Integral Leadership Program

Q4 Workshop

STAGEN

Agenda

Time	Topic
8:00 AM to 8:15 AM	Welcome & Kickoff
8:15 AM to 9:00 AM	ILP Rapid Review
9:00 AM to 10:00 AM	Self Assessment and Integration
10:00 AM to 12:00 PM	Group Assessment and Learning
12:00 PM to 1:00 PM	Lunch
1:00 PM to 4:00 PM	High Performance Teamwork
4:00 PM to 4:30 PM	A Path Forward
4:30 PM to 5:00 PM	Takeaways

Objectives for Today's Workshop

- Review content from the first three quarters of the program

- Reflect on individual and collective progress over the past nine months

- Explore High Performance Teamwork

- Discuss ways to remain engaged beyond the ILP

- Deepen relationships and have fun

Nerium Core Values

Be Real

At Nerium International, our mantra is real: getting real, being real, and creating real change. But we also want to attract genuine people who can be themselves and have fun.

PURSUE *constant* development of self

No matter how successful or accomplished one might be, there are always more improvements to be made.

Create a POSITIVE team & family atmosphere

A positive spirit is a valuable asset, and we aspire to use it every day. For Nerium, the cliché "the family who plays together, stays together" is a way of life. We take our work seriously, but we are also a fun-loving family.

BE DETERMINED

In our business, it's important to stay the course. Our outlook is such that obstacles are only opportunities in disguise.

ENCOURAGE an entrepreneurial spirit

Believe in your dreams enough to get outside your comfort zone. Remember to live life on your own terms.

PRACTICE servant leadership

We believe that the best leaders are givers, not takers. We help each other and provide selfless service, because that's what a family does.

Embrace & drive CHANGE

We know it's important to stay one step ahead and continually evolve. Change is necessary for growth as a business and a person. So we will always seek new ways to grow and improve.

SLOW DOWN to go *fast*

Haste makes waste. Slow and steady wins the race. Get the job done right the first time. Quality over quantity. You get the idea.

HAVE *fun* & HELP others to have fun

Nerium consists of real people with a can-do attitude who want to create real change. Having fun helps work not feel like work, which makes us more productive.

DREAM BIG and act on it daily

Dreams consist of many smaller goals that can be acted upon daily. That's how Nerium International grows as a brand, and that's how we want our people to grow, too.

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Review
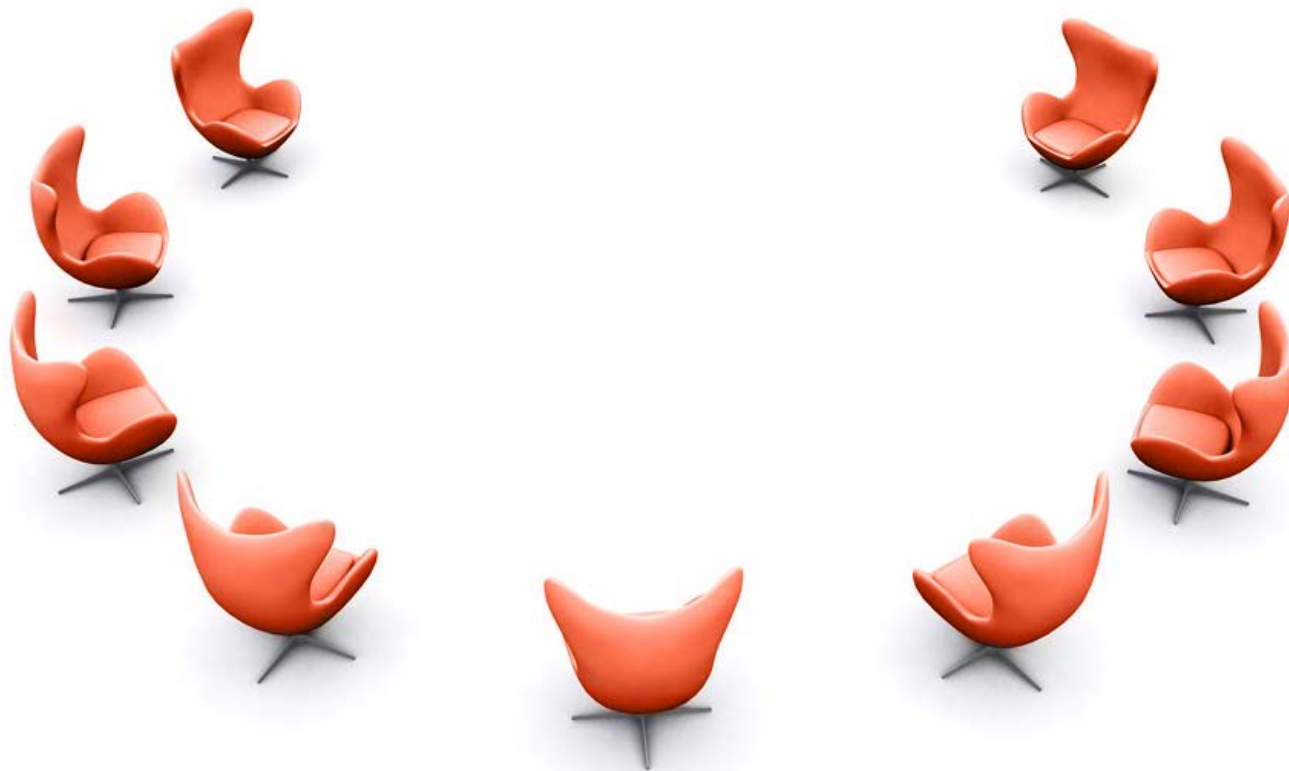
The *Next* Level

You cannot solve a problem from the same level of thinking that created the problem.
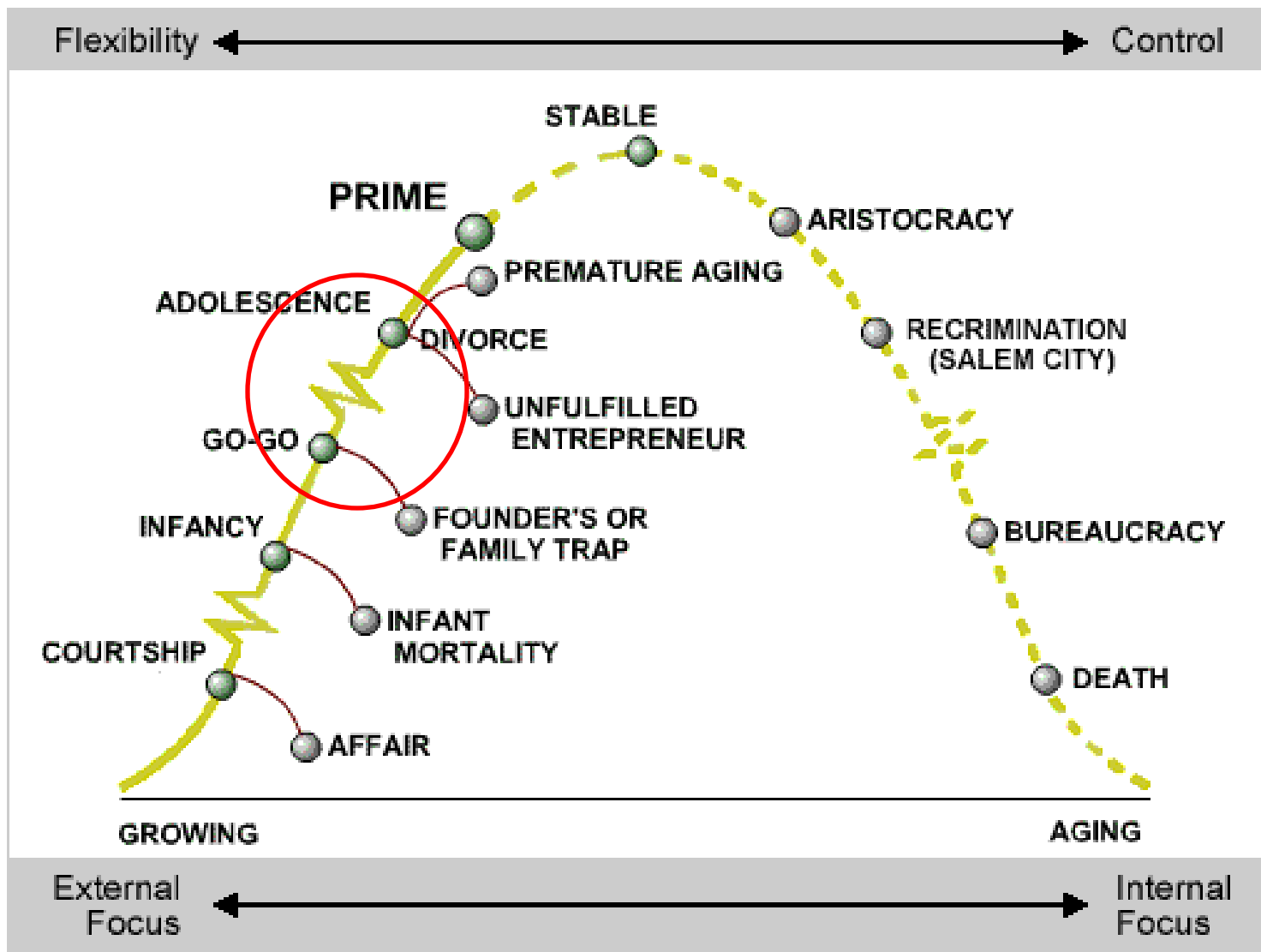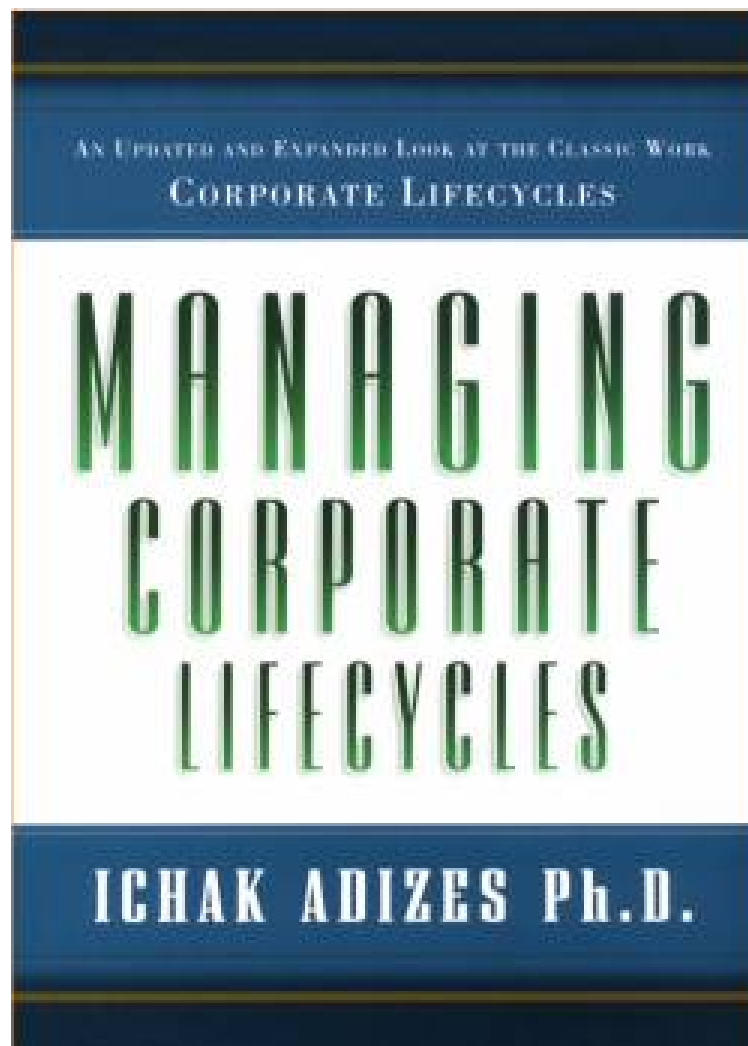
– Albert Einstein

Next Level

Current Level

Adizes Corporate Lifecycle

Text Book

Go-Go Companies Share these Characteristics and Problems

- Sales drive the ship
- More is better
- Reactivity rather than proactivity
- Some sales accepted that org. cannot deliver
- Unclear profitability per project
- Sales focus, not profit focus
- Uncontrolled growth
- Everything is a priority
- Crisis management
- Management is often ineffective (and frustrated)
- Work is hastily assigned w/out orientation to detail
- Weak information and accounting systems

* Source: Adizes, *Managing Corporate Lifecycles*

Go-Go Companies Share these Characteristics and Problems

- **Company organized around people and projects**
- **"Real" org. chart different than printed org. chart**
- **Employees are frustrated**
- **Unclear communications**
- **Founder indispensable**
- **No consistent human resources management**
- **Confusion in roles and responsibilities**
- **Company subject to criticism**
- **Infrastructure is a house of cards**
- **Hope for miracles**
- **A major crisis happens, people point fingers**

** Source: Adizes, *Managing Corporate Lifecycles**

Keys to Go-Go Success

- **Be flexible, strategic AND increase structure**

- **Identify what is NOT a priority**

- **Develop the discipline to marshal resources and ignore issues that are not strategic priorities**

- **Continuously restructure (like a child outgrowing its clothes)**

- **Bring detail and restraint to org. structures, roles, responsibilities, budgets, and rewards**

- **Develop the skills, systems, trust and respect needed to support delegation and decentralization**

- **Delegate to a team of people, rather than an individual**

- **Develop effective teamwork among senior leadership**

- **Adopt a thorough commitment to proper systems, controls, real decentralization, and a more professional approach to management**

* Source: Adizes, *Managing Corporate Lifecycles*

Adolescence Companies Share these Characteristics and Problems

- **Heated conflicts, Low morale, turf wars**
- **We/They infighting between newcomers and old timers**
- **Struggles with unwanted turnover**
- **Temporary loss of vision and confusion of goals**
- **Founder's acceptance of organizational sovereignty (independent power/authority)**
- **Incentive systems rewarding wrong behavior**
- **Yo-yo delegation of authority**
- **Board of Directors' attempt to exert controls**
- **Love-hate relationship between the organization and its entrepreneurial leadership**

*Source: Adizes, *Managing Corporate Lifecycles*

Adolescence Companies Share these Characteristics and Problems

- **Founder struggles to change leadership style**
- **Entrepreneuring roles monopolized by Founder**
- **Infrastructure under upgrades and reconstruction**
- **Insufficient delegation and decentralization**
- **Rising profits, flat sales**
- **Reduced emphasis on sales**

* Source: Adizes, *Managing Corporate Lifecycles*

Keys to Adolescence Success

- **Implement scalable solution that can support current & future growth**

- **Implement controls in way that doesn't smother entrepreneurial spirit**

- **Must institutionalize functions & relieve itself from over-dependency on the Founder**

- **Build Founder's trust and respect for the new structure and people's ability to properly execute their responsibilities**

- **Create structure organized around function, instead of people**

- **Create company "constitution" that institutionalizes:**
  - Governance functions for company
  - Clear roles, responsibilities and decision-making authorities

- **Articulate a clear & compelling mission**
  - The rest of the org. needs to understand and share that dream

** Source: Adizes, Managing Corporate Lifecycles*

Knower vs. Learner

	THE KNOWER	THE LEARNER
INTELLIGENCE AND EFFORT	Believes that intelligence is essentially fixed and additional effort does little to enhance it.	Believes that intelligence is essentially fluid and can be significantly increased through effort.
ATTITUDE TOWARD LEARNING GAP	Is blind to or denies a learning gap; therefore, is often close-minded toward new ideas and approaches.	Recognizes and accepts a learning gap; therefore, is open-minded toward new ideas and approaches.
FEEDBACK	Places little value on feedback that is inconsistent with their perspective.	Actively seeks out feedback, especially perspectives that differ from their own.
WHEN COMPETENCY IS CHALLENGED	Is preoccupied with preserving the appearance of competence; reacts defensively when challenged.	Readily acknowledges own incompetence; embraces challenge as an opportunity to learn and improve.
EXPERIENCE OF MISTAKES AND SETBACKS	Experiences mistakes and setbacks as frustrating failures—or proof of inability—and often misses the learning opportunities in them.	Experiences mistakes and setbacks as natural part of the learning curve—or as confirmation of effort—and persists in the face of frustration.

Deliberate Practice

- Set specific goals

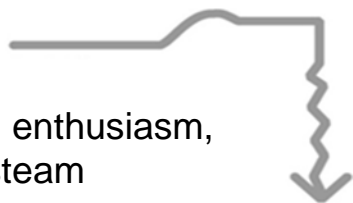- Seek immediate feedback

- Emphasize technique as much as outcome
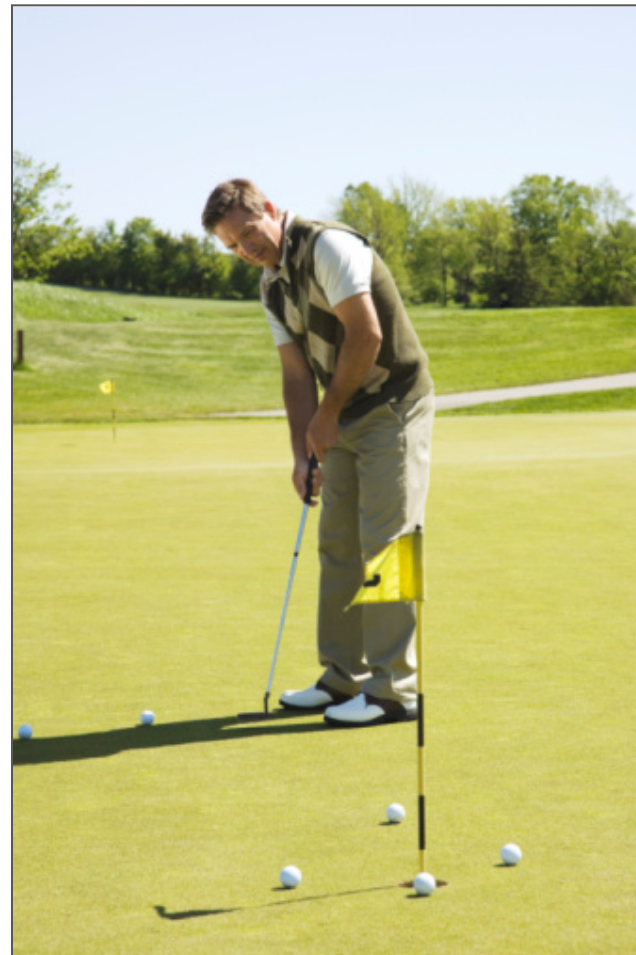
Source: *The Cambridge Handbook of Expertise* and *Expert Performance* by K. Anders Ericsson
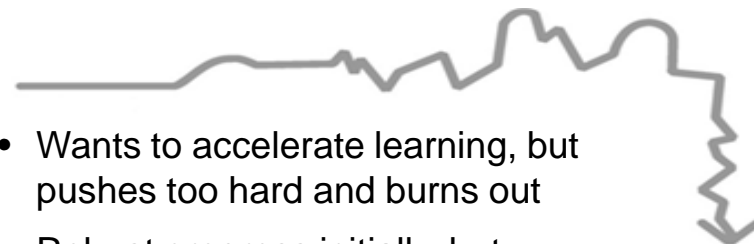
Approaches to Long-Term Practice

THE DABBLER APPROACH

- Tremendous initial enthusiasm, but quickly loses steam
- Rationalizes not continuing
- Looks for the next new thing

THE OBSESSIVE APPROACH

- Wants to accelerate learning, but pushes too hard and burns out
- Robust progress initially, but doesn't accept plateau
- Hurt by inevitable big fall

THE HACKER APPROACH

- Gets an initial hang of it
- Willing to stay on same plateau indefinitely
- Does just enough to get by

THE MASTERY APPROACH

- Diligent practice leads to mastery
- Appreciate the plateau as much as the upward surges

Source: *Mastery* by George Leonard
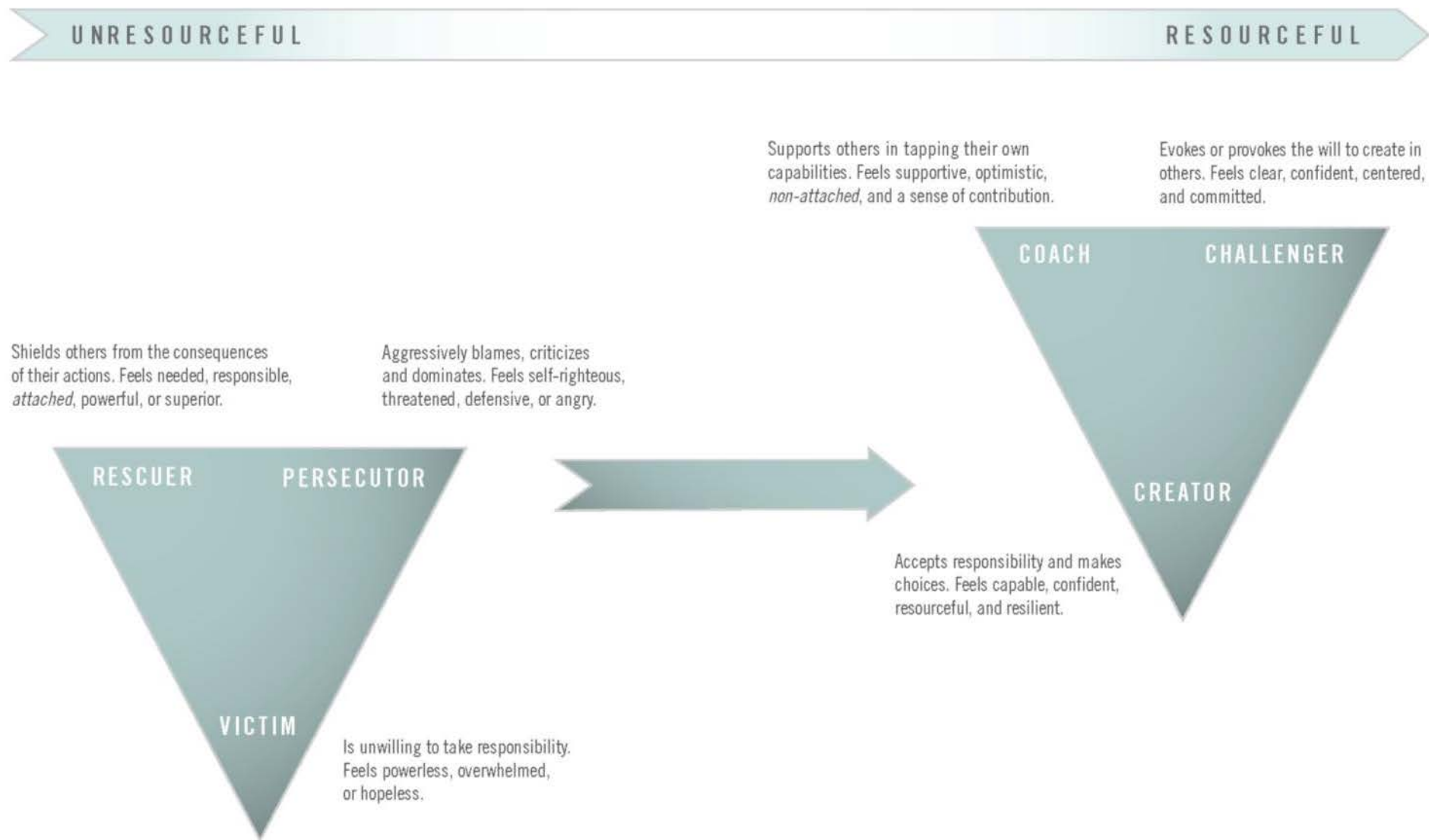
Gamefilming

All elite athletes "gamefilm"

- Use video cameras

- Basic tool of high performance sports training

- Evolves <u>how</u> the athlete plays not just <u>what</u> the athlete knows

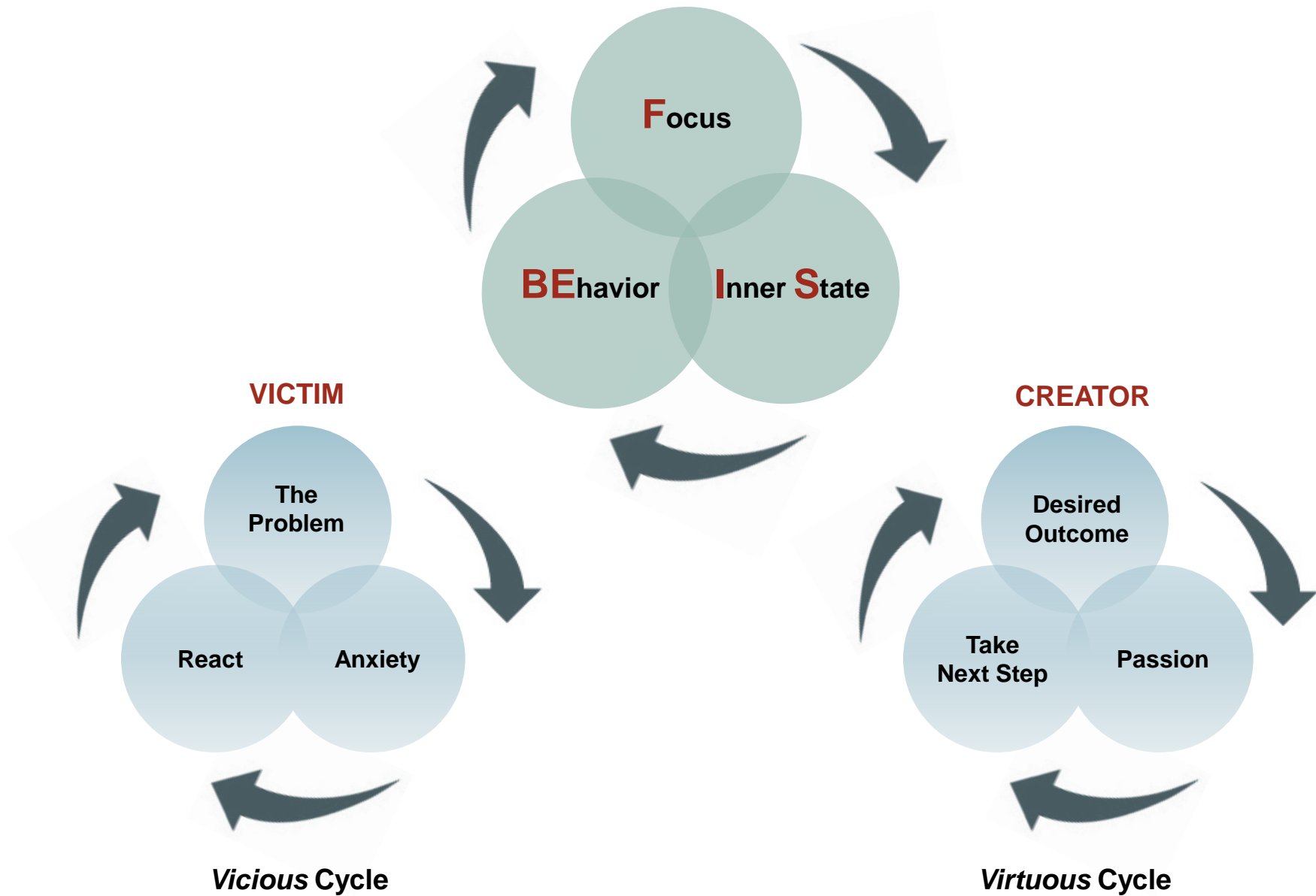- Can become a learning tool for leaders

Escaping the Drama Triangle Practice

UNRESOURCEFUL

RESOURCEFUL

Supports others in tapping their own capabilities. Feels supportive, optimistic, *non-attached*, and a sense of contribution.

Evokes or provokes the will to create in others. Feels clear, confident, centered, and committed.

COACH   CHALLENGER

Shields others from the consequences of their actions. Feels needed, responsible, *attached*, powerful, or superior.

Aggressively blames, criticizes and dominates. Feels self-righteous, threatened, defensive, or angry.

RESCUER   PERSECUTOR

CREATOR

Accepts responsibility and makes choices. Feels capable, confident, resourceful, and resilient.

VICTIM

Is unwilling to take responsibility. Feels powerless, overwhelmed, or hopeless.

Source: *Empowerment Dynamic (TED)* by David Emerald

FISBE Model

Focus

BEhavior

Inner **S**tate

VICTIM

The Problem

React

Anxiety

Vicious Cycle

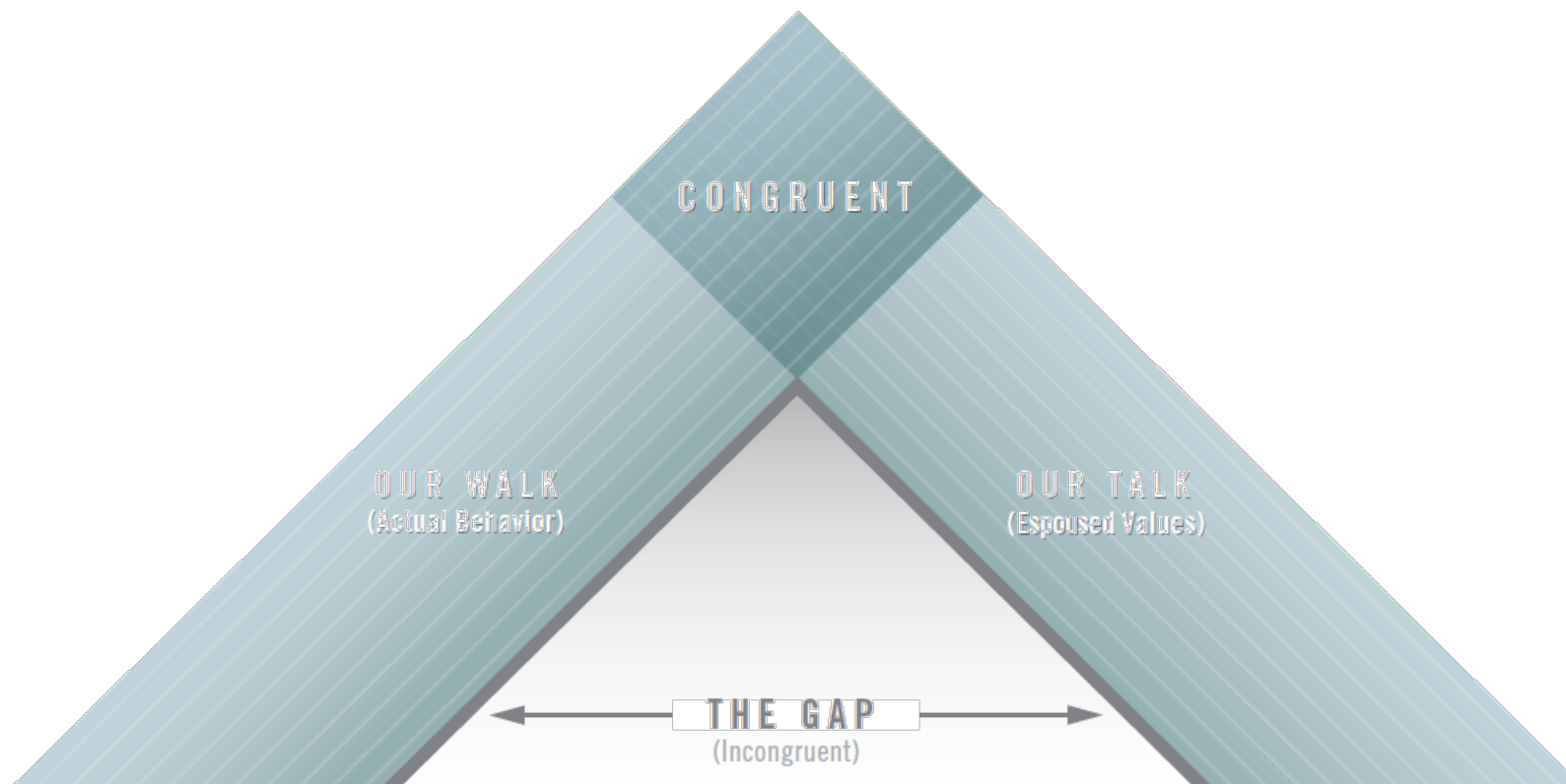**CREATOR**

Desired Outcome

Take Next Step

Passion

Virtuous Cycle

Source: *Empowerment Dynamic (TED)* by David Emerald

Walk the Talk

When there is no difference between our
walk and our talk we are *congruent*

CONGRUENT

OUR WALK
(Actual Behavior)

OUR TALK
(Espoused Values)

THE GAP
(Incongruent)

When there is a gap between our walk
and our talk we are *incongruent*

Attention Managment

2. AVOID

Avoid distractions and minimize waste by asserting boundaries and raising standards

PROACTIVE ZONE
Planning & Preparation
Strategic Activities
Building Reserves
Maintenance
Renewal

DISTRACTION ZONE
Unnecessary Interruptions
Distracting Calls & Email

REACTIVE ZONE
Urgent Demands
Crisis, Stress

Inefficiencies
Trivial Activities
Excessive Entertainment

WASTE ZONE

1. INCREASE

Increase awareness of what zone you are in at any given moment

3. INVEST

Invest the time you've saved into being more proactive and strategic

Weekly Focusing Process

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WEEKLY FOCUSING PROCESS

STEP 1: GET ORGANIZED

☐ Review calendar

☐ Gather project lists and/or project action plans

☐ Gather all task ("To Do") lists

STEP 2: REVIEW PROJECTS

☐ Select projects that you will work on during the upcoming week. Revise priorities if necessary.

STEP 3: PLAN YOUR WEEK

☐ Identify specific tasks for the major projects you have selected to work on this week, along with any other tasks you intend to do this week.

STEP 4: SCHEDULE TASKS

☐ Transfer all tasks you intend to do this week into your calendar. Create appointments on the days/times you intend to work on completing each task. Alternatively, put the task into "Outlook Tasks" with a due date and reminder to notify you on the day and time that it is to be completed.

Schedule and Keep Appointments with Yourself

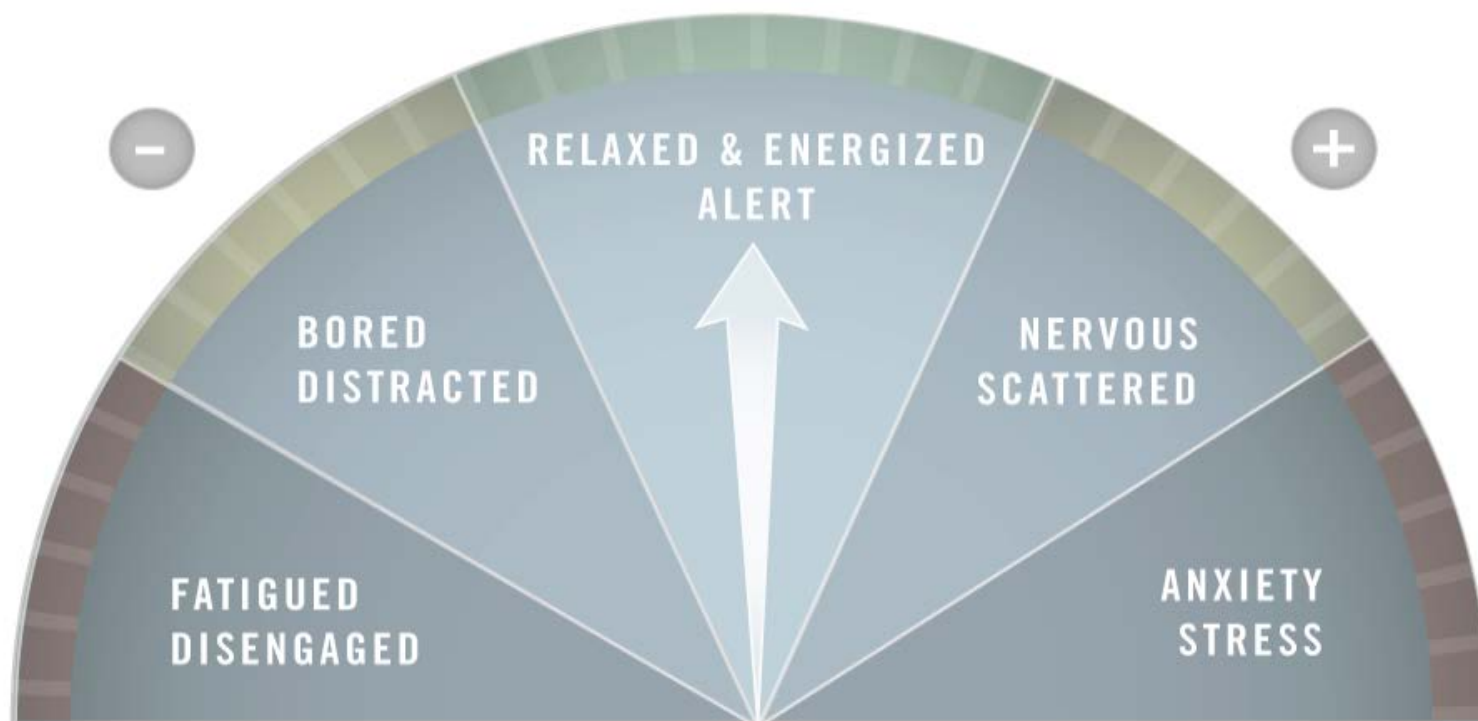# Stop Multitasking: Concentrate on One Thing at a Time
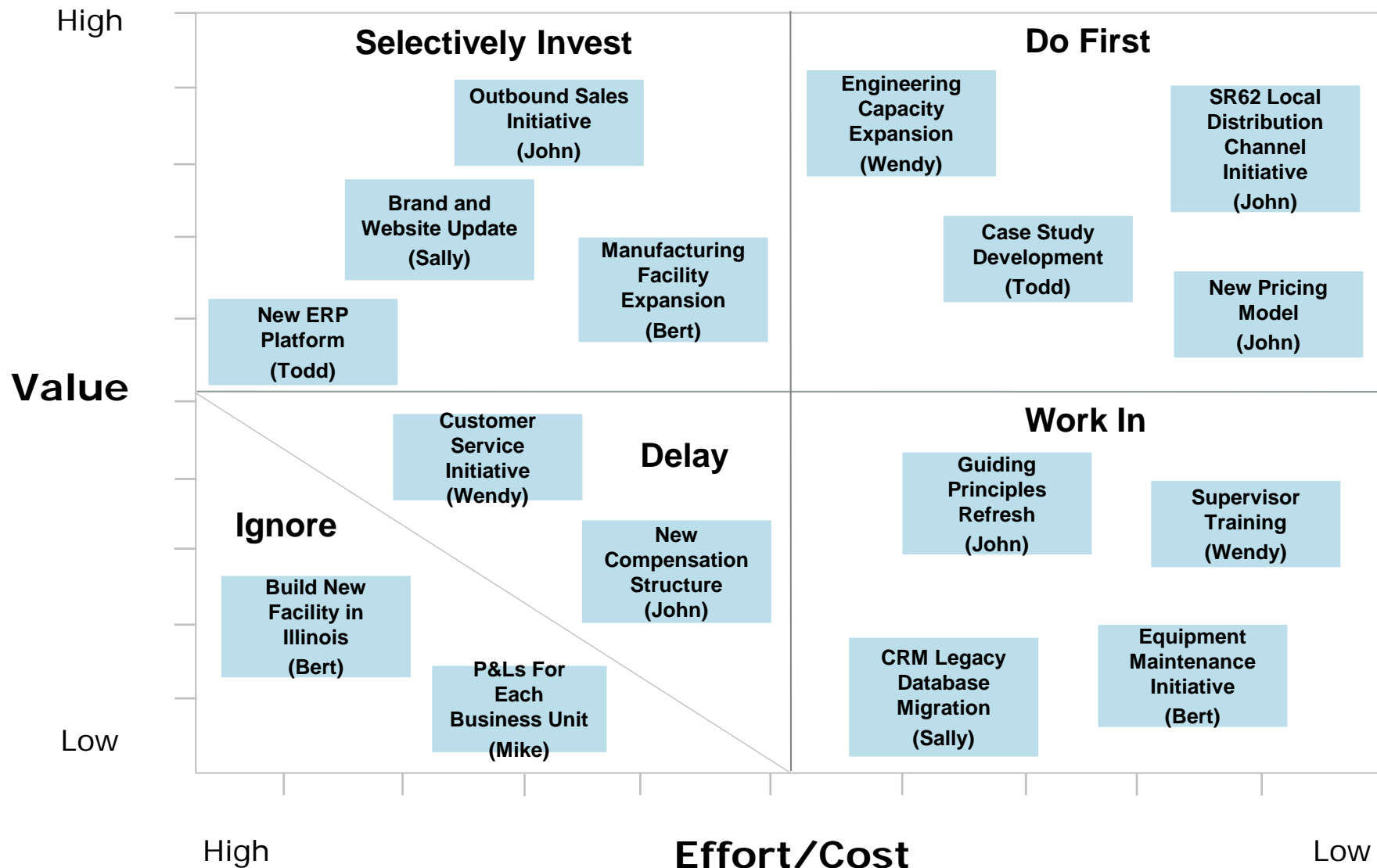
Educate Your Environment

Recalibration

RELAXED & ENERGIZED ALERT

BORED DISTRACTED

NERVOUS SCATTERED

FATIGUED DISENGAGED

ANXIETY STRESS

1 STOP ❯ **2 GROUND** ❯ **3 CENTER**

- Stop what you are doing
- Clear your head by taking a deep breath
- Focus on your breathing

- Feet on ground, align and balance posture
- Scan body for tension
- Relax and release tension

- Mentally step back and ask "What's *really* happening?"
- Decide what's most important and most needed
- Choose the most helpful action to take

2x2 Prioritization Matrix *Practice*

Value (vertical axis: High to Low)

Effort/Cost (horizontal axis: High to Low)

Selectively Invest

- Outbound Sales Initiative (John)
- Brand and Website Update (Sally)
- Manufacturing Facility Expansion (Bert)
- New ERP Platform (Todd)

Do First

- Engineering Capacity Expansion (Wendy)
- SR62 Local Distribution Channel Initiative (John)
- Case Study Development (Todd)
- New Pricing Model (John)

Ignore / Delay

- Customer Service Initiative (Wendy)
- New Compensation Structure (John)
- Build New Facility in Illinois (Bert)
- P&Ls For Each Business Unit (Mike)

Work In

- Guiding Principles Refresh (John)
- Supervisor Training (Wendy)
- CRM Legacy Database Migration (Sally)
- Equipment Maintenance Initiative (Bert)

Structural Meetings

STRUCTURAL MEETINGS TEMPLATE EXAMPLE

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Meeting	Frequency	Purpose(s)	Attendees
Leadership Team	Monthly or Quarterly	• Communicate business performance • Debate and resolve complex, multi-team issues of a technical nature; solve longer-term cross-company coordination problems • Launch, review, adjust and coordinate business planning (including the development of strategic initiatives) • Communicate / reinforce / practice cultural development • Presentation / development forum for staff	RP, WB, JS, SS

Problem Solving vs. Informing

Problem Solving vs. Informing Practices

Meeting Situation	Practice
Before the Meeting	• Choose to be in a Problem Solving orientation
Beginning of the Meeting	• Reference Dynamic Agenda with specific focus on decisions to be made or problems to be solved • Confirm that everyone understands the objectives for the meeting and adjust as necessary
The Decision Maker is Absent	• Continue discussion and summarize key points for output; send the output to the ultimate decision maker • Use the Dynamic Agenda to reschedule item for when the Decision Maker is available
Story Digression / Going in Circles	• Use "Time Out" or "Parking Lot" or other similar Ground rules to regain focus of the meeting • Focus on / prompt for clarifying questions that are on task and summarize potential solutions often
Dominant Personalities Takeover the Meeting	• Know the room: acknowledge dominant personalities for their input, but limit their "air time" in the meeting • Use "Everyone participates" type Ground Rule to include other personalities as required
Ending the Meeting	• Summarize decisions made and deadlines established with Committed Actions practices

58

Committed Action

1. Making Effective Requests

2. Enrolling Others

3. Committed Responses

4. Managing Commitments

5. Managing and Learning From Breakdowns

The Trust Formula

$$\text{TRUST} = \frac{\text{CREDIBILITY} + \text{RELIABILITY} + \text{INTIMACY}}{\text{SELF-ORIENTATION}}$$

Component	Demonstrated By	Positive Example	Poor Marks Characterized as:
Credibility	Capability in Context	"I can trust her to perform high level analysis"	Windbags
Reliability	Actions	"I can trust her to complete the analysis on time"	Irresponsible
Intimacy	Emotions	"I can trust that her analysis will take into account my qualitative concerns"	Technicians
Self-Orientation	Motives	"I can trust that he wants both our teams to succeed"	Devious

Active Listening Practice

QUESTIONING
- Ask open-ended questions
- Go through the doors that they open

SUMMARIZING
- Periodically summarize key themes
- At end, summarize and get closure

ADOPT THE ACTIVE LISTENING MINDSET
- Listen without deciding
- Avoid listening autobiographically
- Give undivided attention
- Use a neutral tone of voice
- Maintain eye contact & relaxed posture

REFLECTING
- Restate ideas and facts to show understanding
- Remain impartial – don't agree or disagree

CLARIFYING
- Bring unclear points into focus
- Ensure accurate understanding

EMPATHIZING
- Suspend judgment
- Understand and identify with emotions

Performance Journaling

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Council Mode

Intent vs. Impact

- Archer (intent)

- Arrow (message)

- Target (impact)

Framing

Telling Ourselves Stories Check-in

I TAKE ACTION
BASED ON MY
BELIEFS

I ADOPT BELIEFS
ABOUT THE WORLD

I DRAW
CONCLUSIONS

I MAKE ASSUMPTIONS
BASED ON MY
INTERPRETATIONS OF
THE SELECTED DATA

I SELECT DATA
FROM WHAT I
OBSERVE

PERCEPTIONS

Assumptions, conclusions, and beliefs are all perceptions.

SELF-REINFORCING LOOP

Our beliefs affect what data we notice and select next time.

OBSERVABLE EVENT
(AS A VIDEO RECORDER MIGHT CAPTURE IT)

Constructive and Positive Feedback

Feedback Requirements:

1. **Direct:** speak to the person

2. **Specific:** give an example

3. **Non-attributive:** speak to their behavior not their character

Feedback Formula:

(S) – Situation

(B) – Behavior

(I) – Impact (own your experience by using "I" Statements)

Constructive Feedback	Positive Feedback (Ongoing Regard)
Situation: _____ (name) , during the _____ (situation) when you _____ (behavior) …	**Situation:** _____ (name) , during the _____ (situation) when you _____ (behavior) …
Impact: I _____ (am concerned that, feel disappointed that…).	**Impact:** I _____ (appreciated, respected, was affected in this way).
"Nancy, the client tells me that she feels that your team has been unresponsive to her requests. I'm feeling a bit anxious that this will jeopardize our chances to renew the contract when it ends next month."	*"John, I noticed that you provided detailed statistics during the client presentation that really helped clarify our position. I left the meeting feeling confident and hopeful."*

Achiever Mindset / Strategic Leadership

- **Identify with being:**
  highly rational, competitive, ambitious, autonomous and elite

- **Emphasize:**
  success and/or status as defined by material acquisition and upward mobility

- **Strive for:**
  excellence, advancement, prosperity, achievement, and status

- **Prefer to follow strategic leaders:**
  who are perceived to have the most expertise and ability to achieve goals

Traditional Mindset / Authoritarian Leadership

- **Identify with being:**
  dutiful, diplomatic, purposeful, self-sacrificing for future reward

- **Emphasize:**
  stability as defined by adherence to the "tried and true, natural order" of things

- **Strive for:**
  conformity to "traditional" values, rules, and social roles

- **Prefer to follow authoritarian leaders:**
  who are perceived as having positional and/or "moral authority" (based on traditional values and beliefs)

Pluralistic Mindset / Collaborative Leadership

- **Identify with being:**
  nonjudgmental, egalitarian, and socially and environmentally conscious

- **Emphasize:**
  fulfillment as defined by personal growth, harmonious relationships, and "making a difference"

- **Strive for:**
  tolerance, cultural sensitivity, diversity, sustainability, interdependence

- **Prefer to follow collaborative leaders:**
  who are perceived as being aware, sensitive to the wellbeing of others, value consensus, and always treat others as equals

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Power-Centric Mindset / Autocratic Leadership

- **Identify with being:**
  courageous, egocentric, impulsive, risk-taking, and often wild

- **Emphasize:**
  personal power as defined by the ability to live outside conventional rules

- **Strive for:**
  "living for today," being respected, feeling in control, and gratifying desires

- **Prefer to follow autocratic leaders:**
  who are perceived as having the most power

Q4 ILP Workshop Presentation

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44

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Integration Self Assessment

10:00

Instructions:

1. Individually complete the Integration Self Assessment

2. Use the assessment key to score yourself on each Key Concept and Practice

STAGEN

ILP INTEGRATION SELF-ASSESSMENT

Name: _____   Date: _____

Module	Category	Description	Score
Learning & Practice	Key Concepts	Acquired versus Adaptive Learning	
		Knower versus Learner attitude	
		Feedback loop	
		Socially defined versus Self-authoring	
		Approaches to practice (Dabbler, Hacker, Obsessive, Mastery)	
	Practice/Skills	Escape The Drama Triangle	
		Journal performance	
		Obtain and learn from feedback	
		Cultivate a Learner attitude	
Meaning	Key Concepts	Vision	
		Values	
	Practice/Skills	Walk your talk	
		Craft and communicate directional statements (vision, values)	
		Practice alignment	
Attention Management	Key Concepts	Attention Zones Model™ (Proactive, Reactive, Distraction, Waste)	
		Counterproductivity of multitasking	
	Practice/Skills	Be aware of which zone you are in	
		Eliminate distractions and waste by asserting boundaries and raising standards	
		Be more proactive	
		Focus on one thing at time	
		Practice weekly focusing	
		Use time blocks	
		Set and keep appointments with yourself	
Execution	Key Concepts	Making deliberate trade-offs	
		Personal productivity	
		Disciplined process	
		Committed Action	
		Structural Meetings	
		Problem Solving vs. Informing	
	Practice/Skills	Prioritize (use the 2X2 Priority Matrix)	
		Make effective requests, give committed responses, and manage breakdowns	
		Structural Meetings Walk the Talk	
		Practice Problem Solving vs. Informing	

Integration Self Assessment

10:00

Instructions:

1. With a partner share your assessment results

2. Discuss the following questions:

   • What were the concepts and practices you resonated with most?

   • What were the concepts and practices you resonated with the least?

ILP INTEGRATION SELF-ASSESSMENT

Name: _____ Date: _____

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		Structural Meetings	
		Problem Solving vs. Informing	
	Practice/ Skills	Prioritize (use the 2X2 Priority Matrix)	
		Make effective requests, give committed responses, and manage breakdowns	
		Structural Meetings Walk the Talk	
		Practice Problem Solving vs. Informing	

Break

10 : 00

Implementation Plan Scores

Q1-Q3 Reflection

10 : 00

1. What do you personally want to experience from this program?

2. What are you willing to give to have that experience?

3. What are you willing to risk to have that experience?

4. What kind of experience do you want for other members of the class?

Q4 Intentions

2:00

1. What do you personally want to experience from this program during the next quarter?

2. What are you willing to give to have that experience?

3. What are you willing to risk to have that experience?

4. What kind of experience do you want for other members of the class?

Sign and Seal Envelope

Agenda

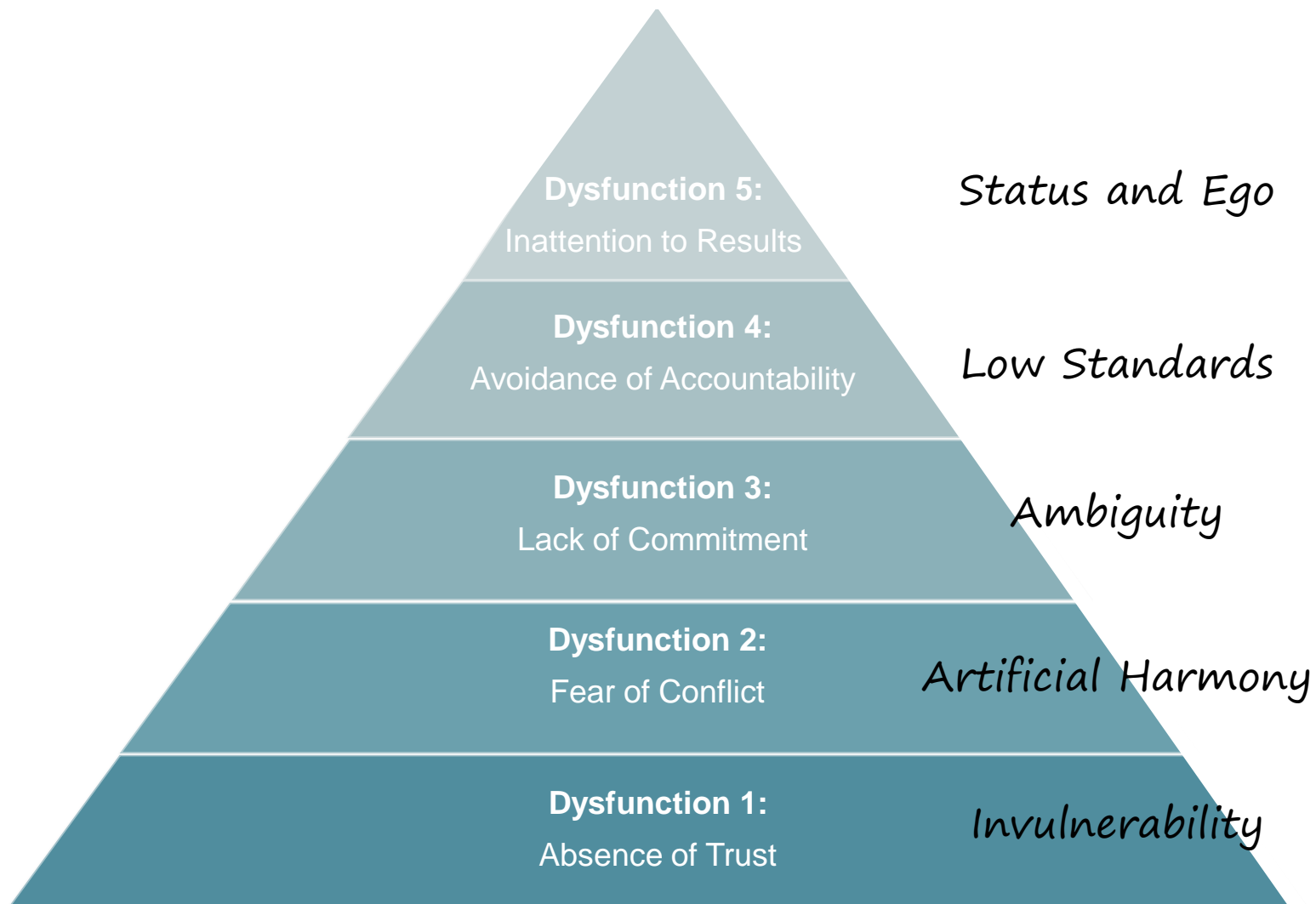| Time	Topic
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Group Assessment & Learning
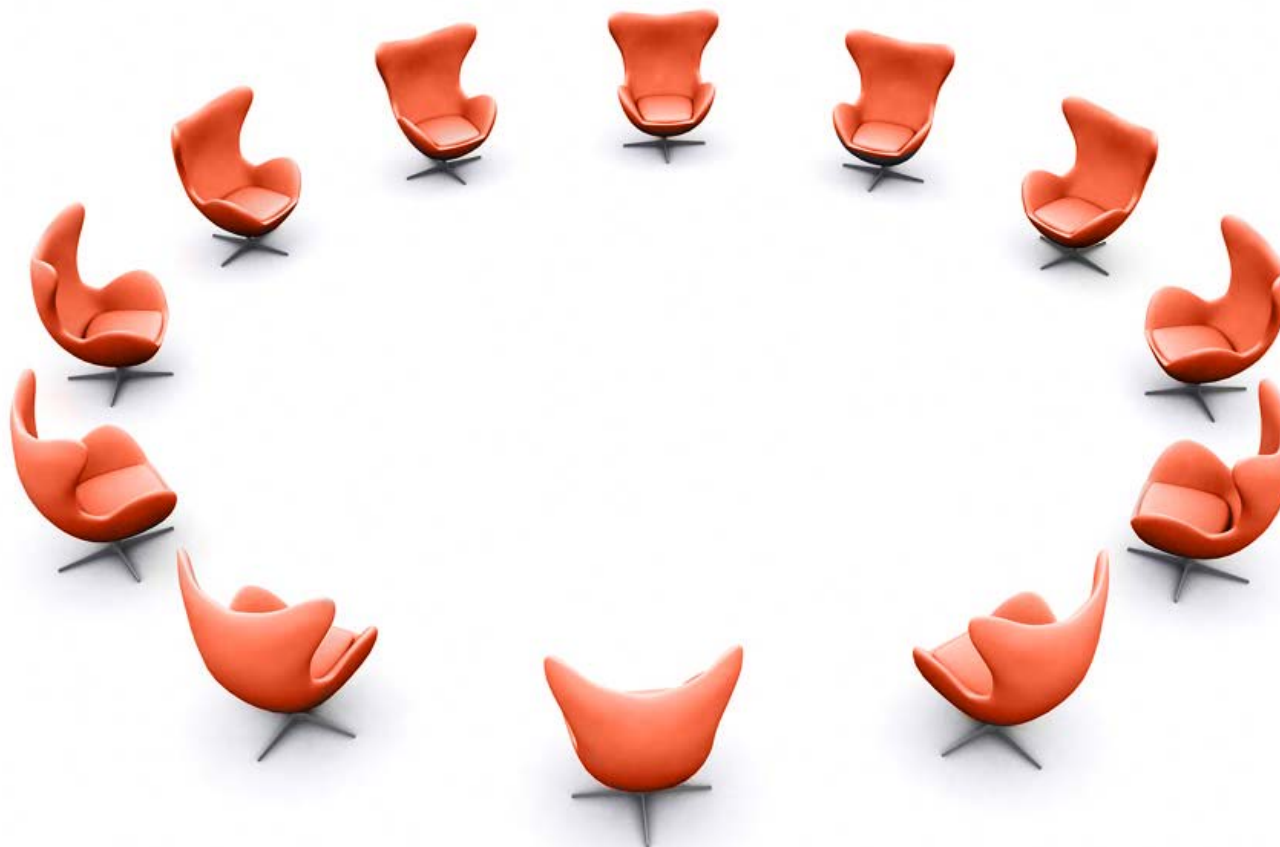
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High Performance Teamwork
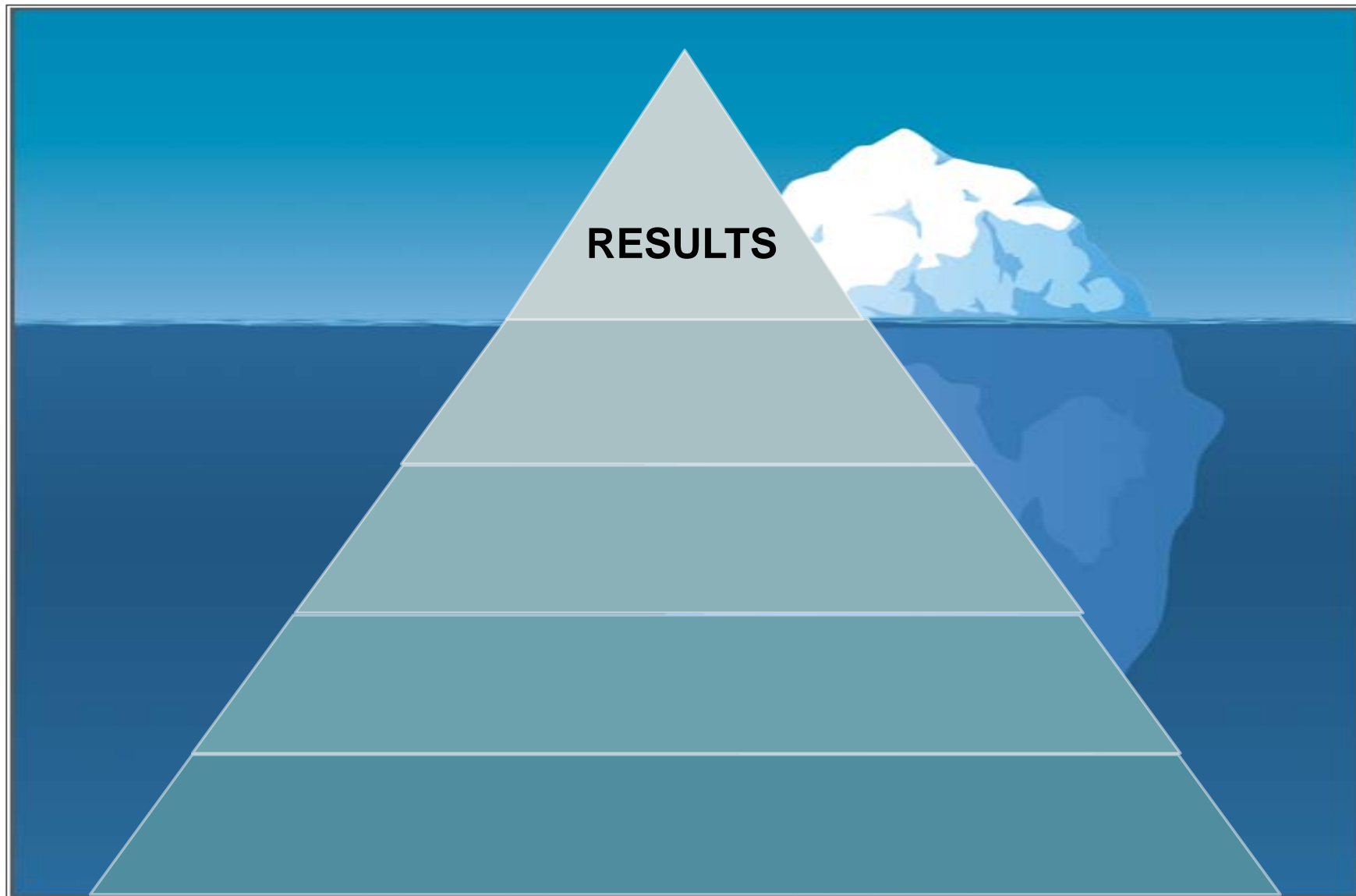
High Performance Teamwork

Source: Five Dysfunctions of a Team by Patrick Lencioni

Five Dysfunctions of Teamwork

Dysfunction 5:
Inattention to Results

Status and Ego

Dysfunction 4:
Avoidance of Accountability

Low Standards

Dysfunction 3:
Lack of Commitment

Ambiguity

Dysfunction 2:
Fear of Conflict

Artificial Harmony

Dysfunction 1:
Absence of Trust

Invulnerability

Source: Five Dysfunctions of a Team by Patrick Lencioni

Take the High Performance Teamwork Assessment

5:00

Instructions:

- Answer as honestly as possible

- Self-score using the key on the back
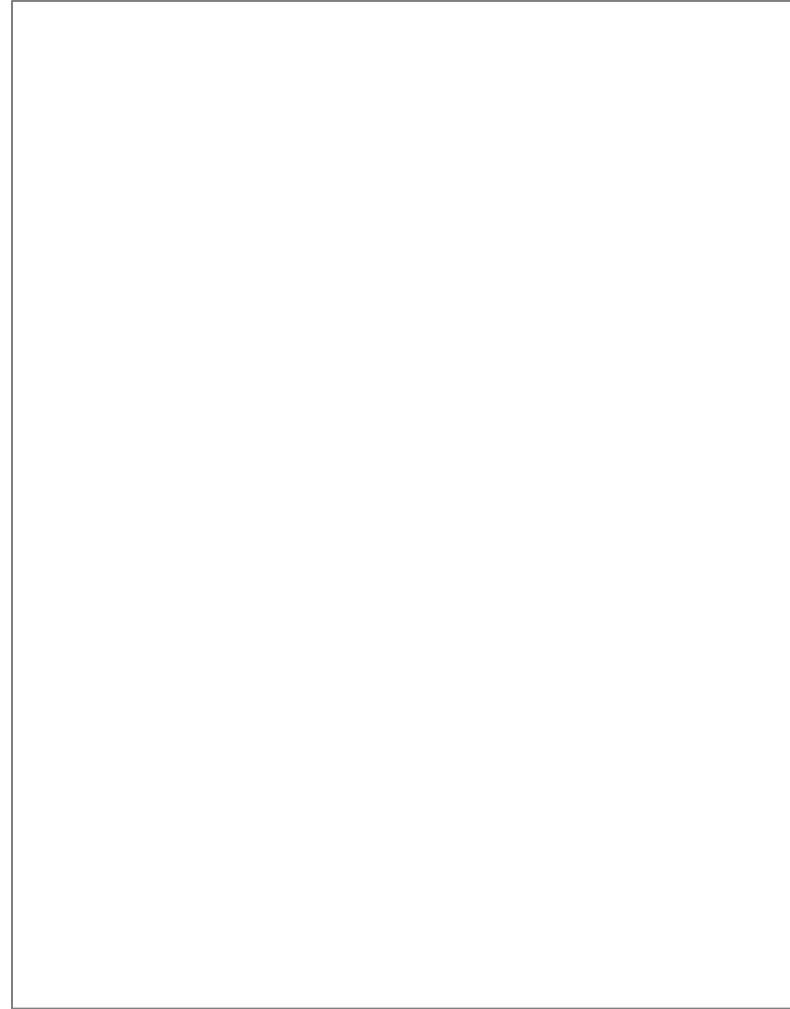
Adapted from Five Dysfunctions of a Team by Patrick Lencioni

High Performance Teamwork Capacities

HPT Practice Integration

TRUST
- Walk the Talk
- Positive Feedback
- Trust Formula

PRODUCTIVE CONFLICT
- Escaping the Drama Triangle
- Recalibration
- SBI, Telling Ourselves Stories, Active Listening
- Council Mode

COMMITMENT
- Vision
- 2x2 Prioritization Matrix
- Structural Meetings

MUTUAL ACCOUNTABILITY
- Committed Action

FOCUS ON RESULTS
- Attention Management
- Vision (Goals)
- Gamefilming (AAR)

Five Dysfunctions of Teamwork
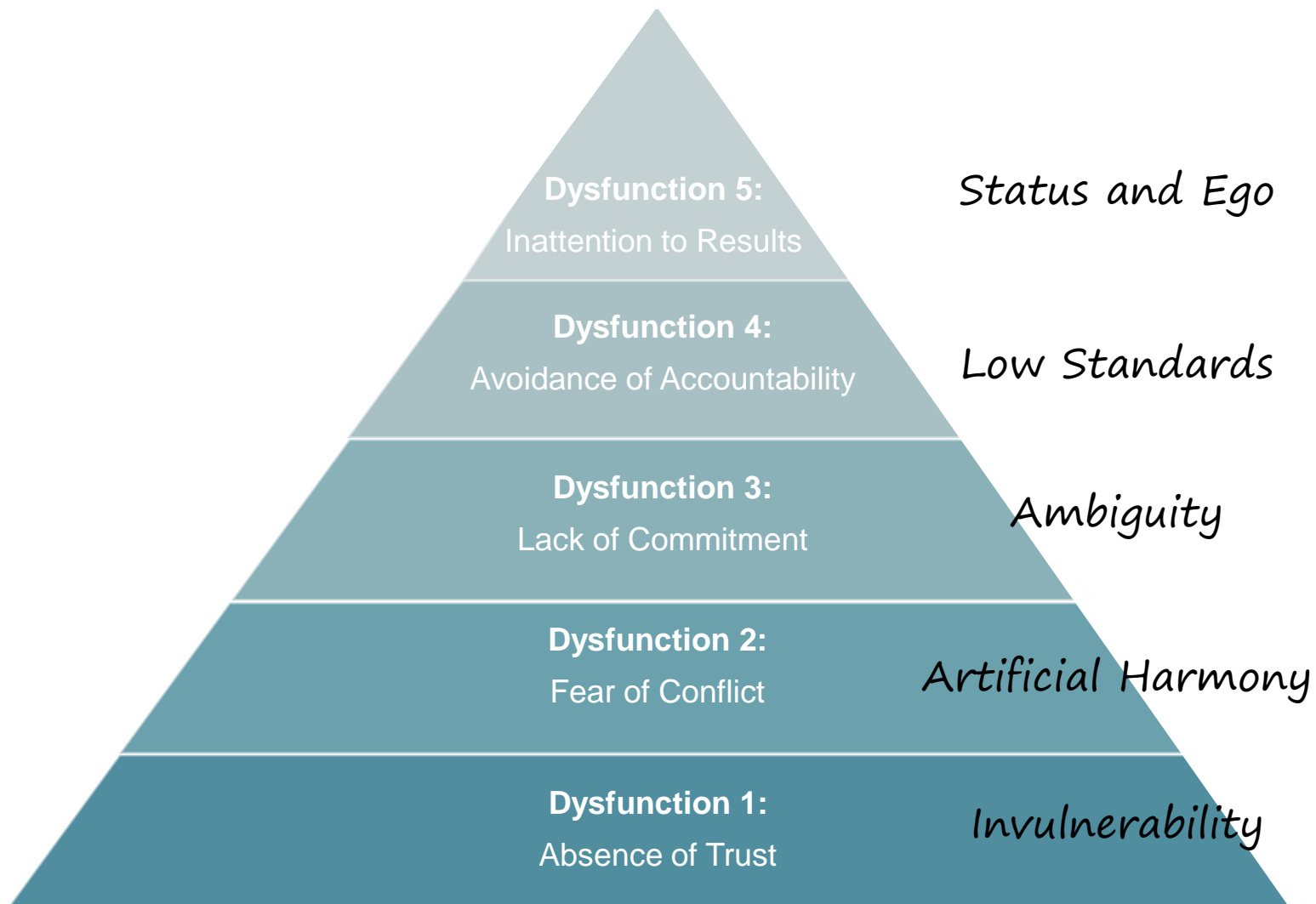
Dysfunction 5:
Inattention to Results — *Status and Ego*

Dysfunction 4:
Avoidance of Accountability — *Low Standards*

Dysfunction 3:
Lack of Commitment — *Ambiguity*

Dysfunction 2:
Fear of Conflict — *Artificial Harmony*

Dysfunction 1:
Absence of Trust — *Invulnerability*

Source: Five Dysfunctions of a Team by Patrick Lencioni

Five Dysfunctions of Teamwork

Dysfunction 5:
Inattention to Results

Dysfunction 4:
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Dysfunction 3:
Lack of Commitment

Dysfunction 2:
Fear of Conflict

Dysfunction 1:
Absence of Trust

Source: Five Dysfunctions of a Team by Patrick Lencioni

The Trust Formula

$$\text{TRUST} = \frac{\text{CREDIBILITY} + \text{RELIABILITY} + \text{INTIMACY}}{\text{SELF-ORIENTATION}}$$

Five Dysfunctions of Teamwork

Dysfunction 5:
Inattention to Results

Dysfunction 4:
Avoidance of Accountability

Dysfunction 3:
Lack of Commitment

Dysfunction 2:
Fear of Conflict

Dysfunction 1:
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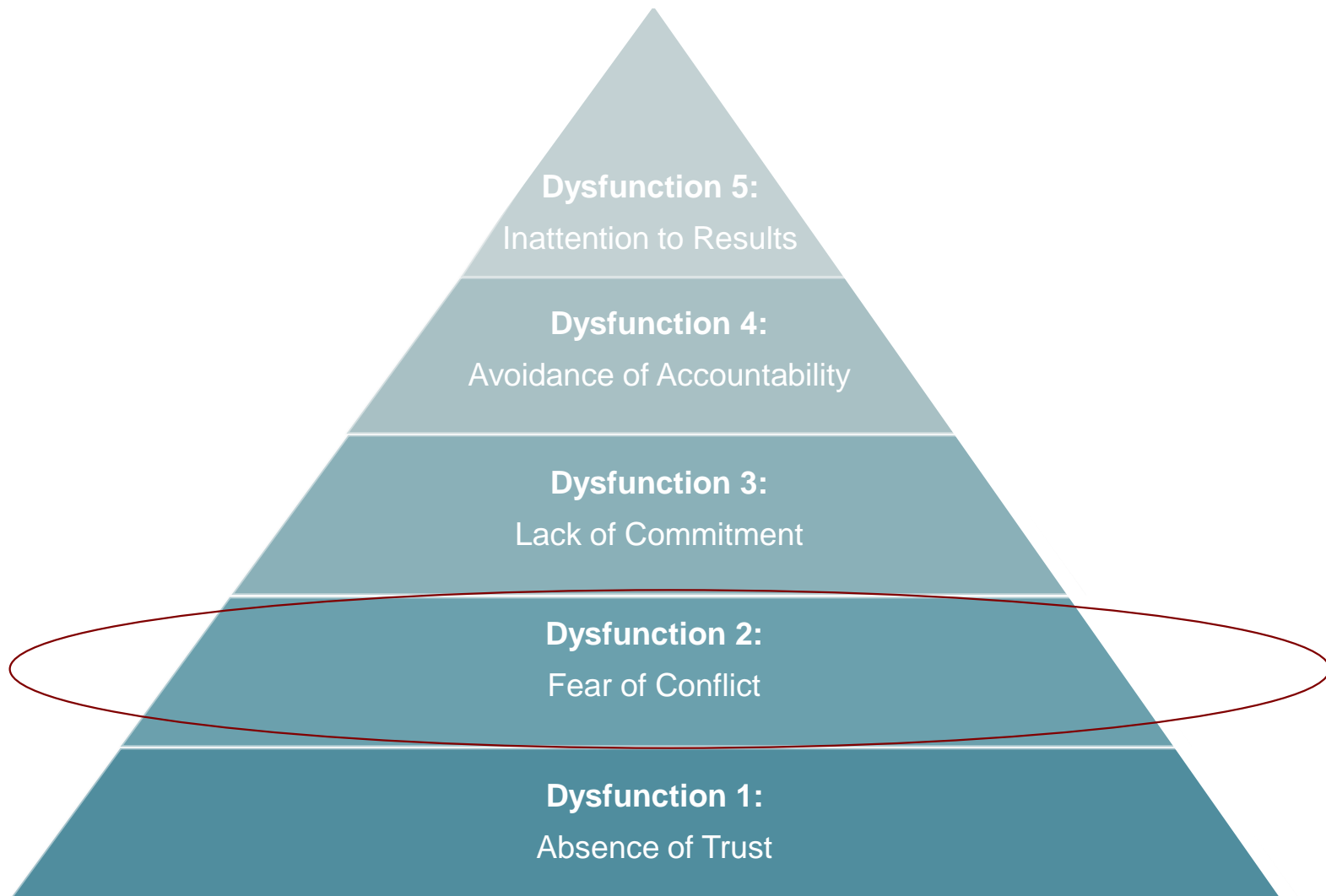
Source: Five Dysfunctions of a Team by Patrick Lencioni

Productive Conflict

"Seek first to understand, then to be understood."

Steven Covey

Q4 Implementation Plan Assignments

- Foundational Weekly Practices

- Foundational Review

STAGEN   **INTEGRAL LEADERSHIP PROGRAM**

Rohn Q4 Implementation Plan

Date

Foundational Weekly Practices

	11/02	11/09	11/16	11/23	11/30	12/07	12/14	12/21	12/28	01/04	01/11		
Walk the Talk/Weekly Focusing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Walk the Talk/Structual Meetings	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Committed Action	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Drama Triangle	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Recalibration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Telling Ourselves Stories	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Active Listening	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score out of 6	0%
eJournal Posting	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Teleclasses	☐	☐	☐		☐	☐	☐			☐	☐	Score out of 8	0%
Post Weekly Score to eJournal	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Score Over 11 Weeks	0%
Weekly Score:	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		

Foundational Review   Teleclass Dates & Times:

☐ 40 Review Walk the Talk Core Practice Sheet		
☐ 40 Review Drama Triangle Core Practice Sheet	11/05/2015 @ 10:00am CST	12/10/2015 @ 10:00am CST
☐ 40 Review Structural Meeting I: The Science	11/12/2015 @ 10:00am CST	12/17/2015 @ 10:00am CST
☐ 40 Review Telling Ourselves Stories Core Practice Sheet	11/19/2015 @ 10:00am CST	01/07/2016 @ 10:00am CST
☐ 40 Review Recalibration Core Practice Sheet	12/03/2015 @ 10:00am CST	01/14/2016 @ 10:00am CST
☐ 40 Review Active Listening Core Practice Sheet		

0 Foundational Review Subtotal

TOTAL: **0%**

Agenda

Time	Topic
8:00 AM to 8:15 AM	Welcome & Kickoff
8:15 AM to 9:00 AM	ILP Rapid Review
9:00 AM to 10:00 AM	Self Assessment and Integration
10:00 AM to 12:00 PM	Group Assessment and Learning
12:00 PM to 1:00 PM	Lunch
1:00 PM to 4:00 PM	High Performance Teamwork
4:00 PM to 4:30 PM	A Path Forward
4:30 PM to 5:00 PM	Takeaways

A Path Forward

Agenda

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Takeaways

 73