



Leadership Development Resources Guide



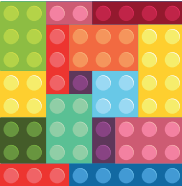
Architecture
Engineering
Environmental
Land Surveying

*The Leadership
Development Program
is intended to increase
the leadership skill
level of all Employee
Owners and to
develop the next
generation of leaders
for the future of BL.*

table of contents

THE PURPOSE OF COHORT GROUPS	page 4
THE ROLE OF COHORT LEADERS	page 5
GUIDELINES FOR FACILITATORS AND COHORT LEADERS	page 6
GETTING YOUR COHORT GROUP STARTED	page 10
RESOURCES SUMMARY	page 12
AGENDAS FOR COHORT MEETINGS 1 THROUGH 6	page 14
AGENDAS FOR COHORT MEETINGS 7 THROUGH 11	page 23
AGENDAS FOR COHORT MEETINGS 12 THROUGH 13	page 30
AGENDAS FOR COHORT MEETINGS 14 THROUGH 15	page 33
AGENDAS FOR COHORT MEETINGS 16 THROUGH 18	page 37
AGENDA – General	page 42
COHORT MEETING REPORTING	page 43
ICE BREAKERS FOR COHORT MEETINGS	page 44
MEETING ACTIVITIES	page 48
RESOURCE LIBRARY (Books / Audio Books & Articles)	page 49





PURPOSE



THE PURPOSE OF COHORT GROUPS

Cohort Groups were initiated as a means of maintaining ongoing contact with leaders at BL once they have participated in the Leadership Development training sessions. We believe that although the training sessions are important in introducing skills so that people understand and have some introductory practice with them, these skills need to be developed and deepened through ongoing attention, reinforcement, practice, application, discussion and support.

The results of an evaluation of our leadership development efforts showed that BL leaders found leadership development to be most successful if they were members of active cohort groups run by leaders who believed in the importance of leadership development at BL.

cohort

noun | co · hort

A group of people supporting the same thing or person.

Cohort Groups have many purposes including, but not necessarily limited to, the following:

For Cohort Group Members

- + Development of a supportive network of peers from around the company
- + A group of people who can be resources for enhancing their leadership skills and knowledge
- + An opportunity to get to know and build a relationship with two of the more senior leaders at BL
- + Some “gentle” external accountability for implementing their SMART plans
- + Opportunities to discuss leadership challenges each person may be facing and to get suggestions for addressing them
- + A venue for examining and discussing BL’s Leadership Competencies and how having leaders skilled in all of the competencies will make BL a stronger and more successful company
- + Opportunities to discuss leadership issues and behaviors beyond BL’s Leadership Competencies
- + Opportunities to discuss company-wide issues as they arise at BL



For Cohort Leaders

- + Another venue in which to practice their own leadership skills, particularly the Leadership Competency of Developing Others
- + An opportunity to make an important contribution to BL's success outside of their regular work responsibilities
- + An opportunity to learn and/or strengthen their own group facilitation skills through:
 - Designing Cohort Group meetings with your co-leaders
 - The actual practice of facilitation skills during cohort group meetings
 - Debriefing each meeting with co-leader
 - Meeting with other cohort leaders to exchange ideas and discuss challenges as these arise in your group
- + Learning more about leadership from readings and discussion
- + Getting to know a group of BL employees in a different kind of setting

“Winning companies win because they have good leaders who nurture the development of other leaders at all levels of the organization.”

— Noel Tichy



THE ROLE OF COHORT LEADERS

Cohort Group Leaders (“leaders”) have an important role in deepening BL’s leadership capacity which is essential if we are to grow and sustain our company. Although we offer training sessions to introduce leadership knowledge and skills, it is only through ongoing reinforcement and support that people will really develop these skills in ways that will make them more effective in their roles.

The cohort groups are a venue in which people can try out skills, discuss leadership issues and concepts, and talk through the application of leadership skills and competencies in their every day work with their staff.

Cohort Leaders have several important functions:

Designing group meetings

Group meetings are not meant to be informal get-togethers with no set agenda. One of the major roles of the co-leaders is to design the meetings ahead of time (eventually, you might invite participants to design meetings, but not until your group is functioning effectively). A well-designed meeting will have clear goals as well as some activities and/or discussion questions prepared by the co-leaders ahead of time. This guide contains ideas for activities, readings and discussions. It should be particularly helpful as an aid in designing your cohort group meetings.

Facilitating the meeting

As co-leaders, during the actual meeting you are responsible for the following:

- Ensuring that each person’s voice is heard. If a person doesn’t volunteer to speak, you might ask them if they’d like to add anything to the discussion or if they have had similar or different experiences they’d be willing to share with the group. It is often helpful to begin the session with a short activity that gets everyone to say something. Once a person speaks in the group, he or she is more likely to speak up again in the group.
- Ensuring that one or two people don’t dominate the discussion
- Making the discussions fun as well as meaningful
- Creating a group environment in which it is SAFE for people to offer their opinions and share their experiences without fear of judgment or sanction on the part of the co-leaders or group members. You will need to be attentive to whether individuals appear to feel supported, shut down, or judged and then intervene accordingly
- Modeling effective basic leadership skills including **active listening**, **feedback**, and **asking good questions**.



- Keeping the group focused. Although it is important that the group has some focus (your agenda) so that people will feel their time is well-spent, it also is important to realize that informal interactions are part of relationship-building. As leaders, you will need to attend to balancing both of these goals.
- Assist members in thinking through how the activities, discussions and leadership skills and competencies have applications in their day-to-day work with others at BL.
- Remembering that accurate self-assessment is the best predictor of a person's success. Assist members of your group in developing more accurate self-assessments through both the activities you design and the processes you use for group discussion.
- Inviting participants - more so as time goes on - to suggest topics and issues they would like to discuss in the group meetings and asking them for feedback with regard to how the group could be more useful to them. In addition to this being information you can use to improve your group, it is also a process that teaches group members that their input is valued and valuable. This can be generalized to other situations at BL where the company will benefit from people speaking up and offering their input and ideas.

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Sharing your ideas, group designs, readings, etc.

We expect all cohort leaders will share their successes and challenges with the other cohort leaders and adding their designs, readings and ideas to this guide as part of deepening BL's overall ability to develop leaders internally. In addition to co-leading your team, you may be a team member of another cohort group. Collaboration will benefit all of you, your cohort group members and BL.

Cohort Leaders-Present and Engaged

As our leadership development program has grown, we have expanded our cohort leadership role as well. Other senior leaders, outside of SLT group, are participating as co-facilitators in the program. It is extremely important that all of the leaders stay present and engaged in the program. It is our responsibility to insure that the groups are consistently meeting, the meetings are planned and that meaningful agendas and topics are provided. As co-leaders, we are in a position to directly influence BL's commitment to the cohort program as well as overall leadership development at BL. When we demonstrate our commitment to the cohort group, members understand that the groups and the overall leadership program is an important part of the BL culture. Our employees become motivated, buy-in to the program and ultimately contribute to BL's overall success.

As co-leaders,
 we are in
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 to the cohort
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guidelines



GUIDELINES FOR FACILITATORS AND COHORT LEADERS

As Cohort Leaders:

- > Facilitation is not about standing in front of a group and lecturing. It is about guiding and assisting.
- > Bring as much energy as you can. Your energy level will be contagious.
- > Be willing to self-disclose enough to make participants comfortable.
- > Be authentic.
- > Prepare enough to be familiar with material. Bring personal examples where possible to illustrate a concept.
- > Be clear about the goals of any exercise or activity.
- > Focus on your role of maximizing participant learning.

Your attitude towards Participants:

- > Treat the participants as equals. Assume they have relevant experience and/or knowledge.
- > Create a safe learning environment where participants can explore and share their experiences.
- > There are no right or wrong answers.
- > There is no taking sides in a discussion with differing viewpoints.
- > Be open and accepting, and do not judge those who agree or disagree with an expressed view.
- > Respond with interest while maintaining a neutral tone.

Facilitating Participants Learning:

1. Help participants see the reason for learning something. Show them explicitly how the lesson will be useful to them given their interests.
2. Remember that participants may not be interested in knowledge for its own sake.
3. Acknowledge and leverage the wealth of experience that participants bring to the classroom.
4. Draw people into the materials by asking questions and getting them to respond.
5. Ask questions to encourage participants to voice their opinions and share their experiences.



HELPFUL HINT: When posing a question, give participants time to respond. Counting to ten (in your head) is a good way to gauge the amount of time that passes. Remember, silence is okay.

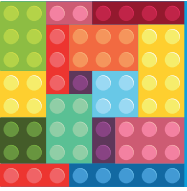


6. Give people time to respond before you jump in. Silence is okay.
7. Do as little “presenting” as possible.
 - Guide participants to their own knowledge rather than supplying them with facts.
 - Present material that participants can’t obtain for themselves.
 - Present frameworks for organizing or summarizing what they may already know.
8. Highlight important concepts by paraphrasing participant comments.
9. Connect new learning to participants’ knowledge and experience.
10. Don’t answer questions if you don’t know the answer. Make a plan to get back to people with the answers.
11. Balancing – “Does anyone have another point of view or perspective on this?” Go around the circle allowing each person to talk or pass.
12. Active Listening – Give full attention, acknowledge emotions, paraphrase key points and summarize as needed.
13. Use discussion questions that open up, instead of simple “yes/no” answers that close the conversation.
14. Close by asking people to quickly report one or two things they have learned or that they will do as a result of the training. This will help to underscore their takeaways.

Facilitating the Cohort process:

1. Welcome everyone and create a friendly and relaxed atmosphere.
2. Facilitators encourage participation and engage all members in the Cohort.
3. Well-placed humor is always welcome, and helps to build the group’s connections.
4. Keep the group on task while showing flexibility with discussion.
5. Pay attention to group members’ non-verbal messages. If they act tired, they may need a break, be lost, or be bored. Ask what their body language means and adjust what you’re doing.
6. After you pose a question for discussion, don’t rush to jump in. Sometimes, the participants need time to think and formulate their answers. Slowly count to 10 in your head, and then rephrase the question. Then silently count to 10 again. More often than not, someone will raise their hand and contribute to the discussion. If there is still no response, direct your group to specific passages in the reading material or offer your opinion to get things going.
7. Be willing to change the design to match participant energy and interests, while staying focused on goals. Share your decision and rationale.
8. If one or two people are dominating:
 - Ask others what they think
 - Tell dominators that you want to call on others before they speak again
 - Call on people, but move on if they don’t want to answer
 - Minimize full group discussions; assign facilitators to small groups
9. Make a list of questions/concerns that you will return to later (these can be listed on a flip chart sheet called a Parking Lot) and then be sure to get back to them.





getting started



GETTING YOUR COHORT GROUP STARTED

Individual Meetings with Each Participant

After the initial leadership development training session at which participants reviewed their EQi self-assessments and have created their SMART action plans, but before the cohort group meets for the first time, each participant should have at an individual meeting with one of his/ her cohort leaders.

The purpose of the meeting is to accomplish the following:

- 1 Debrief the Leadership Development training session and reinforce initial skills that were taught.
- 2 Review, discuss and “smarten up” the person’s SMART action plans.

Cohort Leader Behaviors:

Remember to practice active listening skills while talking with each person (you can find a reminder guide for Active Listening in the Tools section of this Guide):

- Paraphrase or reflect both content and feelings so the person knows you are hearing them
- Use attentive body language and eye contact
- Notice their body language and any non-verbal behaviors that may tell you more about how they are feeling
- Ask open-ended questions that deepen the conversation
- Use good feedback skills when you believe your observations may offer the person some additional insight with regard to his or her behavior (you can find a reminder guide for Effective Feedback in the Tools section of this Guide)



-
- L** ➔ LOOK INTERESTED / GET INTERESTED
I ➔ INVOLVE YOURSELF BY RESPONDING
S ➔ STAY ON TARGET
T ➔ TEST YOUR UNDERSTANDING
E ➔ EVALUATE THE MESSAGE
N ➔ NEUTRALIZE YOUR FEELINGS



Discussion Topics:

- ① Debrief the Leadership Development training session and reinforce initial skills that were taught.
 - > Ask the person how he/ she felt about the session:
 - >> What did they learn?
 - >> How can they use what they learned in their work every day?
- ② Review, discuss and “smarten up” the person’s SMART action plans.
- ③ Work with the person on their plan:
 - > Are the plans really SMART?
 - > Are they focusing on no more than two development areas?
(remember, once they have mastered one or two, they can move on to create and implement additional plans)
- ④ Ask the person if they successfully implement their SMART action plan, how do they think that will help them be more effective in the leadership role at BL?
- ⑤ Ask how you can be helpful to them in implementing their SMART plan?
- ⑥ Remind them of the dates of the scheduled Cohort Group meeting and convey your enthusiasm about the value of the Cohort Groups and the possible outcomes that can occur for participants:

It will be helpful to have reviewed each person’s plan before you meet with him or her to make sure their action plans are SMART and to have time to consider any additional suggestions you may have for their action plan.



- + *Development of a supportive network of peers from around the company*
- + *Some “gentle” external accountability for implementing their SMART plans*
- + *A group of people who can be resources for enhancing their leadership skills and knowledge*
- + *Opportunities to discuss leadership challenges each person may be facing and to get suggestions for addressing them*
- + *A venue for examining and discussing BL’s Leadership Competencies and how having leaders skilled in all of the competencies will make BL a stronger and more successful company*
- + *Opportunities to discuss leadership issues and behaviors beyond BL’s Leadership Competencies*
- + *Opportunities to discuss company-wide issues as they arise at BL*

*These are only some of the positive outcomes of participating in Cohort Groups...
Feel free to add your own (and share!)*



RESOURCES



RESOURCES SUMMARY

1. Agendas [1 – 6](#) (Must be covered)
2. Agendas [7 – 17](#) (Required Reading)
3. Agenda – [General](#)
4. [Ice Breakers](#)
5. Meeting Activities – [Ideas](#)
6. Books
 - The Seven Habits of Highly Effective People*
 - Agendas 7-11
 - Our Iceberg is Melting*
 - Agendas 12-13
 - Who Moved My Cheese*
 - Agendas 14-15
 - Fish!*
 - Agendas 16-18
7. [Articles Link](#)
 - > Multiple topics such as competencies, leadership, Zweig Letter, etc.



COHORT MEETING - ADDITIONAL TOPICS FOR DISCUSSION

1. Development Plans – Action Items and Progress
2. Evaluation Process/Year End Activities
3. Recent Company Events
 - > i.e., Kick Off Meetings, State of the Company, New Wins, Employee Owners' Meetings
4. How changes impact work and home life?
5. Financial Transparency and Company Culture
6. Maintaining a consistent positive attitude in the office
7. What good things are happening at BL (i.e. New Wins)
8. BL Mission and Values
9. BL Companies Competencies
 - o Ranking of Competencies in order of priority and why?
 - o Pick 3-5 competencies – Why are they important?
 - o Select a competency and have a discussion about it
10. Rotation of Chairs – Get some fresh ideas by rotating chairs
11. Books: Additional books are available in our Resource Library



cohort meeting
agendas
1 - 6

Focus: Reinforce all new skills

- Review active listening (5 mins)
 - Physical attending
 - Verbal attending
 - Asking questions
- Tell people this meeting provides an opportunity to practice active listening
- Discuss progress on SMART goals (45-50 mins)
 - Group SMARTen goals as needed
- Deliberately invite people to practice Active Listening (throughout)
 - “Can you paraphrase what you just heard and check for understanding?”
- Assignment (5-10 mins)
 - Find two times when you can practice active listening between now and next meeting
 - Review when active listening is valuable
 - Not something to do all the time necessarily
 - Almost certainly good to do more than you currently do
 - Moments of heightened emotion or conflict
 - Raise our awareness of when someone has something about which they want to be heard
 - With customers

Focus: Active Listening Skills

- **Check on active listening assignment (5 mins)**
- **Discuss progress on goals (30-35 mins)**
 - Model active listening. Actively invite others to engage in active listening (Throughout)
- **SMART goal exercise (10-15 mins)**
 - Tell people that so far we've asked them to apply the SMART goal concept to their individual development. But the SMART goal concept can (and should) be applied to other things as well.
 - Ask them to think about project they are working on. What are the goals (or subgoals) of the project. How could they make those goals SMART? Ask each person to write a project-related SMART goal. Ask a few people to share their goals (and discuss whether they could be SMARTer).
 - Finish by asking what SMART goals could do for their projects
- **Review feedback (3 mins)**
 - Best practices (see slides)
 - Remind people of purpose: Providing people information about their behavior and the impact of the behavior SO THEY CAN MAKE A CHOICE about it.
 - Feedback model – (see slides)
- **Assignment (2 mins)**
 - Practice feedback at least twice between now and the next meeting.
 - We'll discuss your practice episodes in the next meeting
 - When you have these exchanges, try to remember exactly what is said so we can work on it together in the next session.
 - Any questions?

Focus: Feedback Skills

- Debrief real-life feedback engagements (20 mins)
 - As much as possible, ask them to share exactly what was said in the exchanges
 - Probe for
 - What worked?
 - What was hard or didn't work?
 - What was the outcome?
 - Could you do it again?
 - How might you do it differently?
 - Expect questions/comments about...
 - "This didn't feel natural." "I understand. Over time, we want you to adapt the model for yourself and make it your own. But for now, it's really important to stick to the model to be sure you're adhering to best practices."
 - "It didn't change anything!" "That's not necessarily the point. Your goal is to give your partner information (the gift of information) about his/her behavior and the impact so they can choose how to use it. There's only so much you can control. If you gave the feedback clearly and you followed the model and you used good judgment (measured your emotions and gave feedback at the right time, measured the other person's emotions and gave feedback at the right time, gave feedback as a gift rather than as a weapon) then you did your job."
- Review feedback guidelines as needed (5 mins)
 - Purpose: gift of information (not a weapon, not a punishment, not a place to vent)
 - Best practices
 - Describe **specific** behavior
 - Describe impact
 - Describe the behavior you would like to see
 - Format for giving/receiving
- Fast Feedback #1 (15-20 mins)

- Read scenario
- Discuss how to approach the situation (get ideas on the table – ask them to be as specific as possible)
- Ask if anyone is willing to try it out
- Role play (with one of the facilitators being the recipient)
- Debrief
 - What worked?
 - How could it be done better next time?
 - Be exacting. It's easy for people to veer away from the best practices.
- Fast Feedback #2 (10-15 mins) – TIME MAY NOT PERMIT (If not, please save for future meeting to reinforce)
 - Repeat above
- Assignment – Practice working across styles (5 mins)
 - Two different engagements
 - Identify two people with styles different from your own
 - Attempt to approach/engage/influence them in ways that are consistent with their style
 - Try to keep track of exactly what is said
 - This will push you to recognize that what matters most to other people may not be what matters most to you. To be most effective it's useful to think about things from the other person's perspective.
 - Refer people to Leadership Compass materials in binder



Fast Feedback situations for developing feedback skills

Below are three “fast feedback” situations that you may use with your groups in the coming weeks and months. To make the role play effective, follow these steps:

- Read the scenario
- Give participants time to discuss how they would approach it
- Find a volunteer to try it out
- Role play, with one of the facilitators acting as the receiver of feedback
- During the role play, be realistic but don't make it too easy on the giver
- Debrief the role play by asking, What worked well? What could be different? Could you do this in real life?

1

You've noticed that Mark, your direct report, has been putting a lot of effort into a big project you're working on together. He has stayed late on two occasions. He has made sure that deliverables have been accurate and complete. He has communicated important aspects of the project to the customer in a timely way. You want to recognize Mark's efforts (using best practices in feedback), so you say:

This is a positive feedback situation. Be sure that participants use the best practices in this scenario in the same way they do for critical feedback. Be sure that they describe (a) the specific things Beth did that made the presentation great and (b) the impact on the audience. (Obviously they will have to make these up since they don't appear in the scenario.)

2

Phil, a peer, agreed to complete a set of documents by noon today and deliver them to you so you could quickly review them and send to a customer. The customer is very anxious to get the documents and called you twice yesterday to confirm that he would receive them on time. At three o'clock Phil sends you the documents. When you open them you find numerous errors, and it's clear you will have to stay late tonight to finish the documents and won't get them to the customer on time. The next day you approach Phil to give him some feedback and say...

In addition to following the best practices (be specific, describe impact), participants should alert to the feedback giver's emotional state. Should they give feedback now or wait until they are in a more calm state and able to give the feedback as a "gift"? This also involves giving feedback to a presumed peer, which can be particularly challenging.

3

You are participating in a brainstorming session for a new project. One of the participants, Jerry, who reports to you, repeatedly rolls his eyes and on two occasions whispers apparently negative comments about another employee's ideas to the person sitting next to him.

Focus: Working Across Styles

- Debrief engagements on “working across styles” (20 mins)
 - How did it go?
 - Who did you talk to?
 - What did you say?
 - How was the exchange different from other exchanges with the person?
- Check in on action plans (35 mins)
- Assignment: active listening and feedback
 - Engage in one each between now and next meeting
 - Review materials in binder
 - Try to remember exactly what is said in the engagements
 - We will discuss in the next session
- Assignment: review [Primal Leadership](#) article (5 mins)

Focus: Active Listening and Feedback – Pulling it all together

- Debrief active listening and feedback engagements (20 mins)
- Discuss [Primal Leadership](#) (20 mins)
 - What are your reactions to the article?
 - After the four cohort meetings we've had, did the article have any different meaning or resonance for you (did you understand it in a different way than when you first read it)?
 - What do you see as the business application of EI?
- Pulling it all together (20 mins)
 - Review purpose of the program
 - Enhance the non-technical skills that will enable us to work together and enable the company to be successful
 - Deepen leadership capacity across the organization
 - Enhance the value of our ESOP
 - Review skills we've focused on so far
 - Understanding our own and others' leadership style
 - Enhance communication skills (listening, feedback)
 - Increase accuracy of self-assessment
 - Discuss progress people feel they have made
- Discuss what's next (this is TBD)

Focus: Transition Meeting from Individual Meetings/First 5 Group Meetings to What's Next

Icebreaker – Check-in on Development Plans

Discussion – Overall BL culture and morale update. Pick a relevant BL topic for discussion (Employee owner meeting, how each person is doing within their department, ESOP events, new win announcements, annual goals, employee surveys, client feedback). Putting it All Together. Discussion on how Leadership Foundations has played into their work life over the past several weeks. Ask for specific examples of

- Feedback
- Active Listening
- Working across Styles
- Examples of leadership moments (from each of them or observed by others)

Introduction of What Comes Next in Cohort Groups

Explain that over the next year the group(s) will be exploring various leadership topics through books, articles and other media. The goal is for all of the Cohort groups from the past foundation session to be exploring the leadership topics on a parallel path. This will create a place for greater dialogue amongst the participants and a shared learning experience for and between the groups.

First Leadership book will be 7 Habits of Highly Effective People by Stephen Covey.

- Popular leadership literature.
- Originally published in 1989. Been through several revisions since then but the basic tenants have not changed. The philosophy is that the greater the changes and more difficult the challenges in our lives, the more relevant the 7 Habits become.
- Explore, learn and apply the 7 Habits for success both at work and at home.
- The majority of BL employees who have gone through the program have learned the habits of human effectiveness; the basic principles upon which happiness and success are based.

Homework Assignment

- Listen to the Introduction through the Emotional Bank Account (Tracks 1-01 through Track 1-32; approximately 60 minutes).
- Come prepared to discuss at the next meeting.

FACILITATOR GUIDES & RESOURCES

- Discussion Questions
- 7 Habits Topic Outline
- Paradigm Example-younger and older woman pictures (from Part One in the book)
- BL Mission, Vision and Values
- BL Core Competencies
- Time Management Matrix

cohort meeting
agendas
7 - 11

Focus: 7 Habits of Highly Effective People

Icebreaker – TBD (See Icebreaker Resources)

ATDRCCSLab – Core Competency Exercise: Goal is for all participants to name all 8 competencies by the end of Cohort Meeting #10

ATDRCCSLab is an acronym for the BL Leadership Competencies. Ask each participant to take out a piece of paper and write down the first letter of the acronym, in a vertical manner down the page. Give the group approximately 3-4 minutes to match the core competencies with the first letters. When time is up ask the group to name the competences. (What does “A” stand for, What does “T” stand for, etc.) When done, poll the group as to who got at least 2, who got 4, who got 6 and who got all eight. Tell the participants that you will be doing this exercise for the next several meetings.

Accountability
Teamwork
Developing Others
Relationship Building
Client Focus
Communication
Strategic Thinking
Leading & Managing Change

7 Habits of Highly Effective People – There are three discs available for this reading. In addition, MP3 files are available on the network. Participants should listen to the book on their own time between meetings.

Homework assignment from Meeting # 6 was for the participants to have listened to Introduction through Emotional Bank Account (Track 1-01 through Track 1-32; approximately 60 minutes). These tracks covered the following:

- Introduction to the Seven Habits
- Paradigms and Principles
- Effectiveness
- Emotional Bank Account

Discussion Questions

- Talk about the difference between Personality (image, techniques, social behaviors) and Character Ethics (integrity, humility, courage, justice, compassion, services, principles). Ask group for examples of each.
- Discuss paradigms and individual perceptions. Review the experiment using drawings of a younger and older woman.
- How difficult is it to achieve objectivity in life generally and in your own life? Does your personal conditioning color your perspective?

- Emotional Bank Account-amount of trust that's been built up in a relationship (courtesy, kindness, honesty, keeping commitments). You can build up an emotional reserve that survives mistakes by others. When the trust account is high, communication is easy, instant and effective. Trust level is eroded by over-reacting, ignoring, being dishonest, not keeping commitments.
- What are the six major deposits to the Emotional Bank Account? Ask people to give examples.
 - Understanding the individual
 - Attending to the little things
 - Keeping commitments
 - Clarifying expectations
 - Showing personal integrity
 - Apologizing sincerely when you make a withdrawal

Homework Assignment

- Listen to Habit 1 and Habit 2 through Mission Statement (Track 1-33 through Track 2-16; approximately 40 minutes). Next meeting will have a focus on personal mission and BL Mission and Vision.
- After listening to the above, select a problem from your work or personal life that is frustrating to you. Identify the first step you can take in your circle of Influence to solve it and take the next step.



Cohort Meeting 8

Icebreaker – Check-in on Development Plans

ATDRCCSLab – Core Competency Exercise-Goal is for all participants to name all 8 competencies by the end of Cohort Meeting #10. Repeat exercise from above.

Alternative: can state behaviors that go with the competency to provide clues.

7 Habits of Highly Effective People

Homework assignment from Meeting # 7 was for the participants to have listened to Habit 1 and Habit 2 (Track 1-33 through Track 2-16; approximately 40 minutes). These tracks covered the following:

- Habit 1-Be Proactive
- Circle of Influence
- Habit 2-Begin with the End in Mind
- Mission Statement

Discussion Questions

- What does it mean to be proactive?
- What qualities are needed to be proactive?
- How proactive are you in your job, or in your daily life? Give an example.
- Debrief Homework Assignment-after listening to the above, select a problem from your work or personal life that is frustrating to you. Identify the first step you can take in your circle of Influence to solve it and take the next step.
- Mission Statement-review BL Mission and Vision. Ask participants if they have the BL Mission, Vision and Values handout. (Bring extras to the meeting so each person has one).
- Ask participants if they know that their own department has a Mission Statement? If they do not, ask them to see their supervisor or director to get a copy.
- Discuss importance of an overarching mission and vision.
 - Clarity in Purpose
 - Belief system
 - Shared purpose
 - Drives decisions

Homework Assignment

- Create your own personal BL mission statement. Participants will share it at the next meeting.
- Listen to Habit 3 through Six Step Process (Track 2-27 through Track 2-30; approximately 25 minutes).

Icebreaker – Check-in on Development Plans

ATDRCCSLab – Core Competency Exercise-Goal is for all participants to name all 8 competencies by the end of Cohort Meeting #10. Repeat exercise from above.

Alternative: can state behaviors that go with the competency to provide clues.

7 Habits of Highly Effective People

Homework assignment from Meeting # 8 was also for participants to have created their own BL personal mission statement.

- Share the Mission Statements. Ask participants to utilize active listening, empathy, and feedback skills.

**Note: Meeting needs to be flexible. If more time is needed to allow for sharing and discussion, agenda can be continued into next meeting.*

Homework assignment from Meeting # 8 was for the participants to have listened to Habit 3 through Six Step Process (Track 2-27 through Track 2-30; approximately 25 minutes). These tracks covered the following:

- Habit 3-Put First Things First
- Time Management Matrix
- Six Step Process

Discussion Questions

- Identify Key Roles in your life. Ask each participant to write down on a piece of paper; share.
- Review Time Management Matrix – Focus on Importance of Quadrant II activities
- Ask participants to share their time management tools; how do they organize themselves.

Homework Assignment

- Identify one (1) Quadrant II activity and make progress on it between now and the next meeting. Come prepared to share how it went.
- Listen to Habit 4 and Habit 5 through Found My Son Again (Track 2-31 through Track 3-19; approximately 40 minutes).

Take a break from the 7 Habits - Try a TED Talk, read an article, discuss a trending BL topic / issue

Icebreaker – Check-in on Development Plans

ATDRCCSLab - Core Competency Exercise-Goal is for all participants to name all 8 competencies by the end of Cohort Meeting #10. Repeat exercise from above. Assess if participants can name all 8 competencies or if still needs to be reinforced. Alternative: can state behaviors that go with the competency to provide clues.

7 Habits of Highly Effective People

Homework from Meeting #9 was to Identify one (1) Quadrant II activity and make progress on it between now and the next meeting. Share how it went.

Homework assignment from Meeting #9 was for the participants to have listened to Habit 4 and Habit 5 through Found My Son Again (Track 2-31 through Track 3-19; approximately 40 minutes). These tracks covered the following:

- Habit 4 - Think Win-Win
- Green and Clean Story
- Habit 5 - Seek First to be Understood
- Found My Son Again

Discussion Questions

- What is Win-Win?
- Ask participants to give an example from their own experience where they achieved (or not) win-win situation.
- Empathic Listening-relate back to Emotional Bank Account
- Review Active Listening Skills. Ask participants to name key skills.
- Seek First to Understand-Relate to BL clients and project understanding

Homework Assignment

- Practice Active Listening between Meeting #10 and #11.
- Listen to Habit 6 and Habit 7 through the End (Track 3-20 through End; approximately 40 minutes).

Icebreaker – Check-in on Development Plans. Debrief on Active Listening practice.

7 Habits of Highly Effective People.

Homework assignment from Meeting #10 was for the participants to have listened to Habit 6 and Habit 7 through the End (Track 3-20 through end; approximately 40 minutes). These tracks covered the following:

- Habit 6 - Synergize
- Habit 7 – Sharpen the Saw

Discussion Questions

- What is Synergy and how does it apply to personal effectiveness (cooperation, communication with others, need to have trust, openness, honesty, value the differences in people)
- Can you think of how synergy might work in your own life – personal or at BL?
- Sharpen the Saw is about personal renewal. Talk about work-life satisfaction versus work-life balance. This is a different way of looking at having it all.

Homework Assignment

- Think about your work-life satisfaction. Select one activity that could lead to better balance; physical, mental, spiritual, social/emotional. Set one goal and try to achieve.

Take a break - set up group for Our Iceberg is Melting: Disk 1
Track 1 - Track 15 (approx. 66 minutes)

cohort meeting
agendas
12 - 13

Focus: Our Iceberg is Melting

Icebreaker – TBD

Our Iceberg is Melting - There are two discs available for this reading. In addition, MP3 files are available on the network. Have participants listen to Disk 1 prior to the meeting. Disk 1 (Track 1 – Track 15; approximately 66 minutes) covered the following:

- Create a Sense of Urgency
- Pull Together the Guiding Team
- Develop the Change Vision and strategy
- Communicate for Understanding and Buy-in

Discussion Questions

- Review the Penguin characters. Talk about the different characteristics of each one.
- (Meet the Penguins handout and Penguin character summary)
- Ask people to identify with a particular penguin.
- Identify other key people in the organization and match them up with a particular Penguin
- What is BL's iceberg? What fissures do you see?
- Are there Freds or Alices willing to step up?
- Does our organization have enough scouts?
- Are the NoNos controlling the organization?

Homework Assignment

Listen to Disk 2 (Track 16-28; approximately 65 minutes).

FACILITATOR GUIDES & RESOURCES

- Discussion Questions
- Character Summary
- Meet the Penguins-Image
- Iceberg Presentation Guide
- Iceberg Discussion Outline – Eight Steps of Change
- Our Iceberg is Melting-PPT presentation (Good for review of the story and how the story relates to the 8 Steps of Change)

Focus: Our Iceberg is Melting

Our Iceberg is Melting Disk 2 ([Track 16-28](#); approximately 65 minutes) covered the following:

- Empower Others to Act
- Produce Short-Term Wins
- Don't Let Up
- Create a New Culture

Discussion Questions

Are you most concerned with success in catching fish today or planning for what may come tomorrow?

Do you have a visible example of the case for change –your bottle?

Is there a clear and simple message about the future and what it may look like that is understood by all?

Is anyone willing to swim ahead?

Discuss BL and our Leading and Managing Change process.

- Review BL Core Competency *Leading and Managing Change* behaviors from competency model.
- Have people rate BL on a scale of 1 to 10 regarding our change process and BL's identified iceberg? (ESOP, growth, geographic expansion, resources, business development)

FACILITATOR GUIDES & RESOURCES

- Discussion Questions
- Character Summary
- Meet the Penguins-Image
- Iceberg Presentation Guide
- Iceberg Discussion Outline – Eight Steps of Change
- Our Iceberg is Melting-PPT presentation (Good for review of the story and how the story relates to the 8 Steps of Change)

Take a break - set up group for Who Moved My Cheese

cohort meeting
agendas
14 - 15

Focus: Who Moved My Cheese

Who Moved My Cheese – There is one disc available for this reading. In addition, a cda track is available on the network.

Have participants listen to the story ahead of time.

Disk 1 (Listen from Introduction to End of Story-Hand Writing on the Wall; approximately 58 minutes) The disc covered the following:

- Introduction
- The Story
- Change is Inevitable
- Respond to Change
- Be Ready to Change Again

Discussion Questions

- 1) Name the four characters.
- 2) Describe their personalities or their social styles.
- 3) Why did the author use two little animals and two little people to make his point?
- 4) What does the cheese represent?
- 5) What does the maze represent?
- 6) What does the book say to you in relation to change?
- 7) How did each character deal with the above steps in the transition or change cycle?
- 8) Which character do you represent?
- 9) What do you feel is the main message from the book?
- 10) If you had these 4 people working for you, how would you supervise each personality?
- 11) What changes have we already experience here at BL (or in your own life?) How did you react to the change? Were you threatened, angry, frightened, disoriented or excited by the change?

FACILITATOR GUIDES & RESOURCES

- Discussion Questions and Metaphor Guide
- Who Moved My Cheese – Review Article

Focus: Who Moved My Cheese

Who Moved My Cheese : The Third Section – Alumni Section

Disk 1 (Alumni Discussion; approximately 15 minutes)-Listen during the meeting

Discussion Questions

- 1) Identify both the cheese and the maze in your own life. Then consider what might happen if someone moved your cheese. What ways might you have to cope with the changes.
- 2) What changes have you already experienced in your life? How did you react to the changes?
- 3) Does BL have a cheese and/or maze in our organization?

Activities

Invite members to write down on a sheet of paper an aspect of their own lives (home or work) that could be—or is in the process of being—affected by change—a move, new job, a child off to college, a divorce, a new role at BL, a new project at BL...whatever. Then pass around a basket or hat holding folded pieces of paper with the names of the characters from the parable (Hem, Haw, etc.). Make sure there are enough papers for everyone. Each member should draw one of the folded papers and talk about how that parable character would approach the change he/she wrote on the sheet of paper.

For the facilitator of the Cohort: without telling members ahead of time, change the format of the Cohort meeting— perhaps where you meet, have chairs in a circle and not at a table, have members stand, move to another room, change the format of the discussion... whatever changes you can think of (and only for this meeting). This is an experiment to see how members deal with the changes facing them in the here and now. Discuss.

Alumni Discussion: Relate stories back to BL experiences

Michael finished telling the story and the group of former classmates gathered at a hotel lounge later that evening for drinks. Each one could identify with one of the characters in the story. Nathan pointed out, “Change happens to all of us.” The group talked about how the parable related to the changes in their professional and personal lives.

- Nathan’s retail business suffered from unanticipated change. Their chain of small stores had to compete with mega-stores. These retail giants had huge inventory and low prices, forcing Nathan to close down some of the stores in their chain.

- Jessica's encyclopedia company resisted change when someone suggested they sell their product in disk format. The idea was that disks would be cheaper to update and produce, and would sell for a fraction of the cost of actual hardbound encyclopedias. Jessica's company didn't change but their competitor did. Sales fell badly, and her job security became threatened. She may need to go out into the maze and look for New Cheese.
- Michael applied the story to his work, asking each person in his organization who they thought they were: Sniff, Scurry, Hem or Haw. He recognized each character type had to be treated differently.
 - Sniffs could sniff out changes in the marketplace, and update the corporate vision. They identified changes as well as possible new products and services consumers would want.
 - The Scurrys liked to get things done, so they took action based on the new corporate vision. They only needed to be monitored so they didn't scurry off in the wrong direction.
 - The Hems wanted to work in a place that was safe and where the changes made sense to them, turning them into Haws. If they didn't change, they were eventually fired.
 - The Haws were hesitant at first, but were open-minded enough to learn something new, and adapted.
- Richard realized how his children had been acting like Hem lately. They were angry and didn't want to accept the change in their family, since Richard had recently separated from his wife.
- Jessica and Cory each recognized it was time for New Cheese in their personal relationships, which could mean getting out of a bad relationship, or adapting new behaviors to save the relationship.
- Richard also thought perhaps New Cheese could mean changing the way he behaved on the job rather than completely changing jobs.
- Michael concluded that the Cheese parable works best when everyone in the organization knows about it, because an organization can only change when enough people in it change. He added that passing the story on to people they wanted to do business with had proved profitable. They promoted themselves as that client's New Cheese, which led to new business



cohort meeting
agendas
16 - 18

Cohort Meeting 16

Focus: Fish! A Remarkable Way to Boost Morale and Improve Results

Fish! Book is available in hardcover and is not a long read. Fish! should cover two-three Cohort meetings.

PRIOR TO THE FIRST MEETING:

- Group should read through Page 44.
- Provide [Fish! Philosophy](#) PDF for group discussion

Pages 1-44 Covers the following:

Choose your Attitude: There is always a choice about the way you do your work, even if there is not a choice about the work itself.

Discussion Questions

Choose Your Attitude: To actually choose how you respond to life, not just react, you must be intentional. When you get up, decide who you want to “be” today. Moment-to-moment awareness is key. Ask yourself throughout the day, “What is my attitude right now? Is it helping the people who depend on me? Is it helping me to be most effective?”

Choose Your Attitude will help you:

- Understand that you alone are responsible for your attitude.
- Switch your attitude when the one you have chosen is not working.
- Respond to problems and mistakes in a way that strengthens relationships, not damages them.
- Choose the impact you want to have before you enter difficult situations.
- When you take responsibility for the attitudes you choose, without trying to blame someone or something else, you set a powerful example of integrity and accountability for your team.
 - Think about your attitude yesterday, how would your day have been different if you have been committed to being upset?
 - How would you have reacted to people with whom you came in contact?
 - How would you have reacted to situations you experienced?
 - If you have been in a good mood, how might have you reacted differently to some of the negative things that happened?
 - Relate this concept to Primal Leadership – and the mood of the leaders.

Homework Assignment

Read pages 44 - 89.

Focus: Fish! A Remarkable Way to Boost Morale and Improve Results

Pages 44-89 Covers the following:
Play; Make Their Day; Be There

Discussion Questions

Play

- What ways can we create a fun, playful work environment?
- How does BL Currently do in this arena?
- How can you use enthusiasm to inspire your team?

Make Their Day

- What ways can we make someone's day?
- What will the benefits be?
- How can we relate this concept to our clients? Talk about client care and client retention.

Be There

- How can we be there for each other at BL?
- How can we be there for our clients?
- Discuss mindfulness: a state of active, open attention on the present. Instead of letting your life pass you by, mindfulness means living in the moment and awakening to experience. Mindfulness is, "paying attention on purpose, in the present moment, and nonjudgmentally, to the unfolding of experience moment to moment."

Homework Assignment

Complete the book – Pages 89-end

Put it into Practice. Between now and our next meeting, put FISH! into practice at BL. Come to the next meeting prepared to share your experience.

How will you ...?

- Create a fun, playful work/study environment?
- Be someone who makes people's day?
- Be totally present?
- Choose the attitude you would like to have everyday? Think about your team members and who you are serving. What ways can we create a fun, playful work environment?

Focus: Fish! A Remarkable Way to Boost Morale and Improve Results

Pages 89-end covers the following:
Fish Lessons; Other valuable Lessons

Discussion Questions

Pulling it All Together

- Get a read out from the Homework Assignment “How will you ...?”
- Create a fun, playful work/study environment?
- Be someone who makes people’s day?
- Be totally present?
- Choose the attitude you would like to have everyday? Think about your team members and who you are serving.

Discuss: are there other ways we can implement FISH at BL?



agenda sample
&
meeting
reporting

DATE: _____

LEADERS: _____

PARTICIPANTS: _____

ABSENTEES: _____

1. **Relationship Building Activity** - Break the Ice – (See enclosed list of Ice Breakers). For example, talk about one project you’re working on this week/month that you’re excited about, something you did really well, a moment during the past month when you felt proud of your work at BL, a personal Halloween story that happened during your childhood, etc.)

2. **Status of SMART Plans by Individuals**

3. **Discussion** – See Resources Summary for Topics

4. **Action Items** (If any, discussion of an article, book, CD as an example)

5. **Evaluation of Meeting** (Was this meeting of value for you? How? What could we do next time to make it even more valuable?)

6. **Next Meeting** - Date

Please don't forget to provide the updates to Human Resources for tracking purposes. Please see Cohort Meeting Reporting Document (Page 43).





COHORT MEETING REPORTING

Please don't forget to provide the monthly updates to Human Resources so the Tracking Report can be updated. Here is the information and the format you must provide by the end of each month:

Met on: _____

Discussed: _____

Chair Person: _____

Absent: _____

Next Meeting: _____

ICE BREAKERS FOR COHORT MEETINGS

Ice breakers are an important way for starting a meeting. They help to relax participants, and that makes them more receptive to listening and contributing. It creates a team atmosphere, motivate participants to work with others in a cooperative manner and builds trust among the group. Ice breakers can take various forms but those that seem the most popular and effective are those that promote interaction, sharing, and team building.

Basic Icebreaker.. do a check-in with each person in the meeting. Ask them what they are working on at BL, what is going on for them in their lives. The basic check-in can then be supplemented with any of the following questions:

- Holiday Times-share a favorite holiday tradition, favorite Halloween costume.
- Vacation Times – what are your summer vacation plans
- What kind of car do you drive?
- BL Culture-share a recent success story from BL; are you proud of a project, solved a difficult problem, helped a colleague.
- Describe how and when you came to work at BL
- Share your biggest current challenge you are experiencing at work.
- Share one or two things about yourself that you think no one in the group may know.
- Describe a positive client/customer interaction you have experienced.
- Tell the group something you appreciate about BL
- What are you most excited about in relation to your job this year?
- What are you most concerned about at work this month?
- What characteristic do you value the most in your coworkers?
- What is the most important personal attribute that you bring to your job?
- What are you most excited about in relation to your job this year?
- What's the one word that you'd like to hear from your boss?
- If your workplace was a tree, what kind of a tree would it be and why?
- What one factor or facet of work do you complain, moan, and groan about the most?
- What's the single most important factor that you would change about your job?
- What is the single most significant factor, that your organization controls, that is fueling your success?
- If you were the king of your workplace, what are the two or three missing factors that you would add?
- Who was your favorite elementary school teacher and why?
- What's a favorite family memory that has stuck with you into your adult life? Why?
- How do you use the information that you learned in your favorite class in your life today?
- What spectator activities do you most enjoy attending and watching?
- What was the most memorable event that you experienced in college or high school?
- What's the craziest thing you've ever done in your life?
- What's your favorite activity to do locally and why?
- Can you share three things about you that you think no one here knows?
- What's your most significant current challenge?

- What outdoor activities do you most enjoy? How often do you get time to participate?
- What soothes your spirit when you are unhappy or in a bad mood?
- What talent do you have that is not utilized successfully in your workplace?
- Which actor/actress would play you, if they made a movie of your life, and why.
- What would you do if you had a million dollars?
- What was your first (or worst) job?

Other Ice Breakers

Shining Moment

Look back over the year (or your work career) and find 1-2 events, activities, accomplishments, collaborations or moments of recognition by others that were shining or important to each of you. Share.

One Word

Think for a minute...Share with the group one word that describes:

- BL Culture
- How are you feeling about your work right now
- Your team
- Significant challenge this week
- Your relationship with your manager
- Your relationship with your closet project team member

Modify this exercise to explore thoughts on a common issue and ask participant for specific examples.

Vehicle Moment

Take out a piece of paper. Draw a vehicle that best represents how you are feeling about BL and where you we are headed right now. Share and discuss the different perspectives.

Tree Moment

Take out a piece of paper. Draw a tree that best represents how you. Share and discuss the different perspectives.

One Minute Please!

The aim of the game is to talk for one minute on a given subject. You announce the topic and a member of the group is randomly selected to speak first for one minute

Choose subjects/topics related to BL. Put a stopwatch on each person to see how long they last before drying up! Topics might include a specific BL Project, an ESOP topic, a topic from a BL All Employee meeting (DSO, backlog, major markets, BL committees), New Win Announcement, specific BL office, a significant BD opportunity, a project success.

The Worry Basket

Take out a piece of paper and right down one worry that you have about BL, your team, or a specific project. Place the pieces of paper in a worry basket. Tell participants that at the end of the exercise you will be setting the basket on fire or shredding the documents as a way of eliminating the worries. Facilitator randomly pulls the worries out and reads to the group. Look for shared worries, themes, and discuss.

Show and Tell

Have everyone bring an object that best describes them or is important to them to the next meeting and talk about it.

One-Way Communication

Give each member of the group a sheet of paper. Make certain everyone has the same size sheet. Explain that they are to follow instructions precisely, and that they are not allowed to ask questions. AND, they are to follow the instructions with their eyes closed. State the instructions:

1. Fold the paper in half.
2. Rip off a corner.
3. Fold in half again.
4. Rip off a corner.
5. Fold again.
6. Rip off a corner.

Have them open their eyes and compare their “design” with others.

Point of the exercise: One-way communication is never as effective as two-way; it gives different results.

Point of the Exercise Script: I gave each of you the exact same directions, yet look how different the papers are! You didn't listen to me! Y'all aren't very bright!”. The participants will defend their creative decisions by saying your directions weren't specific and that they weren't allowed to ask clarifying questions. Of course, they were allowed to ask questions, but they chose not to, just like some of them do in real life.

When it comes to customer service and working with people, it's always better to ask questions and maintain open dialogue. If a person has to make an “original” decision, he or she should own that decision and not blame someone else for a lack of information.

Five of Anything

Ask each person in the group to share their five favorite movies of all time, or their five favorite novels, or their five least liked films, and so forth. The topic can be five of anything - most liked or disliked. This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.

You can also use this ice breaker for topical discussion. As an example, in a session on team building, you might ask, “What are five dysfunctional behaviors you have experienced when participating on an unsuccessful team?” Or, “Think about the best team you have ever been on. What are five key factors that made it your best or most successful team?”

Name Game

Have all people attending the meeting write their names vertically on a piece of paper. Next to each letter of their names, they must write a word that starts with that letter that tells something about them. Have each person read their words. This requires some creative thinking, and participants can learn more about fellow employees.

The Funniest Thing

Ask group members to write down the funniest thing that happened to them or in their department since the last meeting. Put the responses in a bowl. Or just ask participants to share their stories.

Sweet Talk

Before playing, empty a packet of M&Ms or Skittles into a bowl. Everyone will need at least 5 pieces each, so make sure you have enough. Warn guests NOT to eat any of the candy once the game starts.

On a sheet of paper, write down what each color means. For example:

- **Yellow** – Last book read on the way into work
- **Red** – Most memorable work party
- **Green** – One thing you love about your job
- **Orange** – Favorite work thing you do to keep you motivated
- **Blue** – One stressful thing in your job you wish you could improve
- **Purple** – One life goal you're working on

As the bowl goes round, each player shares something based on the color they pick. They must pick colors at random – so no deliberate choosing! The sheet of color meanings? Either pin up for all to see – or keep them to yourself, and then play the role of question master.

It's okay if a player picks the same again. This gives them the chance to say more about themselves.

This ice breaker will require a little bit of pre-planning so alert those on the phone to bring a bag of particular candy to the meeting. You can also have each person not at the meeting randomly write down 5 colors in any order.

MEETING ACTIVITIES

Pictograms (See attached Competencies Pictures)

- At Cohort meeting - passed out one pictogram at a time, gave each time to work through, then asked for volunteer - made sure each person/team was called on for a pictogram. Purpose was to not only have an acronym AT DR CCS Lab to help remember the core competencies but to have picture (people learn differently) - and to have FUN.
- Assignment for the next Cohort meeting was for each Member to take one of the behaviors that they thought was important and create a Pictogram. At the meeting we did a similar exercise for determining what it said and each person discussed why that behavior was important (both at work and in life).

Lunch Bag Exercise

- Asked each member to bring their lunch in a bag decorated (in their own style) with the Leadership Competency that they were most passionate about.
- We took pictures and sent them to the people in the other offices. Some pictures attached.
- We went one by one and the team tried to guess the competency from the picture and why they thought it might be important to that person.
- The person constructing the bag then described why they picked that competency, what it meant to them personally and professionally.
- Learning included:
 - Get to know what is important to each of the members, continue to build trust
 - The discussion identified how the competency (and pictures) build in more than one competency and how multiple are needed to be effective (e.g., client focus also needs good communications)
 - At the end, discussed how leading and managing change (e.g., going from the company buying lunch for our meeting to us bringing something) can be done in such a way that it is perceived positively. At the time we did it, we were just starting to scale back on expenses and look at force adjustments.
 - Reinforcement of what are the competencies.
 - The next meeting we did a pot luck, etc.

LEADERSHIP RESOURCES LIBRARY - Books / Audio Books

Hard copies can be found in the Executive Conference Room in the Meriden Office. Contact HR for additional information.

The 7 Habits of Highly Effective People – Please see Agendas 7 through 11

Our Iceberg is Melting – Please see Agendas 12 through 13

Who Moved My Cheese? – Please see Agendas 14 through 15

Fishtales – Please see Agendas 16 through 18

Leadership and Self Deception

Encouraging The Heart

The Secrets of Facilitation

Discipline Without Punishment

The Power of Positive Attitude

Think Like a Manager

Paradoxes of Leadership

Good To Great

Leadership Is An Art

Designing for Diversity

Servant Leadership

Change The Culture – Change The Game

Stewardship



Tip - Select ahead of time, topics/chapters for discussion at meetings

