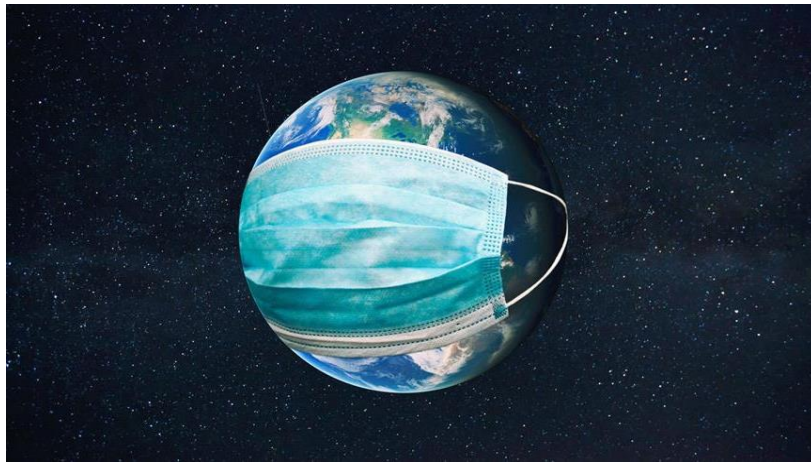


LEADING DURING OUR VIRAL TRIAL

A Leadership Development Workshop

Sponsored by

Office of Quality and Continuous Learning



Dr. Clinton O. Longenecker

Distinguished University Professor

Director – COBI Center for Leadership and Organizational Excellence



**COLLEGE of BUSINESS
AND INNOVATION**

THE UNIVERSITY OF TOLEDO

LEADERSHIP DEFINED*

- Someone who influences others toward the achievement of goals and desired outcomes;
- An individual who causes others to do things they might not otherwise do;
- A person who demonstrates prowess, talent and skill in a given endeavor; and/or
- Someone who uses their influence to makes good things happen and to get results with and through people the right way and at the right time!



***Key Point:** Achieving performance improvement and outstanding results requires strong and effective leadership!

BREAKOUT INTERVIEWS

Key Questions:

1. What are you **most appreciative** about your current job?
2. Name **three things** you have learned **about yourself** during our viral trial.
3. What are the **two biggest challenges** you are facing during our viral trial?
4. Name two things you **are better at this year** compared to last year.
5. What is a **movie** that best describes the current state of your life?



VIRAL TRIAL LEADERSHIP LESSONS

1. _____

2. _____

3. _____

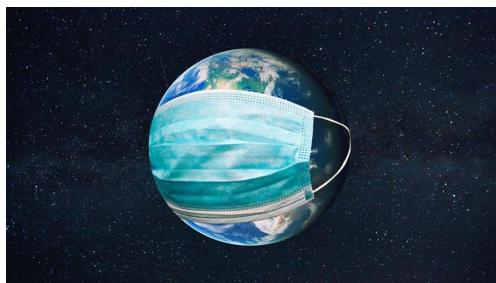
4. _____

5. _____

6. _____

7. _____

8. _____





WHAT IS YOUR MISSION?



Mission [mish-uh n] *noun*: a specific task with which a person or a group is charged; and/or a pre-established, and often self-imposed, objective or purpose for operation or existence.

Part I: In the space provided below, write out your **position/professional mission statement** based on the requirements, responsibilities, goals, and purpose of your current position. Please be specific and to the point. ***Your position/professional mission will be shared with others.***

Part II: In the space provided below, write out your personal mission statement that captures what you would like to accomplish with your life outside of work. Please be specific and to the point. **Your personal mission statement will not be shared with others unless you choose to do so.**



WHAT SPECIFIC RESULTS ARE YOU BEING PAID TO DELIVER?

Instructions: In the space provided below, identify the **key results** that **are most critical to fulfilling your mission and your success**. Or stated differently, what results are you being paid for to achieve for your organization in your current position? Please be specific!

Key Result #1: _____

Key Result #2: _____

Key Result #3: _____

Key Result #4: _____

Key Result #5: _____

Key Result #6: _____

Critical Questions:

1. Are you and your boss on the same page? Are you sure?
2. Are your daily actions strongly linked to these desired outcomes?
3. Do your people know and understand their roles in achieving these desired results?
4. Are you effectively deploying your key resources to achieve these desired outcomes?
5. Are you “situationally aware” and measuring performance on an ongoing basis to keep on track and stay aligned?



WHAT ACTIONS ON YOUR PART ARE ABSOLUTELY CRITICAL TO ACHIEVE THE RESULTS YOU DESIRE?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

KEY QUESTIONS:

- a) Do you have the **skill/talent** to effectively implement each of these practices? If not, WHY NOT and what are you going to do about it?
- b) Are you **spending sufficient time engaged in these activities** on a regular basis? If not, WHY NOT and what are you going to do about it?



GETTING RESULTS SELF-ASSESSMENT

Instructions: Listed below are the practices that emerged from the **Getting Results Research Project** that chronicled the best practices of over 3,000 high performance business leaders. Answer each of the following questions, in an honest and open fashion, to assess the extent to which you are **effectively engaged in the practices** that lead to improving performance and better results. Please use the following rating scale:

1 = Never 2 = Rarely 3 = Sometimes 4 = Frequently 5 = Always

To What Extent Do I ...

FOCUS

1. Create and maintain a clear vision and mission for where I am leading my people? _____
2. Continuously align and clarify my value-added organizational role? _____
3. Use clearly defined and balanced performance metrics to measure performance? _____
4. Clarify and communicate performance expectations with all my employees? _____

PREPARE

5. Employ appropriate and systematic planning practices on an ongoing basis? _____
6. Demonstrate extreme care in properly staffing my operation? _____
7. Ensure that my people are properly trained and educated to get results? _____
8. Work to ensure that people are properly equipped to perform their jobs? _____

CLIMATE

9. Regularly monitor and measure the individual/operational performance? _____
10. Create ownership and accountability around desired performance outcomes? _____
11. Provide ongoing performance feedback and coaching to my people? _____
12. Work to rapidly remove performance barriers that damage performance? _____

RELATIONSHIPS

13. Practice effective communications to understand others and to be understood? _____
14. Lead-by-example and demonstrate competency and character in the workplace? _____
15. Work at continually developing and nurturing key working relationships? _____
16. Foster cooperation and teamwork with people who need each other to get results? _____

RENEWAL

17. Develop myself with the skills and talents necessary to be a high performer? _____
18. Have mechanisms in place to improve processes on an ongoing basis? _____
19. Constructively appraise and nurture the development of my employees? _____
20. Work to maintain balance and perspective in all facets of my life? _____

Overall Score: _____

Interpretation: Any practice that receives less than a score of 4 is a potential target behavior for improving your personal performance and propensity for getting better results. An overall score of 80 or higher suggests that you are engaged in most of the critical activities that lead to better results as a manager.

WHAT WORKING RELATIONSHIPS ARE MOST IMPORTANT TO ACHIEVE THE RESULTS YOU DESIRE?

Instructions: In the space provided below, write out the first name, last initial, and one word that describes your relationship with seven (7) people that you believe are most critical to your effectiveness/success. Put an (X) behind any relationship that you believe needs work/improvement!

1. _____ / _____ / _____ ()

2. _____ / _____ / _____ ()

3. _____ / _____ / _____ ()

4. _____ / _____ / _____ ()

5. _____ / _____ / _____ ()

6. _____ / _____ / _____ ()

7. _____ / _____ / _____ ()

KEY QUESTIONS:

- Are you properly investing your TIME and ENERGY to foster and nurture the quality of each of these important relationships?
- Do these individuals know that they are a real priority in your life, and do they feel appreciated for the role they play in your success? Are you sure?
- What specific steps do you need to take to improve the overall quality and effectiveness of each of these important working relationships?



THE POWER OF S.T.O.P.

Questions for Success-Minded People in Need of Better Results and a Calmer Life: Everyone is busy, but busy doing what? Are you clearly focused? Are you really doing the things that lead to better results on a daily basis? Are you doing them well? Are you using your time with intent?

S _____ — *The act of regularly slowing down, being still and finding a quiet, isolated place to sit where you will not be disturbed that will allow you the opportunity to think clearly.*

KEY QUESTION: *What happens to your performance when get too busy, you do not slow down to think, and simply find yourself reacting to all of things confronting you in your many roles?*

T _____ — *The process of refocusing your thoughts from the urgent pressing issues of the day to devote real and critical thought to the important and key results and activities that drive your cumulative effectiveness.*

KEY QUESTION: *What happens to your performance when you do not take time to really think through and focus on what needs to be actually accomplished in a given performance period?*

O _____ — *The act of planning for and organizing the specific actions that must be implemented on an ongoing basis to achieve desired outcomes and higher levels of performance.*

KEY QUESTION: *What happens to your performance when you do not take time to identify and plan for executing the key actions necessary for success?*

P _____ — *The act of implementing and executing a well thought out plan of action that addresses the key issues that lead to the outcomes/results you desire.*

KEY QUESTION: *What happens to your performance when you plan for results-oriented action but do not implement /execute your plan in a disciplined manner?*

KEY S.T.O.P. QUESTIONS:

1. Have you taken the time to conduct a **STRATEGIC S.T.O.P.** to clearly identify the results you are being paid to deliver and to take control of the factors that will drive your ability to deliver these outcomes in a given performance period?
2. Do you conduct a **DAILY S.T.O.P.** to create a specific plan and performance script that will help you focus your time, talent, and energy on intentionally engaging in the activities that will help you deliver the outcomes that are most important to your success and the success of your operation?

“EVERYONE IS BUSY. THE QUESTION IS, BUSY DOING WHAT?”



LESSONS TO UNLEASH THE POWER OF S.T.O.P.



LESSON #1 - Assess where you are on the **Busyness Continuum** and how your level of busyness impacts your:

- Workplace effectiveness/performance
- Perspective/Attitude
- Working relationships
- Family life
- Health and mental well-being

LESSON #2 - Realistically evaluate where your time goes and how much of your busyness can be controlled. You need to apply your time resource with intent! **Is your busyness caused by:**

- Pure habit?
- Not controlling your time?
- An overgrown job?
- Lack of resources, tools, and/or support?
- Disorganization or poor planning?
- An inability to say “no” or an over-willingness to say “yes”?

LESSON #3 - Plan a minimum of four **STRATEGIC STOP’s** each year to conduct a personal alignment retreat with yourself to determine what you must **keep doing**, **start doing**, and **stop doing** to create focus, take control of your activity, and improve your performance against **YOUR MISSION**.

Key questions/issues:

1. What **results** are most critical for success this performance period?
2. What **activities/work practices** will help me get the outcomes/results we need?
3. How must I **invest my time** to be successful this performance period?
4. What **working relationships** must be further developed/fostered to improve performance?
5. What **problem or process** needs to be fixed to improve performance?
6. What **talent/skill** do I need to develop this performance period to get better results?
7. How will I **monitor and measure** my performance on an ongoing basis?
8. Who will **hold me accountable and coach me** to do the things necessary for success?

LESSON #4 – Develop the practice of making your Daily S.T.O.P. part of your daily work life!

- ✓ **15 Minutes at the start of each day to develop your performance script!**
- ✓ **5 Minutes mid-shift to make adjustments!**
- ✓ **5 Minutes at the end of the day to learn, adjust and plan!**

15/5/5 = _____ OF YOUR 9 HOUR WORKDAY!

LESSON #5 – Use “performance scripting” to make better use of your time and keep your resource deployment tied to your mission and the results you are being paid to deliver! Operate with **INTENT!**





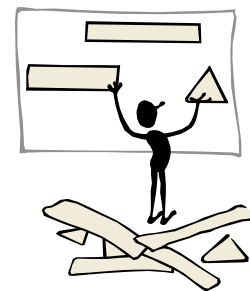
THE DAILY S.T.O.P.



THE RULE OF 15/5/5 = _____ OF YOUR DAY!

Keys to Performance Scripting:

1. It is critically important to **be still** and **clear your mind** in developing your daily performance script! (In addition, it is good to take time each day to think about the **good things that you are thankful for in your life** as well as what needs to get done!)
2. Identify the **list of results/activities** you must realistically accomplish each day that are tied to your mission and position! List everything you want to get done!
3. Now realistically estimate the **amount of time** needed for each specific activity and total up the amount.
4. Then determine **what should come off your list** until a later date and what can be delegated.
5. Determine **who you will need to include** in each activity if it is to be actually be accomplished.
6. Now **prioritize and develop your A, B, and C plan of attack** for the day protecting your productive time and high priority activities.
7. Take a **“half-time timeout”** to assess your performance and be ready to make adjustments and reprioritize!
8. End each day with a **final STOP** to review progress and prepare what is coming the next day!



LOOKING IN THE MIRROR AND COACHING YOURSELF!

Instructions: Given these research findings and our discussion, write out **specific coaching advice to yourself** that **you believe you need to hear** to have the biggest impact on your ability to deliver better performance!

FOR ME TO GET BETTER RESULTS I NEED TO...

1. _____

2. _____

3. _____

4. _____

5. _____





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Clinton Oliver Longenecker, is an award-winning educator, 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**. He has been recognized by The Economist as one of the **Top Fifteen Business Professors in the World** and his teaching, research and consulting interests are in creating high performance leadership and 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**, **The Jefferson Award for Outstanding Public Service**, and numerous **“Best Professor” recognitions**. In 2017, Clint was recognized as **one of the top three University Professors in the USA** as a Finalist for Baylor University’s **Robert Foster Cherry Award for Great Teaching** and as **one of the top thirty (30) “transformational leaders” in America by The John Maxwell Organization**.

He has published over 200 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 (ranked by Newsweek as the #27 Best Audio Book in the U.S.). 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: Harley-Davidson, ConAgra, SSOE, ProMedica Health Systems, Whirlpool, Eaton Corporation, Cooper Tire, Dana Incorporated, 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 can 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.

WEBPAGE:

<https://www.utoledo.edu/business/faculty/management/ClintonLongenecker.html>