CAREER SUCCESS AND SURVIVAL IN THE 21st CENTURY:
A Mandate for Life-Long Learning

HOMEWORK: THINKING ABOUT YOUR CAREER SUCCESS

Instructions: The purpose of this exercise is to get you to assess yourself and think about the factors that will have a powerful influence on your performance and career trajectory. Take the time to THINK and TAKE ACTION accordingly!

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Distinguished University Professor
Director of the COBI Center for Leadership and Organizational Excellence

Getting Results®
A PICTURE OF SUCCESS DEFINED BY YOU

Instructions: In the space provided below, write out your definition of what the word SUCCESS means to you and draw a picture to capture this definition. The purpose is to get you to think about your future and to visualize. Go!

Now let’s take a look in the mirror and see how you stack up against the factors that drive career success by reading and conducting the Career Success and Survival Imperatives Assessment!
The 12 Career Success and Survival Imperatives

**CHALLENGE #1: ONGOING FOCUS AND ALIGNMENT** - In the modern workplace, being busy does not equal being effective or successful! It is incumbent that every professional creates focus around doing the right things, engages in daily activity that deliver desired outcomes, and makes the best use of their critical and scarce organizational resources!

**Career Success and Survival Imperatives:**

1) A person must identify and deliver the value-added **results** his or her organization wants and needs from them and create a track record of doing so!

2) A person must have the ability to identify, implement, and master the key value-added **practices/behaviors** that lead to achieving these desired results.

3) A person must have the ability to focus their **time**, **organizational resources**, and **power** on delivering desired results.

**CHALLENGE #2: CREATING REAL PEOPLE POWER** - In the modern workplace it is exceptionally important to effectively interact with the people around us, whether they are superiors, peers, subordinates, customers, or organizational stakeholders. We must have the emotional intelligence and ability to work with everyone!

**Career Success and Survival Imperatives:**

4) A person must place a high priority on forging and nurturing viable, meaningful, and effective **working relationships** and **networks**.

5) A person must have the ability to effectively **connect and communicate** with everyone, in every situation.

6) A person must maintain and project a positive **personality, attitude, and outlook** about themselves, their work, and life.
CHALLENGE #3: ONGOING LEARNING AND PERFORMANCE

**IMPROVEMENT** - Successful people must know how to pay careful attention to the things going on around them and regularly monitor and track their own performance. In addition, they must continuously learn and develop their skills, seek out ongoing feedback and coaching, and improve their ability to solve problems and serve as change agents, to help drive improvement in their enterprises.

**Career Success and Survival Imperatives:**

7) A person must work hard to develop their “situational awareness” so they always know what is going on around them (challenges & opportunities) and how well they are performing.

8) People must continuously learn and develop themselves with the skills/talents necessary to meet the changing demands of their job.

9) A person must embrace honest feedback and coaching and seek out real accountability.

10) A person must be a disciplined problem-solver and change agent who continuously looks for ways to make it easier for others to get things done!

CHALLENGE #4: TRUE GRIT PROFESSIONALISM AND CHARACTER -

The last two Career Success and Survival Imperatives just might be the key to long-term workplace success and life satisfaction. It is imperative that we all learn how to handle the things that life throws at us and that we continuously work hard to maintain our character and integrity.

**Career Success and Survival Imperatives:**

11) A person must have the ability to handle stress, stay poised, and maintain balance in every area of their personal and professional life.

12) A person must demonstrate character and integrity in all that they do!
Career Success and Survival Imperatives Assessment

Instructions: Carefully read each of the following questions and rate yourself using the following scale to determine how well you perform on each of the following Career Success and Survival Imperatives:

1 = I am clearly failing at this imperative
2 = I am really struggling with this imperative
3 = I am okay with this imperative
4 = I am good with this imperative
5 = I am excellent with this imperative

1. I consistently identify and deliver the value-added desired results my organization wants and needs from me on an ongoing basis._______
2. I identify, implement, and stay focused on the key value-added practices/behaviors that lead to desired results on an ongoing basis. _______
3. I focus my time, organizational resources, and power on delivering desired results._______
4. I forge and foster viable, effective working relationships and business networks with the people I need to get desired results. _______
5. I effectively communicate and connect with everyone in every situation at work. _______
6. I maintain and project a positive personality, attitude, and outlook about myself, my work, and life. _______
7. I maintain my “situational awareness” so that I always know what is going on around me and how well I am performing. _______
8. I continually learn and develop the skills/talents necessary to meet the changing demands of my job. _______
9. I embrace feedback and coaching and seek out accountability for improvement. _______
10. I work hard to be a disciplined problem-solver and change agent to make it easier to get things done. _______
11. I effectively handle stress, stay poised, and maintain balance in every area of my personal and professional life. _______
12. I demonstrate great character and integrity in all of my personal and professional dealings. _______
SCORING: In the space provided below, please write down your score for each of these 12 questions and fill out the subtotal for each section. When this is completed, add up your four subtotal scores and determine your GRAND TOTAL.

Ongoing Focus and Alignment
Question #1: _______________
Question #2: _______________
Question #3: _______________
SUBTOTAL: __________

Creating Real People Power
Question #4: _______________
Question #5: _______________
Question #6: _______________
SUBTOTAL: __________

Ongoing Learning and Performance Improvement
Question #7: _______________
Question #8: _______________
Question #9: _______________
Question #10: _______________
SUBTOTAL: __________

True Grit Professionalism and Character
Question #11: _______________
Question #12: _______________
SUBTOTAL: __________

GRAND TOTAL (all four sections): __________

Interpretation: The purpose of this 12-point questionnaire is to get you to think candidly about your performance on these critically important performance-enhancing practices that can have a powerful effect on your career trajectory. On some of these imperatives you might score quite high and others you might need some serious work, but what is important now is that you are thinking about the impact that each of these imperatives can have on your ability to be successful and effective in your chosen profession. If you find yourself having a score of less than three on any of these 12 imperatives, stop and carefully think about how you are going to improve this area.

Score 12–23: Career Danger Zone
Score 24–35: Career Success Improvement Required
Score 36–47: Career Strengths Emerging
Score 48–60: Career Strengths Are in Place
A KEY QUESTION FOR ALL 21ST CENTURY WORKING PEOPLE – A Call to Action

Given this assessment, to increase my effectiveness as a professional and take my performance to the next level what must I…

KEEP DOING?
1. __________________________________________
2. __________________________________________
3. __________________________________________

STOP DOING?
1. __________________________________________
2. __________________________________________
3. __________________________________________

START DOING?
1. __________________________________________
2. __________________________________________
3. __________________________________________

Now, after you have identified what you should do in each of these three (3) categories to improve your performance, work your way through the accompanying worksheets to help you get more “intentional” and focused with your career improvement plan.
Worksheet I: WHAT RESULTS DO YOU WANT TO ACHIEVE?

Instructions: In the space provided below, identify the key results that are most critical to your success at this point in your life. Creating FOCUS is key!

1) Key Result #1 _______________________________________________

2) Key Result #2 _______________________________________________

3) Key Result #3 _______________________________________________

4) Key Result #4 _______________________________________________

5) Key Result #5 _______________________________________________

KEY QUESTIONS:

a) Are you and your boss in agreement and on the same page in terms of what key results you must achieve to be successful?

b) Do your co-workers know and understand what results you are attempting to achieve during this performance period?

c) As a leader, are the results, and corresponding actions, of your people tied directly to the results that you must achieve to be successful?
Worksheet II – Part One: LINKING KEY ACTIONS WITH DESIRED KEY RESULTS

Instructions: In the space provided below, make a list of all of the activities, actions and duties that you perform on a regular basis in your role as a leader. Do not assess, rank, prioritize or order this list. Simply write down everything that you do and please be specific!
Worksheet II - Part Two: LINKING KEY ACTIONS WITH DESIRED KEY RESULTS

Instructions: Select the three (3) most important results from the Worksheet I and write them below. Now using the list from Part One, identify the actions/practices that are most important to achieving each of these desired results in the space provided. As you do this, think about Praetor’s 80/20 Principle which suggests that 80% of results can be attributed to 20% of the activities that we are engaged in on a regular basis. Please be very specific in this process of activity identification.

Key Result #1

Key Actions: a) ____________________________
   b) ____________________________
   c) ____________________________
   d) ____________________________
   e) ____________________________

Key Result #2

Key Actions: a) ____________________________
   b) ____________________________
   c) ____________________________
   d) ____________________________
   e) ____________________________

Key Result #3

Key Actions: a) ____________________________
   b) ____________________________
   c) ____________________________
   d) ____________________________
   e) ____________________________
Worksheet III: ASSESSING KEY WORKING RELATIONSHIPS

Instructions: Complete Part I and Part II of this assessment with utmost candor and care.

Part I: Pick out the five (5) most important people who you work with, who are critical to your success and ability to get better results, and fill in their names below. Now assess the quality of the working relationship with each individual using the scale provided and let’s see what can be learned.

<table>
<thead>
<tr>
<th>Person’s Initials</th>
<th>Performance Damaging</th>
<th>Performance Enhancing</th>
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<tbody>
<tr>
<td></td>
<td>Broken Working</td>
<td>Strained Working</td>
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<tr>
<td></td>
<td>Relationship</td>
<td>Relationship</td>
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<td></td>
<td>Positive Working</td>
<td>Highly Effective</td>
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<td></td>
<td>Relationship</td>
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</tbody>
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Part II: Any relationships falling into the Performance Damaging category needs attention to remove specific problems that create unneeded stress and damage your capacity to work well with this person in a productive fashion.

Take Action: Walk through the following set of questions to analyze how to improve these relationships—whether it is your customer, boss, a peer, an employee or member of another department:

1. What is the real problem here?
2. How is this problem damaging my/our performance?
3. What does he/she need from me that I am not providing?
4. What do I need from this person that I am not getting?
5. What can I do to make this relationship more effective?
6. What do we need to do together to make this relationship more effective?

* Never wait to fix a broken or damaged working relationship and make sure your performance scripts pull in the right people who can help achieve desired results!!!
Worksheet IV: THE GETTING RESULTS TIME ASSESSMENT

THE CHALLENGE OF TIME AND GETTING DESIRED RESULTS

“I have been a manager for 25 years and a senior leader for 9 years. I have worked hard to get results for this enterprise as most of our managers have. I have wrestled with changes of every sort…I’ve seen some great successes and a few failures along the way…People talk about having the ‘right stuff’ to be a great manager and all the discussion about skills and competencies and development were not the toughest thing…The toughest thing for me as a manager is wrestling with the time animal…I haven’t talked with too many people about this, but my schedule can be a killer and I look at my planner sometimes and feel overwhelmed and even depressed.”

“I ask myself regularly, ‘why am I so busy?’ Every manager I know is busy but the real question is, ‘busy doing what?’ The answer to this question can be what separates effective from ineffective leaders…Healthy from unhealthy leaders…Balanced from unbalanced managers and ultimately satisfied from unsatisfied people. For most of us this is a real challenge if we are being honest!”

A Senior Executive’s Confession

Question: List anything from this confession that strikes a cord with you:
THE GETTING RESULTS TIME ASSESSMENT

Can You Squeeze More than 24 Hours Out of a Day?

Instructions for Part I:

Time is a leader’s most important resource. This exercise will help you better understand how you use time as a resource. Subtract the number of hours you spend on an average work day involved in each of the following activities. Each response should reflect an average of the amount of time you spend in each activity. Please use 15 minute increments (e.g. 1.25 hours).

Total ........................................................................... 24 Hours in a day

Sleeping ................................................................. _____ Hours = _____ Hours remaining
Getting ready for work (showering, shaving, hair care, dressing, etc.) ................................. _____ Hours = _____ Hours remaining
Preparing/eating breakfast ................................. _____ Hours = _____ Hours remaining
Driving to work ...................................................... _____ Hours = _____ Hours remaining
Lunch ................................................................. _____ Hours = _____ Hours remaining
Driving home from work ................................. _____ Hours = _____ Hours remaining
Preparing / eating dinner ................................. _____ Hours = _____ Hours remaining
Family / social time ............................................. _____ Hours = _____ Hours remaining
Personal time (reading, watching television, participating in sports, physical exercise, etc.).... _____ Hours = _____ Hours remaining
Education / self-development (studying to stay up to date in your particular field / profession, or preparing for class, homework, tests, class time, seminars) ................................. _____ Hours = _____ Hours remaining
Household responsibilities / chores (shopping, cleaning, washing, etc.) ............................. _____ Hours = _____ Hours remaining
Miscellaneous .................................................... _____ Hours = _____ Hours remaining

Average amount of time remaining for work _____ Hours = _____ Hours remaining

Now, carry the HOURS REMAINING for work/job above to the next page and place them on the first line that says “Hours left for work” on Part II of this assessment.
Getting Results Time Assessment
Can You Squeeze More than 24 Hours Out of a Day?

Instructions for Part II:

Now, subtract the number of hours you spend each day involved in each of the following activities at work. Each response should reflect an average of the amount of time you regularly spend in each activity.

Hours remaining from Part I ………………………… _____ Hours = _____ Hours remaining

Time spent on the telephone in non – productive conversation ………………………………………. _____ Hours = _____ Hours remaining

Time spent on mail, e-mail, faxes, letters, etc., that is non – work/job related (i.e., opening, reading, replies) ………………………………………….. _____ Hours = _____ Hours remaining

Time spent in non – productive meetings ………. _____ Hours = _____ Hours remaining

Time spent on public relations with no end result… _____ Hours = _____ Hours remaining

Time spent on the busy aspects of paperwork (i.e., gathering data, information, writing reports, etc.) …………………………………………………… _____ Hours = _____ Hours remaining

Time spent on business lunches (beyond one hour) ……………………………………………….. _____ Hours = _____ Hours remaining

Time spent in dealing with incompetents (i.e., bosses, employees, peers, customers, etc.) ……… _____ Hours = _____ Hours remaining

Average amount of time you have left for bottom–line /results–oriented work ……………………………….. _____ Hours

The average professional’s total time available for real work…… _____ Hours

Key Question: WHAT DO YOU NEED TO DO TO REMOVE TIME WASTERS FROM YOUR WORK LIFE AND INCREASE THE AMOUNT OF PRODUCTIVE TIME YOU HAVE AVAILABLE TO IMPROVE PERFORMANCE AND GET BETTER RESULTS? Answering this question is a “game changer.”
Worksheet V: MONITORING AND MEASURING YOUR PERSONAL PERFORMANCE

“A lot of people don’t always know how well they are actually performing their jobs…They might not have established a measuring stick or they don’t monitor their own performance or they might be depending solely on their boss for feedback…Any way you look at it, most people have to become better at tracking their own performance and making adjustments on the fly…Waiting for others to point out that our performance is not where it needs to be can be very unhealthy for one’s career!”

A Senior HR Professional’s Observation

Instructions: In the space provided below, answer each of the following questions to help you set up a stronger system for self-monitoring and improving your performance. Your career and long-term success just might hang in the balance of your abilities in this important function.

1. How often do you stop and take stock of your performance?

2. How do you know when you are doing a good job?

3. How do you measure your performance?

4. How often do you measure your performance?

5. How does your boss measure your performance?

6. How do you know when your performance is not where it needs to be?

7. What are the sources of feedback/coaching that you receive on your job?
Instructions: Now identify the top skills/practices identified on Worksheet II that are most critical to effectively performing the activities that lead to better results. Take the time to honestly evaluate your talents in each of these critical areas. Any skills/practices receiving a score of less than a Strength are potential targets for improvement. Question: Do you have a plan to develop the talents that are most critical to being able to achieve the results that are most critical to your success?

<table>
<thead>
<tr>
<th>Key Skills/Practices</th>
<th>Needs Serious Work</th>
<th>Needs Some Work</th>
<th>A Strength</th>
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“Everybody needs a coach, a trainer, a mentor…call it what you want, but we all need somebody to help us be the best we can be!”

Joe Torre
Former Manager-NY Yankees

Accountability Partner/Mentor/Coach: An individual who is willing to develop a relationship with another person and has a sense of commitment to and responsibility for the development, well-being, and success of that individual.

Job Description: Someone who takes a vested and personal interest in another person, offers ongoing support, provides professional and personal counsel, and creates individual accountability for character and competency development.

Key Questions for business professionals to answer for themselves:

1. Am I coachable and open to receiving honest feedback?
2. What are the characteristics of an effective mentor?
3. Who is the best person with whom to have an accountability/mentoring relationship?
4. In what specific ways might this relationship help me develop?
5. What specific things would I like this person to do for me?
6. How often do you feel you need to meet with this person for it to be meaningful?
7. What are the barriers to an effective accountability/mentoring relationship?
8. What is stopping you from starting a relationship like this in the next 14 days?
Clinton Oliver Longenecker, an award winning educator, is one of “America’s leaders in creating high performance leaders and organizations” and is a Distinguished University Professor and the Director of The Center for Leadership and Organizational Excellence in The College of Business and Innovation at The University of Toledo. His teaching, research and consulting interests are in high performance leadership and creating great organizations. He has been the recipient of over sixty (60) outstanding teaching, service and research awards and numerous industry awards including the Ernst & Young Entrepreneur of the Year, Toastmasters International Leadership Award, and The Jefferson Award for Outstanding Public Service, and numerous “Best Professor” recognitions. In addition, he has also been recently recognized by The Economist as one of the Top Fifteen Business Professors in the World.

He has published over 180 articles and papers in leading academic and professional journals including the Sloan Management Review, Industrial Management, Business Horizons, European Business Review, and Organizational Dynamics among others. He is a frequent media source and his research has been featured in the Wall Street Journal, Investor’s Business Daily, MSNBC, NPR and a wide variety of media outlets. Clint is also a critically acclaimed professor in The Great Courses Critical Business Skills Series – Organizational Behavior Course released in 2015. Clint is an Amazon Best Selling Author and his newest book, The Successful Career Survival Guide, is a chronicle of best practices and key research findings designed to help readers improve their personal effectiveness and career trajectory. He is also the co-author of two best-selling leadership books, Getting Results: Five Absolutes for High Performance and Two-Minute Drill: Lessons for Rapid Organizational Improvement from America’s Greatest Game.

Clint is an active management consultant, educator and executive coach whose clients include a wide variety of Fortune 500 firms and entrepreneurial organizations including: Fiat-Chrysler Automotive-NA, Harley-Davidson, ConAgra, SSOE, ProMedica Health Systems, Whirlpool, Eaton Corporation, Cooper Tire, Dana Corporation, Howard Hughes Medical Institute, and O-I Inc. among others. Clint has been described by Career Publications as “one of the top motivational speakers in the U.S. who blend cutting edge research, common sense, humor and conviction into a real and inspiring call for better performance that can help us all!” Dr. Longenecker has also served as a Visiting Lecturer at the University of the West Indies Barbados and has also lectured extensively in Poland, Hungary, and Russia. He holds a B.B.A. in marketing, an M.B.A. in management, both from The University of Toledo, and a Ph.D. in management from The Pennsylvania State University.

Clint is an active community servant, a committed member of the Christian and Missionary Alliance Church and an active Bible study leader and Christian speaker. He has spent extensive time working in the country of Haiti managing missionary school and hospital construction projects. Clint is very happily married to the former Cindy Breese and they have three children, Clinton Charles, Shannon Marie, and Stephen Lorenzo.

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