



OFFICER TRAINING



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**OMA OFFICER TRAINING**

OMA Facilitated by: Master Connection Associates

General organization for meetings comes down to some very specific elements that involve communication, conflict resolution, decision making, creativity and an understanding of how adults learn. Before we begin to engage in exercises and discussions we need to understand the foundation of how adults work together in a group setting, where learning and discussions are critical to the outcome of the agenda.

Typically, adults remember 20 percent of what they hear; 40 percent of what they hear and see; and 80 percent when there is a combination of hearing, seeing, and doing.

This is important to our time together, because without understanding how the minds of adults really think, we can not change and develop the future of your sessions to be more productive. Even much of today's Web-based training is little more than lecture transferred to a computer screen and the term interactive refers to the question and answer part of the session.

What's particularly sad about our reliance on just "covering the material" is that human beings are enormously equipped to learn, love to learn, and live to learn. The good news is that as meeting planners, trainers, presenters, or educators, we can tap into that learning power and the strength of learning by being much more interactive.

During this session, Master Connection Associates will help you learn to facilitate your work groups more effectively with the following:

- ✓ *Understand how adults learn from each other and gain new skills*
- ✓ *Improve existing communication skills needed in meeting management*
- ✓ *Achieve recognition for improved skills and/or knowledge*
- ✓ *Create a team agreement on how OMA meetings will work in the future*
- ✓ *Strengthen the ability to stay on task*
- ✓ *Create time lines and agendas that the team will agree to*



THE FIVE LEARNING STEPS

STEP ONE:

SET THE LEARNING ENVIRONMENT

STEP TWO:

DRIVING PARTICIPANT INVOLVEMENT

STEP THREE:

USE A VARIETY OF APPROACHES

STEP FOUR:

ENGAGE PARTICIPANTS IN DIALOGUE

STEP FIVE:

REINFORCE THE LEARNING



GENERAL MEETING MANAGEMENT SKILLS - HOW ADULTS LEARN

STEP ONE: SET THE LEARNING ENVIRONMENT

Did you know that the readiness to learn begins before the session? We know from brain research that the brain is quite busy absorbing its surroundings immediately upon entering them. What do learners see when they arrive at the session? What do they hear? How does it feel? Is there an agenda prepared?

Is the room set up for real interaction, or does it feel like no one was expecting you? Get the room ready. Use color. Have all materials (paperless or not) in place. Put on some music. Arrange the seating in a friendly manner that provokes dialogue and interaction. Get the learners' attention - which is not an easy thing to do these days. Send a signal that this will be interesting and different.

When facilitating and participating in your meetings, it is so important to have the agenda laid out so that there is not a lot of "lecture" or endless dialogue without interaction and conclusion.

Don't overlook the peripherals. If you want to know how much learners are absorbing, place your two index fingers out in front of you and focus on them. Then stretch both your arms out until you can no longer see your fingers with your peripheral vision. If you're like me, your arms are stretched out widely! The brain absorbs everything within your arms, even if it does so subconsciously.

STEP TWO: DRIVING PARTICIPANT INVOLVEMENT

We get involved by applying new information to what we already know. To help participants more easily grasp new information, we can activate what they already know about it, either directly or in a related way. Such action warms up the brain and fires up its connections, thus making new information easier to absorb.

Activate prior participation during a warm-up segment, so that participation begins immediately.



STEP THREE: USE A VARIETY OF APPROACHES

Howard Gardner, who has developed a theory of multiple intelligences, refers to the standard "single chance" mode of education that is still favored today. Typically, learners receive information by hearing it or seeing it and must "get it." Instead of a single chance, great meeting facilitators of programs want learners to have multiple chances to "get it."

To accomplish this you need to use a variety of approaches that appeal to the visual, the auditory, and the kinesthetic preferences of learners. A simple approach to multiple-chance learning is to design sessions so that participants hear new information, see it, say it, write it, and do it.

Let's return to the listening example: Participants described good listeners as a result of their conversation. (Discussion is an auditory approach.) They could then view a brief (three-minute) video of three scenarios where people practice effective listening strategies (a visual component). They might then practice the strategies themselves with a partner (a combination of all the preferences, including kinesthetic). By engaging the learners fully across all preferences, we increase what learners can remember and use.

EXERCISE THREE

What would make our work groups more engaging, increase participation and expedite decision making? Discuss this with your team and be prepared to report to the group.

Notes:



STEP FOUR: ENGAGE PARTICIPANTS IN DIALOGUE

We define a dialogue approach by using the Greek translation of the word "dialogue" meaning "words between." By talking about what you are learning, participants can give the new information personal meaning, ground it in their own realities, and make decisions or recommendations.

The simplest way to get people engaged and talking to one another is to use partner interactions. We often use partner interviews to get the dialogue going. Interview a partner, asking them these three questions: 1) "How good a listener are you at work?" 2) "What's your biggest challenge to listening at work?" 3) "Why did you choose the person earlier as a good listener?" Then, after a couple of minutes, they reverse the interview. Energy is high, attention is focused, and the topic of listening is made more relevant to each learner.

EXERCISE FOUR

Based on what you heard from the group earlier regarding what would make our working group meetings more engaging and participative, what specifics do you personally think need to change immediately? Share your thoughts with a partner and come to an agreement on your ideas. Please be prepared to share your thoughts.

Notes:



STEP FIVE: REINFORCE THE LEARNING

Without a solid meeting agenda, and the discipline and leadership skills to avoid going off on tangents and stay focused, people will just talk, and revisit ideas, solutions and commitments to reinforce what you agreed on and what decisions were made. Tap into the power of endings by developing activities that help learners reinforce what they have learned, tie things together, and project into the future.

For instance, using the listening exercise, you could reinforce listening by using another partner interaction, this time a partner "teach and reverse." Have participants' select one new strategy that they would like to try after leaving this workshop. Explain that strategy to a partner and tell how you plan to use it. Respond to questions. Then they will explain a strategy they want to try to you.

For instance, using the listening exercise, you could reinforce listening by using another partner for interaction. This time the participants in the partnership select one new strategy that they would like to try after leaving this workshop. They explain that strategy to their partner and tell them how they plan to use it. This is called "teach and reverse."

EXERCISE FIVE

Let's try it...you discussed learning earlier with a partner. What can you personally do during your future meetings to be a better listener? Share your commitments with a partner and the strategy you will use.

Notes:



Designing your future working group meetings is a matter of balancing new information with interaction. Set the strong learning environment, activate prior learning, use a variety of approaches, engage learners in dialogue, and reinforce their learning.

Try these keys yourself. You'll be amazed at the energy they produce and the level of learning that occurs - far beyond the 10 percent that they would remember if they only heard the new information. Remember, adults love to learn, and they are so well equipped for it that it takes effort to not learn. Try the keys and tap into that learning power!

Give these steps a try. You'll be amazed at the energy they produce and the level of learning that occurs - far beyond the 10 percent that they would remember if they only heard the new information. Remember, adults love to learn, and they are so well equipped for it that it takes effort to not learn. Try the steps and tap into that learning power!

HOW TO FACILITATE DECISION MAKING

Confidently leading a group of diverse people to make a rapid collective decision anytime and anywhere is a real gift, but with a focused approach, decisions can be made.

Most meetings have an agenda item that has the team leader wanting one major desired outcome, and it almost always involves getting people to come to a consensus on diverse agenda items.

The key is to take a large group and break them into smaller groups of teams for discussions. Just "hashing" the same topic over and over again will get you no where.

A CLUE....USE THE "OPEN" APPROACH!

Open dialogue is the foundation to great meetings and is also the best way to come to a consensus quicker. Using our simple tool "OPEN" helps diverse people work together productively. The first step is to set the context so that people can support you.

O - OBJECTIVE FOR DECISION MAKING

P - PERSONAL OPINIONS +/-

E - ENLIGHTENED PERCEPTION

N - NEW DECISION



Start by having the Chair or Vice Chair open the meeting by stating the purpose of the meeting as a decision-making meeting. Ask everyone if, given a fair process, if they would be willing to put their best effort into reaching a decision that they could wholeheartedly support.

Make sure everyone agrees on a few ground rules of engagement. These "rules" include each person taking responsibility for his own communication, making sure that his own voice is heard, and truly considering the views of others. The attendees also agreed to these rules, so the context is set.

Now "OPEN" is introduced and applied to each problem in each work group. The result will be quicker decisions about how to move forward on issues that have gone in circular motion forever.

The "OPEN" approach gives power to the attendees from exposing and applying the human interaction of reasoning. Everyone has to go through a process before they can "reason" that they agree to something. Here is why we have a problem just giving in:

- ✦ **SELECTIVE PERCEPTION:** *Every person filters some data out and lets other data in.*
- ✦ **EMOTIONAL REACTION:** *We each have immediate positive or negative emotional reactions to almost all stimuli.*
- ✦ **SENSE-MAKING:** *Everyone assigns meaning to data based on their unique filters (beliefs, drives, and experiences).*
- ✦ **ACTION:** *We take actions based on our own inferences about data.*

Here's an example when the alarm goes off for work:

- ✓ A loud alarm rings! (*selective perception*)
- ✓ "Ugh ...!" (*emotional reaction*)
- ✓ It's time to get out of bed. (*sense-making*)
- ✓ Stumble to bathroom. (*action*)

Same example getting ready to leave on holiday:

- ✓ An alarm rings! (*selective perception*)
- ✓ "I'm so excited" (*emotional reaction*)
- ✓ Only 2 hours until my plane takes off (*sense-making*)
- ✓ Hurry into the shower (*action*)



EXERCISE SIX

Your facilitator will assign you one of the following decision making groups:

- ✦ **TEAM MEMBER DECISION MAKING** - needs no report out. The work group makes the decision, acts on it, but no debrief is needed.
- ✦ **TEAM LEADER DECISION MAKING** - make the decision, act on it but report out to the entire group
- ✦ **SPECIAL INTEREST GROUP DECISION MAKING** - report the action you want to take before you take it
- ✦ **TEAM ALIGNMENT DECISION MAKING** - make the decision jointly with input from everyone

Once you have your assignment answer the following questions:

1. *How could our group use "OPEN" to make better decisions?*

2. *Do we break down our decisions based on the above segments?*

3. *How could we streamline our decision making process in OMA?*

4. *What interpersonal skills should we improve to be better team members and will allow us to make decisions better?*



REACHING CONSENSUS

Decision-making groups get bogged down when their members go through the "OPEN" process silently, subconsciously, and individually.

Most people in decision-making groups speak to each other only about the last step - New Decisions - individual decisions for action. This is when you hear a lot of "We should" statements.

However, each member may have reached his or her preference for the group action based on very different stimuli, different emotional reactions, and different individual interpretations.

The "OPEN" technique ensures that the group visits each part of the decision making process. A review of "OPEN" and how it works:

After the group shares a common experience (informational presentation, document, etc.), lead them through the following four steps:

1. **O (for Objective)** - Ask the members what they recall seeing or hearing, and list their ideas or capture their answers.
Caution: *Keep people focused on what they observed with their senses. Do not allow interpretations and opinions at this stage.*
2. **P +/- (for Personal Opinions)** - Ask members what they had positive or negative reactions to, and list their responses.
3. **E (for Enlightened Perception)** - Ask members what sense they make of the data and record their responses.
Hint: *This is about thoughts not necessarily the facts.*
4. **N (for New Decisions)** - Ask the members what decisions they can now make as a group. Help them work individual proposals into consensus.



CONFLICT RESOLUTION

Most people believe that they win or lose based on one conversation at a time, either productive or confrontational. The comical point about conversations, is that they can alter your professional or personal life in ten minutes.

Conflict is a good thing, and yet most people back away from it while considering the interaction negative. We look at conflict differently.

THOUGHT #1 - *Master the courage to interrogate reality*

THOUGHT #2 - *Come out from behind the conflict and yourself, into the conversation and make it real*

THOUGHT #3 - *Be here - nowhere else, prepared and ready*

THOUGHT #4 - *Tackle your toughest problem or conflict today*

THOUGHT #5 - *Go with your instincts*

THOUGHT #6 - *Take responsibility for your emotional wake*

THOUGHT #7 - *Let silence do the work*

When ever we are asked to work with organizations helping them with their internal conflict, we introduce these thoughts and make the "stakeholders" discuss how they currently work through these principles.



STYLE-DRIVER

An assertive, take-charge person that tends to be task-oriented. Others have no trouble knowing what a Driver thinks or requires. Drivers focus on results and are generally hard-driving individuals, with high expectations for themselves and others. They are self-controlled, confident, decisive, and action-oriented. Words associated with this style are:

SELF CONFIDENCE

PERSISTENT

PERSUASIVE

IN CONTROL

POWER-ORIENTED

DECISIVE

ACTION-ORIENTED

INDEPENDENT

COMPETITIVE

DISCIPLINED

RISK TAKER

This person:

1. ...is hard working and committed to the job at hand
2. ...likes to be in charge and takes initiative easily
3. ...is quick to move in and seize an opportunity, or make one
4. ...probes and presses to get at hidden resistance
5. ...is quick to act and pushes others to be productive
6. ...enjoys the challenge of difficult situations

**1. WHEN DEALING WITH THE DRIVER STYLE:**

- ✓ Demonstrate competence
- ✓ Respond quickly
- ✓ Be responsive to his or her results
- ✓ Be direct
- ✓ Be prepared for meetings
- ✓ State point quickly with confidence
- ✓ Tell what you can do to achieve goals
- ✓ Stress opportunities for action
- ✓ Show enthusiasm for furthering the team/department company
- ✓ Convey your awareness: he or she is in charge
- ✓ Make suggestions for productivity
- ✓ Be businesslike at all times
- ✓ Use time efficiently
- ✓ Keep focused on the “bottom-line”
- ✓ Talk about probabilities of various options
- ✓ Assist with his or her objectives

DO NOT:

- ⊗ Make excuses
- ⊗ Try to second-guess
- ⊗ Expect friendship
- ⊗ Expect compliments
- ⊗ Make assumptions
- ⊗ Focus on “how” and “who”



STYLE-EXPRESSIVE

A communicative, stimulating person that loves to dialogue and keep a conversation going. Expressive people talk openly, share feelings, state opinions, and ask for input. They enjoy the give and take of collaboration and want to “hear” and “be heard.” They respond openly when it comes to sharing feelings rather than hiding their true reaction to given circumstances. Words associated with the expressive style are:

COMMUNICATIVE

STRAIGHT FORWARD

COLLABORATIVE

ENTERTAINING

WARM

RECEPTIVE

OUT-GOING

BIG PICTURE

RISK TAKER

MULTI-INTERESTS

This person:

1. ...has a warm personality and loves to talk
2. ...makes an effort to get other people to express their opinions and feelings
3. ...is straightforward about his ideas and feelings and will express them
4. ...keeps people thinking about goals, purposes, and the big picture
5. ...works until mutually satisfying solutions are found



2. **WHEN DEALING WITH THE EXPRESSIVE STYLE:**

- ✓ Show support/work for his or her dreams
- ✓ Let him or her take as much credit as they desire
- ✓ Be willing and ready to dialogue
- ✓ Look for options that you both can share with excitement
- ✓ Watch for what he or she finds interesting
- ✓ Take initiative to handle details
- ✓ Respond enthusiastically
- ✓ Talk about your options and hunches
- ✓ Ask how you can further his or her ideas
- ✓ Tell him or her about actions of prominent people
- ✓ Show appreciation for his or her creativity
- ✓ Offer stimulation in a fast-moving way

DO NOT:

- ⊗ Argue
- ⊗ Rush a discussion or conversation
- ⊗ Expect him or her to focus on details
- ⊗ Downplay the “big picture”
- ⊗ Forget to pin down specifics
- ⊗ Focus on “how”



STYLE-AMIABLE

Those that exhibit the amiable style enjoy social interactions and are interested in others. They enjoy belonging to groups and are good team players. Although these persons display feelings openly, they are not as quick to be assertive. They are agreeable, friendly, and supportive of others.

Words associated with this style are:

ATTENTIVE

ANIMATED

FRIENDLY

RELAXED

FLEXIBLE

SUPPORTIVE

WARM

SOCIALLY SKILLFUL

EASY GOING

EMPATHETIC

This person:

1. ...uses personal charm to win people
2. ...is genuinely interested in the welfare of others
3. ...is quick to adapt to new ideas and ways
4. ...is empathetic and a good listener
5. ...is able to interact easily and fit in with all kinds of people
6. ...is sensitive and aware of other's feelings and needs



3. **WHEN DEALING WITH THE AMIABLE STYLE:**

- ✓ Show interest in him or her personally
- ✓ Show your approval of his or her ideas
- ✓ Spend plenty of time listening
- ✓ Give suggestions as to how to get others involved and interested
- ✓ Emphasize the importance of the team
- ✓ Show willingness to compromise
- ✓ Take time developing the relationship
- ✓ Let him or her know there is support from others
- ✓ Be friendly and informal
- ✓ Be flexible
- ✓ Don't overstate what you can realistically do
- ✓ Share your personal feelings
- ✓ Display a sense of humor

DO NOT:

- ⊗ Disagree too openly (hurt feelings)
- ⊗ Make promises you can't keep
- ⊗ Dismiss small-talk
- ⊗ Seem uncooperative
- ⊗ Keep your preferences quiet
- ⊗ Ignore his or her uncertainty (reassure)



STYLE-ANALYTICAL

The person with the analytical style pays attention to detail and has serious, methodical work habits. It can be said that tasks and form are the focus of this style. A self-controlled person, the analytical is practical and patient. He can be counted on to follow through and stick with the task until the job is completed. A good organizer, this person is consistent and diligent, whatever the task.

Words associated with the analytical style are:

PRACTICAL

PERSEVERING

FACTUAL

RESERVED

THOROUGH

RATIONAL

ECONOMICAL

CONSISTENT

This person:

1. ...thoroughly examines and studies situations
2. ...is methodical and consistently follows policies and procedures
3. ...likes to work with the tried and true and enjoys getting the job done within the policy guidelines
4. ...is disciplined about time
5. ...outlines alternatives and examines the pros and cons of each option
6. ...is good with detail and is persistent with follow through

**4. WHEN DEALING WITH THE ANALYTICAL STYLE:**

- ✓ Stick to the facts
- ✓ Tie new things to the old (tried and true)
- ✓ Do your homework
- ✓ Give yourself time to “prove yourself”
- ✓ Focus on step-by-step timetable
- ✓ Do what you say you will do
- ✓ Prepare written recommendations
- ✓ Give plenty of lead time for decision
- ✓ Be systematic
- ✓ Document your decisions with data
- ✓ Move ahead slowly
- ✓ Be organized

DO NOT:

- ⊗ Surprise
- ⊗ Try gimmicks
- ⊗ Talk of high risk
- ⊗ Talk “off the top of your head”
- ⊗ Stress opinions and hunches
- ⊗ Ignore what’s worked before



YOUR STYLE IN EXCESS**CONTROL****ANALYZING**

Elaborate
Data Bound
Tunnel Vision
Stubborn
Analysis Paralysis
Critical
Plodding

DRIVING

Domineering
Coercive
Detached
Overwhelming
Impatient
Exaggerates
Gambler

ASK**TELL****AMIABLE**

Childlike
Inconsistent
Passive
Low Self-Esteem
Avoids Confrontation
Manipulative

EXPRESSING

Non-Decisive
Impractical
Easily Bored
Blunt
Wants the Spotlight
Disregards
Deadlines
Overcommitted



Now that you understand the fundamentals of behaviors and how they affect the interaction of teamwork, let's go back and focus on conversations that involve conflict, disagreement and decision making.

As you already know, people are not neutral. Most people believe that in order to execute ideas, initiatives and deliver goals and solutions, leaders of work groups have conversations that interrogate reality, provoke learning, tackle tough challenges and enrich relationships. Consequently, the work you do with OMA begins by putting into place a foundation - four conversational models that become workhorses for your group. Keep in mind that you must always, interrogate reality; provoke learning; tackle tough issues and enrich relationships.

- ✦ **TEAM CONVERSATIONS** - *Engage individuals and teams in frictionless debates that interrogate reality and ignite dialogue around clarifying a goal, solving problems, evaluating opportunities and designing strategies, resulting in excellent decisions for the group*
- ✦ **COACHING CONVERSATIONS** - *Engage individuals and teams conversations which increase clarity, improve understanding and provide impetus for change, resulting in professional development, the advancements of projects and accelerated results*
- ✦ **DELEGATION CONVERSATIONS** - *Clarify responsibilities and raise the level of personal accountability, ensuring that each person has a clear path of development, action plans are implemented, deadlines are met, goals are achieved and leaders are free to take on more complex responsibilities*
- ✦ **CONFRONTATIONAL CONVERSATIONS** - *Engage individuals and teams in conversations which successfully resolve attitudinal, performance or behavioral issue by naming and addressing tough challenges, provoking learning, and enriching relationships*



EXERCISE NINE

You will now create some "truths" around the above conversations - keep in mind that there are two ways to look at "truths." There is the "official" truth that is what everyone says but no one believes and the "ground" truth, that is what everyone else talks about when no leaders are listening.

Choose an issue that is causing your work groups to be less efficient than they should be and decide how you will tackle the issue with your team later.

To jump start your thinking here are some questions to help you:

1. *Name the issue*
2. *Select a specific example that illustrates the situation or behavior you want to change*
3. *Describe the emotions about this*
4. *Clarify what is at stake*
5. *Identify your contribution to this problem*
6. *Indicate your wish to resolve it*
7. *Invite dialogue with the team*



AN EFFECTIVE COMMUNICATION TOOL

L.E.A.P.

LEAP is an effective communication tool to overcome conflict. LEAP into adversity and have a positive outcome.



LISTEN -

- *Shows empathy*
- *Active listening*
- *Care*

EMPATHIZE -

- *Shows sensitivity*
- *Acknowledges what was heard*
- *Support and concern*

ASK -

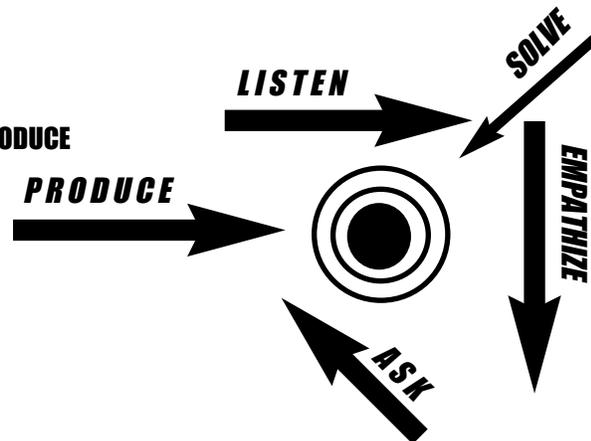
- *Clarify understanding*
- *Explore options*
- *Ask for clients help*

PRODUCE -

- *A solution*
- *Recommendation*
- *Next step*

L.E.A.P. =

LISTEN - EMPATHIZE - ASK - PRODUCE



Remember not to jump to conclusions.

AVOID JUDGMENTAL BEHAVIOR

- ***Insisting***
- ***Directing***
- ***Telling***

AVOID HOSTILE BEHAVIOR

- ***Arguing***
- ***Criticism***
- ***Scolding***



AN EFFECTIVE FEEDBACK PROCESS

SMART FEEDBACK

Effective groups work well because of constant communication and embracing feedback. SMART Feedback is critical for your success as a group.

S-SENSITIVE
M-MEANINGFUL
A-ACCURATE
R-REINFORCING
T-TIMELY

1. **SENSITIVE** - Remember this is a valued person on your team. Your goal is to increase their effectiveness as a part of that team. Often your less-experienced employees will be reluctant to accept constructive criticism. They might get the feeling that you are picking on them. Be aware of their feelings; however, you do not have to “sandwich” the feedback with the old rule of “something good, something bad and something good.” It’s much more effective to make sure your employee is receptive to the feedback.

- Listen attentively
- Empathize for understanding
- Ask questions for clarification
- Produce a next step response
- “L.E.A.P.” into the feedback session

2. **MEANINGFUL** - Include the employee in your feedback session. Comment on the specific observable behavior. Make sure you are honest; do not “sugar coat” the feedback. Anything other than the truth will confuse the issue.

3. **ACCURATE** - Feedback is enhanced by accuracy and timeliness; specific feedback is very effective. Don’t give feedback based on hearsay or rumor. Make sure your facts are accurate and the employee understands your specific message.

4. **REINFORCING** - Your intention should be to continue development of the employee. Reinforce behavior you want to see more of. “Pats on the back” are good morale boosters, but do not necessarily improve performance.

5. **TIMELY** - Provide the feedback as soon as possible. Postponing feedback creates a disconnection between the behavior and the result.



THE ELEMENTS OF A HIGHLY SUCCESSFUL TEAM

Taking your employees from “a group of people” to a “team” requires constant communication and candor. The following exercise will begin your journey of team building.

On the following pages there appears a “Self Perception Questionnaire” for you to complete. The questionnaire, and the way you answer it, will be shared with your team.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE:

There are 15 elements that make up a professional. Each of these elements appear on the following pages with some accompanying statements. As you read each of the statements;

- 1. Place a (10) in the box if you are above average in that area**
- 2. Place a (5) in the box if you are average**
- 3. Place a (0) if you are below average**

Remember to answer all of the questions with the appropriate mark. Your next step is to complete the scoring and evaluation of the questionnaire. For each element, total all the points you have awarded yourself and divide the total by the number of squares in each element to obtain your score. The following example is for the element called Achiever.

$$\text{Total } 3 \times 10 = 30$$

$$\text{Total } 3 \times 5 = 15$$

$$\text{Total } 1 \times 0 = 0$$

$$\text{Total score } 45 \text{ divided by } 7 \text{ squares} = 6.4$$

After you have completed your score for each element, post them on the Professional Attributes Wheel page following the questionnaire.

**ACHIEVER**

- You want to be judged by the results you generate
- You demand to have yourself evaluated and compared to some high standard
- You want a scorecard that shows how you are progressing as compared to others (bench marking)
- You hit deadlines and meet your quotas most of the time
- You perform by results rather than by activity
- You challenge yourself to stretch your capabilities and exceed expectations
- You produce impressive results not only in what you like to do, but also in what you don't like

TOTAL

**DEFINITE GOALS**

- You start a project with the end in mind (vision)
- You think in terms of desirable measurable outcomes
- You have an objective for each action you take
- You have written strategy to improve on target goals
- Your calendar reflects your personal and business life philosophy
- You operate with a sense of urgency
- You share your vision (potential)
- You hold teamwork in the highest esteem
- You have the reputation as a champion of self improvement and developmental change

TOTAL

**SELF CONTROL**

- You have the ability to keep emotions, physical desires, and intellectual thoughts directed toward a team goal
- You do not allow gossip and negative chatter to destroy a positive and productive business environment
- The hotter things get, the cooler you become
- The staff says, when everyone panics, you stay calm under fire
- You play by the rules and operate with integrity
- You keep your life in balance
- You deal with issues of today only

TOTAL

**ENTHUSIASM**

- You are passionate about causes, i.e., total quality, customer satisfaction, resourcefulness, supporting the team, etc.
- You are excitable and make projects exciting for others
- You have an immense energy and enjoy sharing with others
- You are committed to change, and tend to engage others with your zeal into being a part of the change
- You raise the consciousness and lift the spirit of others you work with

TOTAL

**PERSISTENCE**

- You complete projects
- You influence your support group to keep trying until they get it right
- Obstacles and considerations do not discourage you, you stay on course and ward off distractions
- You are known for fostering a “no excuse” project environment
- You get more of what you want because you dedicate more thoughts and actions into what causes “ideal” outcomes
- You get what you want vs. taking what you get
- You always go full steam ahead after business

TOTAL

**CREATIVITY AND IMAGINATION**

- You are able to do more with less (resourceful)
- You are not afraid to experiment. You are the “change agent” within your organization
- You believe there are always options
- You draw from a variety of talents and tools to confront challenges
- You operate without boundaries or paradigms of the past
- When you change your vision you change your planned results
- You network with others to get a different perspective and innovative ideas
- You believe it is crazy to expect less results. You don't continue to do things the same way you have always done them to increase the results

TOTAL

**CLEAR THINKING**

- You start with clear objectives and stay focused on results
- You are 100% on purpose
- You make your intentions clear before you systematically approach solving a problem
- You organize your thoughts and information fast so that you can handle a problem quickly or materialize an opportunity
- You can silence the inner voices of judgment, prejudice, and bias
- You always know how far away from your target you are and the direction you must take to achieve it
- You ask specific questions and give specific answers (you are not vague)

TOTAL

**SELF CONFIDENCE**

- You believe in your own capability and trust your own personal power
- You use a positive approach to solving problems
- You are heard to say a lot of “we can” vs. “we can’t”
- You are competent and skilled
- You are secure with yourself so you include others’ input into planning and problem solving
- You are a tough but fair competitor
- You are confident you can reach your goals
- You can laugh and learn from your mistakes

TOTAL

**SELF ESTEEM**

- You operate from a position of pride
- You have a high regard for yourself and believe you are worthy of success
- You are comfortable with receiving generous support and remuneration
- You don't have to make others appear small so you can appear big
- You are a valuable mentor because you can get out of the way of your own ego
- You are liberated. You are not a victim of outside forces
- You take pride in your honesty

TOTAL

**COMMUNICATOR**

- You use empowering and enabling language to move your customers forward
- You openly listen to your customers, team members, and those you report to
- You give yourself honest criticism and frank feedback when you are off course and under-performing
- You are able to give your team members the same feedback
- You give thoughtful verbal and written praise that inspires everyone to improve their performance
- You have excellent presentation skills
- You reflect before you respond
- You practice “no one cares about how much you know until they know how much you care”
- Your voice mail projects a positive image

TOTAL

**TAKES INITIATIVE**

- You live by “If it is to be, it’s up to me”
- You do not have to find someone to get permission to handle an emergency or prevent a crisis
- You don’t get analysis paralysis
- Your inner ear and third eye are able to detect trouble and opportunities before others, and compel you to move immediately
- You are flexible

TOTAL

**PERSONAL COMMITMENT**

- You have taken total responsibility for your team
- You take personal responsibility for the outcome of a project or sale and drive it to exceed the expectations of all interested parties
- You accept if you cannot get the job done - then you get out of the way so someone else can
- You do not point a finger or spread blame on others when results fall short of expectations
- You own a project or program and are affected negatively when it is unsuccessful

TOTAL

**CREATES UNITY**

- You are inclusive, you involve all participants in the decision making, problem solving, creativity, and planning process
- You know how to get agreement from each member of the team before you embark on a project or change the direction of the team
- You create a harmonious and supportive work environment
- You recognize and respect people's capabilities often more than they do themselves
- You respect the special "gifts" of others and are willing to acknowledge them
- You are the orchestrator of other people's talents ((synergizer))
- You and your team members trust each other, keep promises you make, and can quickly reach consensus

TOTAL

**DO MORE THAN PAID FOR**

- You do what it takes to accomplish the mission and get the job done with excellence
- You constantly strive to improve the quality and excellence of your work
- You take risks to change procedures, processes, and methodologies that could produce poor products or services
- You are a lifelong learner
- Typically you would volunteer to be part of a task force to upgrade the organization
- The poster person for TOTAL QUALITY is you

TOTAL

**DECISION MAKER**

- You have the courage to take the next step
- Once you are clear on the desired outcome, you quickly complete the process and strategy to move forward
- You accept that there are consequences for your actions
- You openly confront and handle problems
- You practice a win-win philosophy

TOTAL

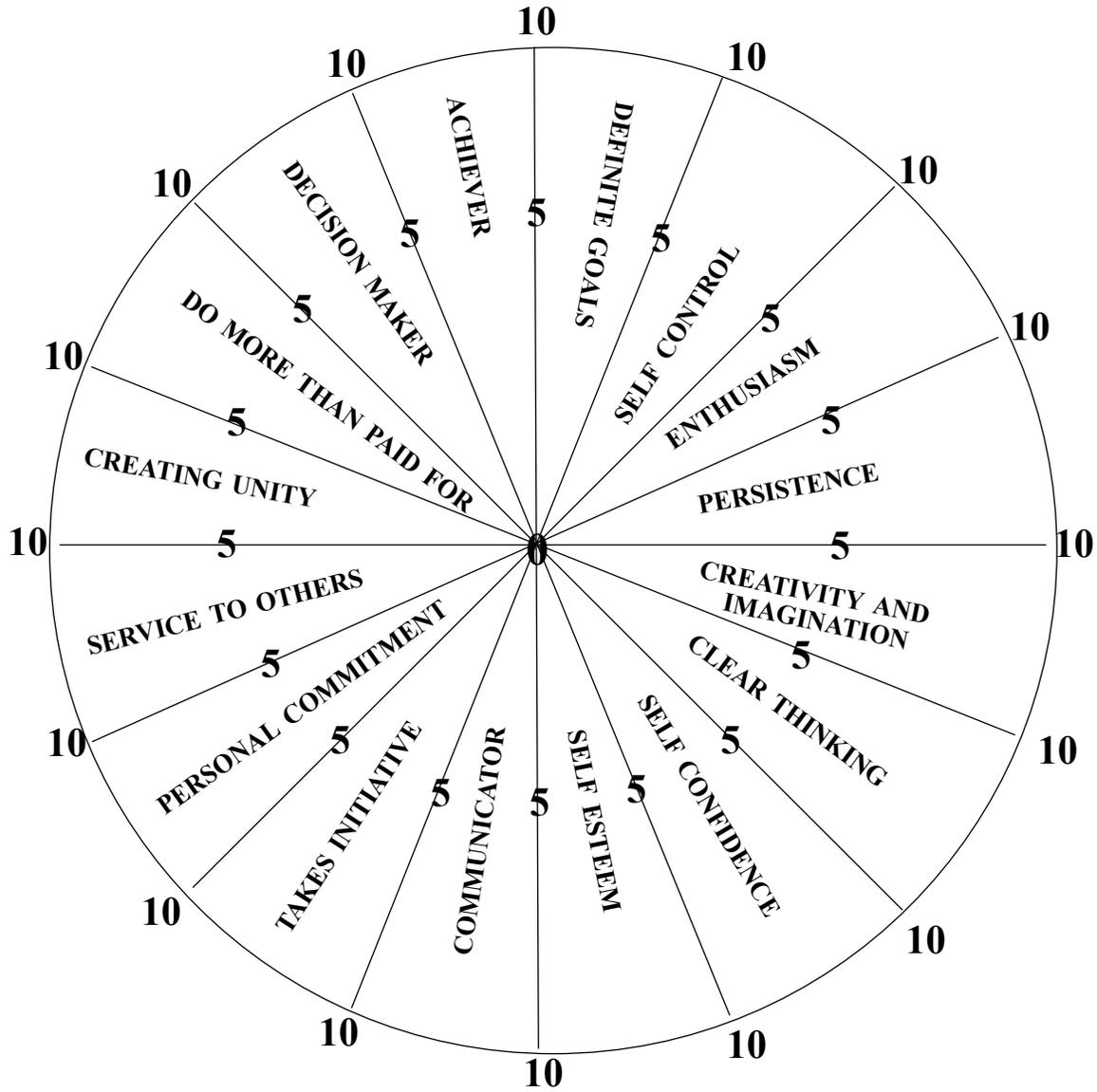
**SERVICE TO OTHERS**

- You are viewed as an asset, not a liability (a strategic resource vs. a line item cost)
- You support recycling and conservation
- You are intolerant of waste and those that only take
- You know the organization's needs and seek ways of being a positive resource
- Your team is often referred to as one to be like
- YOU willingly mentor others
- You volunteer to serve those less fortunate than you
- You are willing to forgive others and move on

TOTAL



PROFESSIONAL ATTRIBUTES WHEEL





Jump start your creative brain to balance all the analytical skills you possess. Every idea and great achievement begins with an idea...no facts, just intuition. We need to continue to stimulate our creative side of the brain (right side) to nurture idea generating.

We start off as youngsters with visual stimuli all over the classroom, which jump starts your learning. Then every year as we mature in grade school, the visual stimuli is slowly removed and we enter terminal seriousness as an adult.

Research long ago revealed that the right side of the brain generates the emotional and creativity, while the left side processes logic and details. Smiling and laughing originates in the right side, but integrates the logical side when deciding when to laugh or smile.

Look at the research:

Age	5	8	44
<i>Times a day you ask why</i>	65	41	6
<i>Times a day you laugh</i>	113	83	11
<i>% of creativity</i>	98	32	2

Creativity often suffers when a fresh idea is introduced into a non-receptive environment. Too often, the first response is a critical one, such as "we've tried that before." Creativity is nurtured, not by a "yes, but"; but a "yes" and a response. Look for a second right answer, look from a different perspective, but never say:

- ✓ *It'll never work*
- ✓ *We don't have time*
- ✓ *It's not in the budget*
- ✓ *Great idea, but not for us*
- ✓ *We've always done it this way*
- ✓ *NO*

