without realising it:

<https://leadershipintheraw.org/2017/08/15/being-bettinas-dad-influence-a-force-for-good/>

SKILLS FOR SUCCESS IN A DISRUPTIVE WORLD OF WORK

ABILITY TO **CONCENTRATE** AND **FOCUS DEEPLY**

ABILITY TO **DISTINGUISH** BETWEEN **NOISE** AND **SIGNAL** IN THE SEA OF INFO

ABILITY TO DO **PUBLIC PROBLEM SOLVING** THROUGH **COOPERATIVE NETWORKS**

SEARCH EFFECTIVELY FOR INFORMATION
DISCERN THE QUALITY OF INFORMATION
COMMUNICATE THE FINDINGS WELL!

PRACTICE OF **FUTURE MINDEDNESS**

HORIZON SCANNING **TREND ANALYSIS** **STRATEGIC FORESIGHT**

BRING TOGETHER DETAILS FROM MANY SOURCES
SYNTHESIZING SKILLS

CONSTANT & SELF DIRECTED LEARNING

ADAPTIVE MINDSET EVOLVE THINKING

CRITICAL THINKING

SOCIAL INTELLIGENCE CONNECT WITH PEOPLE