



# A Taste of Genius

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# A Taste of Genius - Vivo Team Development

*A Taste of Genius is based on the eBook: Leadership for Einsteins: How Smart Leaders Bring Out The Genius In People by Dr. Jim Sellner, PhD., DipC.*

*“Every day I remind myself that my inner and outer life are based on the labors of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving.”*

*- Albert Einstein*

## Leadership is about:

1. Achieving positive, long-term, measurable changes in task-specific performance behaviors for leaders and their team members.
2. Building a company that wins in the marketplace with people and profits.
3. Using analytics to evaluate the effectiveness of the above.

$$P = MC^3$$

Performance is a function of Motivation x Competence x Congratulations x Compensation

Genius has two forms:

1. Ordinary geniuses come from competence, hard work, and often some good luck. (US Airways pilot Sully and his crew, for example.)<sup>1</sup>
2. Extraordinary geniuses are people whose insights and discoveries are so profound and outside conventional wisdom, it is hard to imagine anyone else coming up with them. Einstein is one of these.

Vivo Team develops ordinary geniuses—people who can produce the desired results consistently and at a high level. Become a great leader and manager by following the formula:  $P = MC^3$ .

<sup>1</sup> On Jan 15, 2009, Flight 1549 on its way from NYC LaGuardia Airport to Charlotte, NC, struck a flock of geese, forcing the plane to make an emergency landing in the icy Hudson River. Captain Chesley “Sully” Sullenberger, quickly determining he could not reach LaGuardia, piloted the plane to a safe landing into the Hudson River. Thanks to his heroic actions, all 155 people on board survived.

## What is Emotional Intelligence?

Emotional intelligence is defined as:

1. The ability and willingness to understand and manage your own behaviors and emotions.
2. Recognizing, influencing, and facilitating the behaviors of others.
3. Helping people develop their unique talents and personal satisfaction.

## Emotional Intelligence: The Oxygen of Leadership

The technical skills that helped you get promoted into a leader/manager position does not guarantee your future success. As Marshall Goldsmith says, “what got you here, will not get you there.”

Moving into a leadership role requires a very different, complementary set of skills. You go from doing to working with people to get things done. There is one key set of skills required. It’s called emotional intelligence. According to the Harvard Business Review, it accounts for nearly 90 percent of what sets high performers apart from peers with similar technical skills and knowledge.

Over the years, emotional intelligence (EQ) has evolved into a core leadership skill. Research from TalentSmart shows that emotional intelligence is the strongest predictor of performance. Leaders with a highly developed EQ are more likely to stay calm under pressure, resolve conflicts productively, and respond to people with empathy.

Emotional intelligence matters because leaders set the tone of their organization. An effective leader pours energizing oxygen into the work atmosphere. If they lack emotional intelligence, it has a stifling effect on the workplace resulting in lower employee engagement and a higher turnover rate.

## The Five Ingredients of Emotional Intelligence

### 1. Self-Awareness

Self-awareness is your ability and willingness to understand your strengths and weaknesses and to recognize how your words, behaviors, and emotions affect you and your team’s performance.

*“I’ve always been curious about emotional intelligence. This program with Vivo Team was the perfect opportunity to learn more about each ingredient in greater detail.”*

*- Pallavi Shetty, Human Resources  
Generalist, SureWorx*

## 2. Self-Management

Self-management refers to the ability and willingness to manage your words, behaviors, and emotions, particularly in stressful situations, while maintaining a calm and positive outlook. Leaders who lack self-management may have a hard time keeping their impulses in check. A key leadership responsibility is to keep the end goal in mind—that is to ask: “How will what I am doing or behaving affect people’s performance and satisfaction?”

## 3. Empathy

As a leader, “putting yourself into someone else’s shoes” is crucial to developing ideas and solutions, problem-solving, effective communication, and avoiding or preventing conflicts. When people feel understood they are more likely to voluntarily accept the leader’s influence. A leader who has mastered empathy is able and willing to:

- Listen for understanding using additional questions and small encouragements.
- Give corrective, praising, and inspiring feedback with respect and authenticity.
- Build a productive work atmosphere that builds team competence, motivation, and collaboration.

## 4. Social Skills

Social skills are the ability and willingness to interact well with others. While it’s important to understand and manage your own behaviors, words, and emotions, you also need to know how to read a room. It is key to developing psychological safety in the workplace.

## 5. Leader Assertiveness

Leader Assertiveness refers to your ability and willingness to influence, coach, and mentor others and resolve conflict effectively. It’s about using the above skills to get stuff done in spite of setbacks—both structurally and interpersonally. A leader’s job is to be effective. It is not about being liked.

## An example of “The Deal”

- I will do my utmost to help you focus on solutions instead of problems
- I will introduce ways for you to discover your own answers
- I will keep you focused on your insights and actions that can bring about positive, lasting change in yourself, your workplace, and society
- I expect you to be open to change so you can identify, create, and try out new, more effective behaviors
- I expect you to be open to, and participate in interactive feedback
- I need to know what you expect of me

# The Six Steps to Developing Ordinary Geniuses in the Workplace

To build successful companies and talent, business leaders must make good use of people’s time and capital. It is important to discover how doing “less but best” can garner the desired result. To make that happen employees need clear direction, guidance on how to increase their performance, and interactive feedback to keep on track.

## Step #1 | GET CLEAR ON “THE DEAL”

Getting clear on “The Deal” means creating a partnership in which everyone understands the expectations and the benefits of working for the company. This includes showing people how to do the job well, focusing on improvement, facilitating development, and delegating to self-reliant achievers.

- What is being offered – be specific, outline 4-5 points
- What is expected – be specific and behaviorally descriptive

Leadership for Einsteins  $P=MC^3$  works to develop ordinary geniuses—the Sully crews of the world—who are highly competent, motivated, and continually improving their craft.

When circumstances present themselves, they are ready and able to act. That can only happen if companies do their part in preparing people to excel. It’s important to note that it’s also about relationships and connections.

As Sully and his crew said: “We were just doing the jobs we were trained for.”

## Step #2 | ALIGN PEOPLE WITH THE COMPANY'S VALUES, VISION, AND MISSION

Be prepared to help your team members spell out the values, vision, and mission. In most companies employees do not have a very good understanding of these.

*"It's not hard to make decisions, once you know what your values are."*

*- Roy E. Disney  
(nephew of Walt)*

### Values

*"This is what's important around here."*

### Vision

*"This is where we want to go."*

### Mission

*"This is how we'll get there."*

## Characteristics of An Effective Leader

A sample of 462 executives were asked: "What characteristics are needed to be an effective leader today?"

56% ranked ethical behavior as an important characteristic, followed by:

- Sound judgment (51%)
- Being adaptable/flexible (47%)

*Source: American Management Association, New York, NY*



*"The program helped me understand how to approach different staff members regarding accountability issues, evaluate their level of competence and motivation and apply the appropriate leadership style, the importance of the 'Deal' and how important it is to not carry the monkey on my back."*

*- Cata Velicea, Team Manager, MOD0*

**Tip:** To ensure clear understanding, ask followers to jot down what they understand the description of the task to be, including performance, conditions, and criteria. This process may seem to be a bit detailed, but when you consider the costs of mistakes and misunderstandings, the ROI is worth it.

## Step #3 | DEFINE THE TASK OR GOAL

The top benefits of clearly setting and aligning goals in your company include increased operating margins, successful execution of company strategy, and reduced employee turnover.

Define what a good job looks like in very specific behavioral terms, i.e., good customer service means you listen to a customer, you find out exactly what they want, then you do your best to provide that. Here are some more examples:

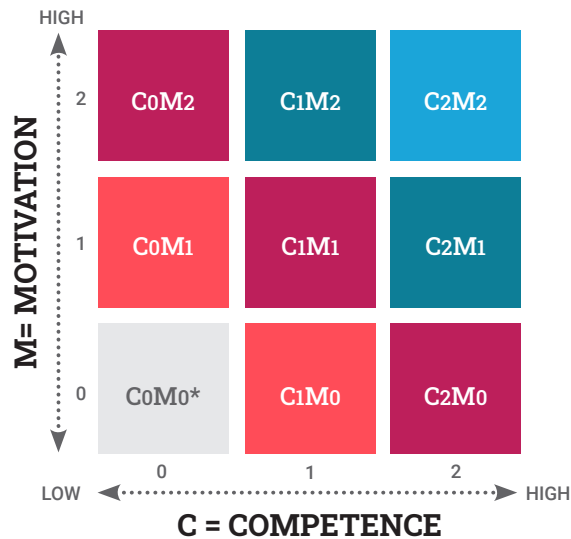
- To hire, develop, and manage a sales person into being a self-reliant achiever
- To write a policies and procedures manual for the production line

Effective descriptions of specific tasks have three parts: illustration of what a job done well looks like, or performance; the conditions under which the employee is to perform; and the criteria for judging the success of the completed task.

## The Rules for Articulating Specific Tasks

- When judging the performance of a task, ask yourself the following three questions:
  1. What is the main intent?
  2. What will the employee be doing that demonstrates success?
  3. How good is good enough in this instance?
- Make sure the intent of the task is known by the follower. Problems occur if the intent is not clear.
- Individual tasks must be differentiated from team tasks.
- Each team member must know how what they do contributes to team success.
- Always convey what a good job looks like, including a time frame. Followers will be confused if your expectations are too vague.

## Competence and Motivation



*"The [Leadership for Einsteins] matrix is one of the most effective tools I've used in helping leaders to understand how to change their leadership style for each person based on the task they are assigned."*

*- Laura Dyreby Wait, People Alpha Foods (via LinkedIn)*

## Step #4 | DIAGNOSING COMPETENCE AND MOTIVATION LEVEL

Competence and motivation are very different and they require different approaches. You must consider the answer to the question: Does this person or team have the competencies required to build on and sustain the motivation?

### Competence

Competence is the ability to carry out a task to consistently produce the desired result—but it's not universal.

A person can be highly competent at programming but have low competence at managing people. An effective manager deals differently with the same person based on their different levels of competence on a specific task.

Competence is determined by:

- Technical skills that a performer can apply successfully
- Emotional Intelligence (self-awareness; self-management)
- Job knowledge that a performer knows and can clearly explain to others
- The ability to collaborate with others in the company and get their cooperation

### Competence is diagnosed as follows:

- C2 (high)** The individual has all the technical skills, emotional intelligence, job knowledge, and organizational power and/or influence to do the task consistently and well, with little to no supervision.
- C1 (moderate)** The individual has some of the four elements, does well most of the time, and needs some supervision.
- C0 (low)** The individual lacks the skills needed to do the task well and needs close supervision to develop the skills.



*"The Vivo Team Leader Program challenged me to pause and reflect, not only about the impact of different competency and motivation levels of my direct reports, but more importantly, how I, as a leader, can adapt to get the best results from them. This change in my leadership behavior is critical."*

*- Matt Tarris, Senior Manager, Freight Club*

## Motivation

Motivation is task-specific and can be observed by a person's willingness to keep going despite set-backs.

Motivation is determined by:

- Interest as evidenced in actions, not words
- Willingness to take calculated risks
- Ability and willingness to take individual responsibility
- Ability and willingness to be accountable to the team

## Motivation is diagnosed as follows:

**M2 (high)** The individual exceeds expectations on a specific task shown in interest, risk taking, alignment with company goals, individual responsibility or team accountability.

**M1 (moderate)** The individual meets expectations on a specific task in each of the four elements.

**M0 (low)** The individual does not meet expectations on a specific task in the four elements.



**Why?** The 'video test' eliminates a great deal of emotional turbulence when you are giving and receiving feedback. It allows you to step back and consider how you can best connect with an individual using interactive feedback.

People are more open to hearing a behavior described than a judgment proclaimed. Pretty simple. Very powerful.



## The Video Test



The only way to figure out a person or team's competence and motivation is by observing their behaviors. The video test is a tool to distinguish between what people are saying or what they think they are doing and what they are actually saying or doing. Use this tool when diagnosing the competence and motivation levels of your employees.



### Here's how it works:

1. Imagine you are watching a video of what the person is or was doing or how they are behaving.
2. What do you see? What do the behaviors tell you?
3. What would you say about the person's competence or motivation based on your observations? Are they highly competent or do they have low competence? Are they highly motivated or are they lacking motivation?

### Some examples:

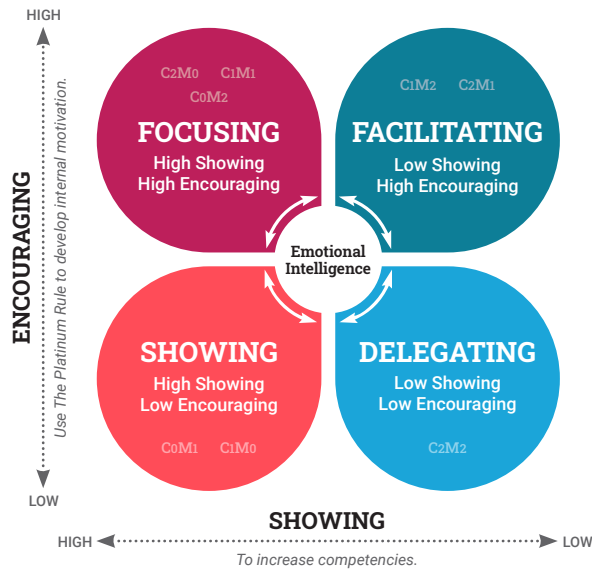
 What's the matter with you? You're always late for meetings.  
 I notice that you've been late for our last three team meetings.

 You missed another deadline, I feel like I can't rely on you.  
 I notice that you missed another deadline.

 Why don't you care about this project!?  
 I notice that you are not following up on your commitments on this project.

 Great job!  
 I notice that you delivered that project well and on time.

## Leader Styles



**Tip:** Great leaders shift their leadership style to the competence and motivation levels of the people they are leading or managing so people become self-reliant achievers—ordinary geniuses in the workplace.

## Step #5 | CHOOSE THE LEADER STYLE THAT BEST FITS THE TASK-SPECIFIC COMPETENCE AND MOTIVATION LEVEL

There are two basic leader behaviors:

- **Showing** people how to do a task and giving lots of specific feedback to increase their competencies to build a sense of achievement so they can perform at an increasingly higher level. Showing outlines how to do it, who will do what, by when and how it will get done.
- **Encouraging** individuals and teams to improve performance by increasing people's motivation in order to leverage their competencies into higher value to the company. People will also experience more personal satisfaction.

Leadership for Einsteins uses four different leader styles to work with people of varying task-specific competencies and motivation:

### SHOWING | Lots of Showing, Some Encouragement

To begin to develop people whose task-specific competence and motivation levels are low.

### FOCUSING | Lots of Showing, Lots of Encouragement

To keep developing people who have moderate competence and motivation in a specific task.

### FACILITATING | Some Showing, Measured Encouragement

For people whose task-specific competence is moving into the higher zone, but their motivation varies.

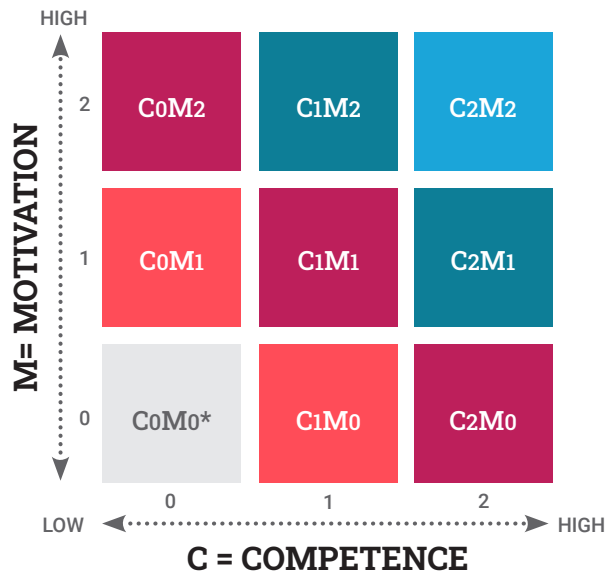
### DELEGATING | Some Showing, Some Encouragement

To give a bit of direction, as needed; to be open to influence from those people who are self-reliant achievers in a specific task.

# Leadership for Einsteins Model

## FIRST: DIAGNOSE

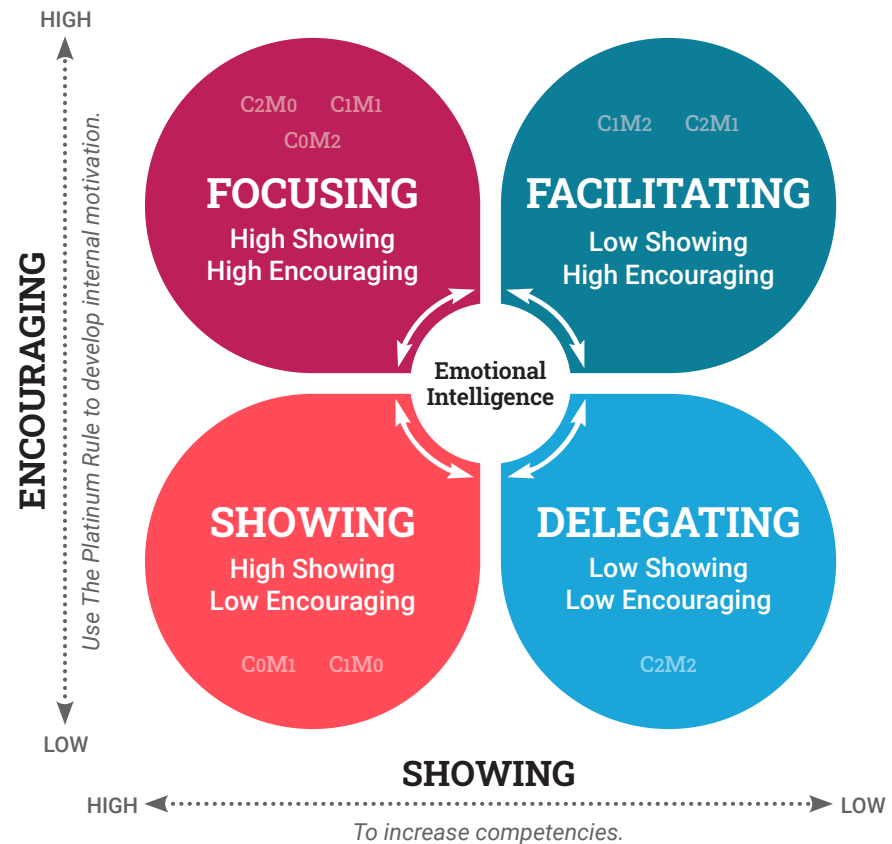
Evaluate task-specific competence & motivation.



\*If someone CoM0 you should consider if that person should be given this task.

## SECOND: MATCH

Match your leader style to competence & motivation.



*"Gen Y'ers say working with a boss they respect and can learn from is the most important aspect of their work environment, ahead of having a nice office space, a short commute or working for a socially responsible company.*

*Those surveyed also indicated that they expect more "face time" from their supervisors than a weekly status meeting. The majority of Gen Y'ers (60 percent) want to hear from their managers at least once a day."*  
- Robert Half International Survey 02/09

## Step #6 | NEGOTIATE AND TRACK PERFORMANCE

Performance improvement is the job of a leader or manager. Performance improvement is deliberate, planned, ongoing, and conversational. When you help your employees grow, they grow the business in return. If we fail to plan, we are planning to fail.

### No seagull management, please!

Seagull management is when a manager tells someone what to do, leaves them alone to do it without clear instructions, and only interacts with employees when they deem there is a problem. They rarely offer praise or encouragement when things are going well and make little contribution to the solution of a problem.

The term became popular through a joke in Ken Blanchard's book *Leadership and the One Minute Manager*: "Seagull managers fly in, make a lot of noise, dump on everyone, then fly out."<sup>2</sup>

The seagull style of management can be indicative of a manager who is untrained, inexperienced or an accidental leader (a technical expert with a high level of education and experience who fell into a leadership role).

Leaders and their teams engage in an ongoing, two-way negotiation to develop and improve each other's performance using the formula:

$$P = MC^3$$

Performance is a function of Motivation x Competence x Congratulations x Compensation

<sup>2</sup> Blanchard, Ken (1985). *Leadership and the One Minute Manager*. p. 38.