Kick-off Speaker
New Manager Training, Day 1

Facilitator name
## Agenda

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<td>Lunch</td>
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Introductions
Class agreements

What **ground rules** would support you in **learning**?
Why Manage?
Why Manage?

Instructions

● Think about the **best** and **worst** managers you’ve worked for...how have they added (or subtracted) value?

● Write on **two** post-it(s) and place them on the wall in either category.
<table>
<thead>
<tr>
<th>Google Project Oxygen findings</th>
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<tr>
<td>A High-Scoring Manager ...</td>
</tr>
<tr>
<td>1. Is a good <strong>coach</strong></td>
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<td>2. <strong>Empowers</strong> team and <strong>does not micromanage</strong></td>
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<td>3. Creates an <strong>inclusive team environment</strong>, showing <strong>concern for success and well-being</strong></td>
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<td>4. Is <strong>productive</strong> and <strong>results-oriented</strong></td>
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<td>5. Is a good <strong>communicator</strong> – listens and shares information</td>
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<td>6. Supports <strong>career development</strong> and <strong>discusses performance</strong></td>
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<td>7. Has a clear <strong>vision/strategy</strong> for the team</td>
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<td>8. Has key <strong>technical skills</strong> to help advise the team</td>
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<td>9. <strong>Collaborates</strong> across Google</td>
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<tr>
<td>10. Is a strong <strong>decision maker</strong></td>
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Mindset
Mindset Quick Poll

Show of hands for degree of agreement: thumbs up, thumbs down, or sort of

- “It is important to me that I don’t appear incompetent”
- “You can learn new things, but can’t really change how smart you are”
- “People can’t change their deepest attributes”
What is a growth vs. fixed mindset?

fixed mindset

do I look smart?

growth mindset

how can I learn?
win because when a winner then when it must make us winser."
- Josh Wain
Mindset + Values

mindset
ˈmīn(d)set/, noun
The established set of attitudes held by someone.

+ 

values
ˈvalyŏo/, noun
A person's principles or standards of behavior; one's judgment of what is important in life.

An individual’s mindset and values can be unconscious and deeply rooted. However, both can be intentionally practiced and aligned over time.
How Do Your Values Show Up?

Briefly, think of a time when you led or made a decision from your highest principles & values in the past *(hint: grey areas & unprecedented situations)*

Consider the example of **Humility** as a value. How might this show up in your choices and behaviors as a manager?

- **Be open** to and ask for feedback often
- Actively seek opportunities to give & **share credit**
- Share personal **stories of mistakes** or failures
- Admit when you **don't know** something
- Adopt mindset of being in **service to team**
Turn Values into Mindsets You Can Practice

On your own, reflect on the following in your workbook (5 mins)

- Now that you’ve identified your most important values, which one(s) currently influence the mindset with which you manage your team?
- Are there others on your list that you can intentionally practice as a mindset? What might this look like in action?
- In your role as a manager, when are your values challenged?

In your trios

- Share what you’ve come up with, and help each other generate new ideas for how to intentionally practice your values as mindsets
Lunch
Emotional Intelligence
"Denial of our emotions isn’t the only danger we face when we rely too heavily on our left brain. We can also become too literal, leaving us without a sense of perspective, where we miss the meaning that comes from putting things in context (a speciality of the right brain)."

Daniel Siegel
Professor at the UCLA School of Medicine and Executive Director of the Mindsight Institute
Emotions are Data

Instructions

- Go to a flipchart with an emotion that you’ve experienced within the past week or so: **Joy, Anger, Fear, Disappointment, or Surprise**
- Turn to the person next to you and if you’re comfortable sharing, explain the context (2 mins)

In your group (Record on Chart, 5 mins)

1. How did this emotion affect your thoughts or actions?
2. What “data” was this emotion giving you? (*ie was a value threatened / violated*)
3. If you had better understood the “data” of your emotion, would it have changed how you acted or viewed the situation? Why or why not?
What is Emotional Intelligence (EI)?
EI vs. IQ Defined

**Emotional Intelligence (EI)**
Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships. (Goleman & Boyatzis)

**Cognitive Intelligence (IQ)**
Your abilities to learn and understand new situations, to reason through a given problem, to apply knowledge to a current situation. Intelligence primarily involves the neocortex portion of the brain, which governs abstract thinking and reasoning.
Why Is Emotional Intelligence So Important?

Cognitive Abilities (IQ) + Technical Skills + Emotional Intelligence Abilities (EI)

Required for complex jobs, especially leadership positions
Emotional Intelligence Can Be Learned

• It increases over time if you are motivated and disciplined to learn the competencies and behaviors (“maturity”)

• The “core” of Emotional Intelligence, the limbic system (the location of our emotions), learns best through motivation, extended practice, and feedback

• To optimize the use of our emotions, the following are required: information; motivation; practice and openness to feedback about the impact of our behavior
Sympathy is the awareness of another's feelings and experiences and understanding that one might help by easing those feelings.

Empathy takes the feelings and experiences of others and internalizes them, a vicarious experience of another's emotions and situation.

Compassion takes it a step further so that empathy then leads to a desire to take action to help alleviate the suffering of another person.

What's the difference and how are they related?
EI Deep Dive: Relating to Others

**Sympathy** is the **awareness** of another’s feelings and experiences and understanding that one might help by easing those feelings.

“I feel for you”

**Empathy** takes the feelings and experiences of others and internalizes them, a vicarious experience of another’s emotions and situation.

“I understand you”

**Compassion** takes it a step further so that empathy then leads to a desire to **take action** to help alleviate the suffering of another person.

“I want to help you”
EI Deep Dive: Aim for Compassion

Transform your experience of empathy into compassionate action.

Why? Neuroscience research shows:

- Too much empathy can cause stress & burnout for the empathizer
- Same brain regions are activated in the person suffering & empathizing
- VS. compassion, which instead produces feelings of concern, warmth, and motivation to help the other person
- Compassion training can lower stress hormones, and boost immunity, and may even reduce your risk of heart disease
EI Deep Dive: Aim for Compassion

Transform your experience of empathy into compassionate action.

How can I cultivate compassion?

- Ask how you can help, don’t assume you know what’s wanted or needed
- Look for commonalities with your team members
- Encourage cooperation instead of competition in your team
- Cultivate a genuine curiosity about the individuals on your team
- Lead by example — treating others with compassion is contagious!
- Be mindful of boundaries — avoid being an emotional sponge

Empathy & Compassion in Practice

Ask yourself:

● Who in my life do I most need to develop more empathy for?
● How might I do this?

Get together with a partner to brainstorm:

● What could you do to increase empathy for and compassion towards the people you work with?

(e.g., your directs, manager, clients, or your peer colleagues)
"Compassion is almost an objective form of empathy, where you have enough space between your feelings and the other person’s feelings when you’re in a position to help them, and ultimately alleviate their suffering if that’s what’s required.”

- Jeff Weiner, CEO of LinkedIn
  @ Wisdom 2.0, 2015
To recap...

the Golden Rule is to **Empathy**

...as the Platinum Rule is to **Compassion**
Triggers Activity in Trios

Instructions

Think back to a situation at work when you experienced high stress, and/or negative emotion - to the extent that your ability to perform was compromised.

Jot down in your workbook

- What were you experiencing? Were there any physiological signs?
- Could you pinpoint what triggered you [at the time]?
- What did you try to do? How did it go?

Meet with your trio and take ~ 2 mins each to share your experiences.
Hand Model of the Brain
**Neocortex**
The "thinking brain," outer layer of cerebral cortex

**Amygdala**
Center of the limbic brain. Specialist for emotions, can act quicker than neocortex in total

When triggered...
"Amygdala hijack" overrides the thinking brain

Amygdala sends messages to the rest of the body:
- Flight/fight hormones
- Mobilizes movement
- Makes senses more alert
- Speeds heart rate
- Raises blood pressure
Triggers Activity in Trios

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Four Types of Reappraisal

- **Reinterpreting**
  “How can I take the threat away from this situation?”

- **Normalizing**
  “It’s OK because others feel this way too”

- **Reordering**
  “I’m going to think about the value I’m putting on this”

- **Repositioning**
  “I’m going to consider this from another perspective”
Reappraisal Activity in Trios (10 mins)

Instructions

In your trios, discuss each of your situations and discuss how you can apply any of the four strategies to reappraise your situation:

- Which reappraisal strategy(s) would have been most helpful? How?
- Come up with several questions that would be useful in coaching someone else to reappraise with that method. Record in workbook
Mindfulness for Emotion Regulation

- Bring your attention to your breathing and physiological state
- Write down what is triggering you and why
- Visualize what’s happening in your brain (Amygdala hijack)
- **Bonus:** practicing mindfulness can facilitate the cultivation of compassion
“The aim of developing emotional intelligence is to help you optimize yourself and function at an even higher level than what you are already capable of.”

Source: Search Inside Yourself by Chade-Meng Tan, Google’s employee #107. AKA The Jolly Good Fellow.
New Manager Training, Day 2

Facilitator name
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Transition from Individual Contributor to Manager
What specifically is so challenging about this transition?
Navigating the Transition from IC to Manager

*Individual Reflection Time* (5-10 mins)

- **Please take some time to reflect** on your personal transition, using the guiding questions in your workbook (top half of page).

*Trio Discussions* (approx 20 mins)

- **Meet with your trio** to share your transition stories and learn from each other’s challenges and successes. There are questions in the workbook (bottom half of page) to guide you.
Break!
Coaching
Coaching Overview

What

Define Coaching

When

When should I coach?

How

Skills of coaching

GROW
Defining Coaching

“Pure” Coaching

- Actively listen
- Ask powerful questions
- Raise awareness around “blind spots”
- Challenge thinking and deeply held beliefs
- Make requests for new action

Google Project Oxygen Definition

- Provide specific & timely feedback
- Balance positive (motivational) & negative (developmental) feedback
- Understand unique strengths & development areas of each person
- Tailor coaching to the individual & situation
- Suggest solutions
- Have regular 1:1s
Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Coaching Continuum

Leader’s Ideas & Knowledge

Individual’s Ideas & Development

Teach

Facilitate

Leader shares and influences

Individual decides and develops
When should I coach?

● When working with high-potentials
  Coaching fosters their long-term development

● When working with knowledge workers
  The “expert” leadership role has limitations when workers may be more knowledgeable than the boss

● When commitment trumps control
  When securing employees’ commitment and intrinsic motivation is more important than controlling them, coaching is the best approach

● When the issue is around managing relationships
  e.g. stakeholder management, how to motivate others

Ed Batista, “Keys to Coaching Your Employees”
Harvard Business Review (March 2014)
When Should Coaching be Avoided?

- **When dealing with serious underperformers**
  Coaching is not a performance plan

- **When you do have the answers.** If you know exactly how work must be done, direct instruction is better than inquiry
  *If a question has just one answer, people feel quizzed*

- **When task control is more important than commitment**
  *In doing routine tasks for example, this may be the case*

- **If the coach believes the coachee cannot achieve the goal**
  An important aspect of coaching is having a growth mindset. If this is the case, question your assessment before acting.

- **When there are safety or legal risks involved**

  *Ed Batista, “Keys to Coaching Your Employees”*  
  *Harvard Business Review (March 2014)*
Skills: How to “Be a good coach”

- Be fully **present** for and **focused** on the coachee
- Be aware of your own **mindset** and that of the coachee
- Practice **empathic listening** *(aka active or reflective listening)*
- Ask **open-ended questions** to facilitate coachee’s own insight
1. Be fully present for and focused on the coachee

In preparation, try to clear your mind and minimize distractions:

- Choose a location that’s private and quiet
- Silence and put away devices (laptops, phones etc.)
- Bring pen and paper for notetaking
- Schedule a little buffer time before and after
- Ground yourself and/or meditate right before
2. Be aware of your own mindset and that of the coachee.
2. Be aware of your own mindset and that of the coachee

Class discussion

How would you coach a person who has a fixed mindset about the subject you wish to coach them on?
3. Practice empathic listening

**Hearing what the other person is saying**
- Attention is squarely focused on the other person
- Listening to their answers
- Asking follow-up questions
- Paraphrasing and clarifying

**Noticing other person’s energy, mood, tone of voice**
- Listening & looking for impact on the person – high or low energy?
- What *isn’t* being said?
- Listening to your gut / intuition & naming it
- Expressing empathy e.g. “I hear you are frustrated by XX”
3. Practice empathic listening

*In pairs:*
- Decide who will be the speaker first and who will be the listener

*Two rounds, two minutes each:*
- **Speaker** responds to the prompt:
  - Talk about an event in the past two weeks that had some emotional "juice." Could be joyful, surprising, fearful, etc.
- **Listener** practices empathic listening...just listens for two minutes.
  - Reflect back what they heard and check for understanding. Focus on values, emotions and body language. Continue to reflect back until Speaker is satisfied.

[Switch roles]
- **Debrief.** What was it like to be really listened to?
3. Practice empathic listening

In the same pairs:
- The person [most] facing the front of the room will be the listener first and the other person shall be the speaker

Two rounds, 1 min each:
- **Listener** practices non-empathic listening. *(Distracted, interrupt, etc.)*
- **Speaker** responds to the prompt:
  - What gets in your way of being the coach you want to be?
  - How could you be a better coach for each of your reports?

[Switch roles]
- **Debrief.** How was this experience different from the last?
“Focused attention on coaching is more important than the time spent. What matters most is listening so the other person feels heard. Eliminate distractions and cultivate a sense of presence in the moment.”

Ed Batista
“Keys to Coaching Your Employees”
Harvard Business Review (March 2014)
4. Ask open-ended questions to facilitate coachee’s own insight

- **Best Questions:** WHAT and HOW
- **Info Questions:** WHO, WHEN, WHERE
- **Less:** WHY

**Skills of coaching**
GROW Model

- **Goal**: Goal you want
- **Reality**: Reality of today
- **Options**: Options for action
- **Will**: Will take these steps

Source: The GROW Model was developed by Graham Alexander, Alan Fine, and Sir John Whitmore
## GROW is effective when...

<table>
<thead>
<tr>
<th>The Coachee</th>
<th>The Coach</th>
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<tbody>
<tr>
<td>● wants to be coached to help them move forward</td>
<td>● reflects on own assumptions</td>
</tr>
<tr>
<td>● chooses what they want to be coached on - brings their own challenge or issue</td>
<td>● acts as a facilitator</td>
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<tr>
<td></td>
<td>● structures the conversation towards some resolution</td>
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<tr>
<td></td>
<td>● let the coachee choose their next steps</td>
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*True coaching does not happen often, because most of us find it hard to stop giving advice.*
(G): Goal

Objective:

**Establish the goal.** Listen to what the coachee wants to change, and then structure this change as a goal that he/she wants to achieve.

Strategy:

- Ask questions to establish what the coachee wants to achieve
(R): Reality

Objective:

**Describe the reality of the situation(s) today.** The aim is to get the coachee to articulate the ‘here and now’ so that s/he can map out the journey ahead.

Strategy:

- Encourage objectivity, detachment and description, rather than judgment
- Focus on the impact of the issue on the coachee

Tip: Don’t go too deep here!
Objective:

**Determine the options.** It’s time to determine what is possible - meaning all of the possible options for reaching the coachee’s goal.

Strategy

- Open brainstorming
- Go for QUANTITY of options vs. quality or feasibility first (you can evaluate the options later)
- If stuck, go back to Goal or Reality insights
Objective:

**Commit to action.** Get the coachee to commit to specific actions in order to move forward towards his/her goal. In doing this, you will help them establish their will and boost their motivation.

Strategy:

- Work towards commitments that support the Goal and are specific and measurable
- Coach can offer a challenge to push things further - coachee has the right to say "yes", "no" or "counter-offer"
Coaching Activity in Trios

**Practice** *(12 mins per round)*

- Choose COACH, COACHEE and OBSERVER roles
  - COACH: Coach the COACHEE
  - OBSERVER: Watch and take notes
- When time is up, debrief. Then, switch roles.

**Debrief** *(3 mins per round)*

- Debrief roles:
  - OBSERVER: share your observations and feedback
  - COACHEE: share feedback including biggest strength and biggest development area for this Coach
  - COACH: write down what you learned - what do you want to remember from this session?
Role of COACHEE

**During the coaching:**

- Be yourself
- Focus on getting real value from the coaching - do not think about what the coach is doing (yet)
- Don't try to artificially help the coach. Let them structure the conversation.
- Use a real issue. Either one you prepared or anything else which seems more relevant now.

**After the coaching:**

- Think about what the coach did in relation to the GROW model (do not focus on the content)
- Give feedback highlighting the one biggest strength and the one biggest development area
Role of COACH

During the coaching:

● Stick to using the GROW model...
● ...AND make adaptations to meet the needs of the coachee
● Be yourself
● If you have a question or want help, raise your hand
● Take risks and try new things (so that you learn)

After the coaching:

● Receive feedback
● Take notes on the parts you want to remember
Role of OBSERVER

During the coaching:

- Observe, don't speak
- Take notes using the form provided
- Pay special attention to the coach's area/s for improvement

After the coaching:

- Using your notes, gather your thoughts around what the coach did in relation to the GROW model (do not focus on the content)
- Give feedback highlighting the one biggest strength and the one biggest development area
Coaching Activity in Trios

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Lunch
Feedback
Activity

*Introduce yourself to your partner and discuss:*

1. **What are reasons why giving feedback is difficult?**
   Prepare to share 1-2 top reasons

2. **Think of someone from whom you actually enjoy getting feedback. Why is it pleasant?**
   Prepare to share 1-2 top reasons
In your workbook

Write down the 2 most impactful pieces of feedback you've given to a member of your team in the last month (or longer if necessary).

How did you deliver this feedback?
Keeping the balance

You’ll see a lot of good.
Keeping the balance

Say so.

Good

Good

Good

Not good
Feedback &

How to Say It: SBI
# SBI Formula for Feedback

<table>
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<th><strong>Behavior</strong></th>
<th><strong>Impact</strong></th>
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<td>describe the Situation</td>
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<tr>
<td><strong>A</strong> At the client meeting earlier,</td>
<td>You balanced sharing our ideas with hearing from them nicely.</td>
<td>The client told me that they thought we clearly understood their needs.</td>
</tr>
<tr>
<td><strong>B</strong> When you presented your proposal to our Director,</td>
<td>You presented everything and held all his questions until the end.</td>
<td>I noticed our Director didn’t seem happy to wait until the end.</td>
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# SBI & What’s Next

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*then discuss & clarify, create options, agree on next steps*
Getting to the Root Cause
Root cause: **Skill or Will?**

When is that draft going to be ready?
Root cause: **Skill** or **Will**?

How is the report coming along?

**SKILL**

*Doesn’t know how*

**WILL**

*Isn’t motivated or lacks confidence*

Oh, the report. Well...
Root cause: **Skill** or **Will**?

**SKILL**

- Doesn’t know how
- Give advice or coach (discuss)

**WILL**

- Isn’t motivated or lacks confidence
- Boost interest or confidence in task.

I see...
Root cause: **Were expectations clear?**

- How is the report coming along?
- **What** report?
Special Situations
What if...

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<td>double-check the facts here</td>
<td>direct may have had good intentions, but...</td>
<td>impact you felt or observed should be understood</td>
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I disagree with your feedback!
### SBI also for Interpersonal Feedback

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<td>At the team meeting when we discussed your project</td>
<td>You interrupted teammates as they shared their ideas.</td>
<td>As a result, people stopped contributing as much. Did you notice this?</td>
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### I Need/Want

- I **need** you to wait and listen as team members give ideas.
- I **want** you to consider when to back down or drop an issue.
Move away from feedback triangles

Feedback from someone for your direct report
Try it in trios: Use SBI

On your own:

- **Reflect & prepare** using questions in workbook (5-10 mins)

Take turns playing the roles of **Manager, Direct, and Observer**:

- **Manager Explain** context to trio members (2 mins)
- **Manager & Direct Practice** feedback conversation (5 mins)
- **Observer & Direct Give** at least 1 suggestion or observation (2 mins)
- **Manager & Direct Practice** the feedback conversation *again* (5 mins)
- **ALL Debrief** and provide meta-feedback (5 mins)
Break!
Feedback Pitfalls
Do I give the **same quality of feedback** to each team member?

Do some team members get **lower** quality feedback from me?  
Are they **less** like me?  
How can I **change** my routines to give the **high quality** feedback to everyone?
Do I hold everyone to **consistent criteria**?

Have I defined **criteria for** success clearly to **each**?

*If he did it...or she did it...do I **judge** the impact differently?*

Can I be mindful to apply the **same** criteria?
Do I sometimes filter based on assumptions, and if so how can I avoid it?

They just had a baby, would they want a new project that involves travel? Can they handle it if I give a piece of tough feedback?
Do I make sure my message was understood?

Even twin brothers could misunderstand each other.

The more differences we have, the higher the possibility that my message wasn’t received quite as intended.

Be sure to recap, then ask to see what the direct thinks and clarify the message.
Feedback Pitfalls Recap

Do I give the same quality of feedback to each team member?

Do I sometimes filter based on assumptions, and can I avoid it?

Do I hold everyone to consistent criteria?

Do I make sure my message was understood?
“Silence guarantees nothing will change”

— Alan Eustace
Retired Google SVP of Knowledge
Decision Making
Why are decisions hard to make?

Discuss at *table group* discuss: (8-10 mins)

- Recall two *decisions you found difficult* to make in your team(s)
- What *made them difficult*?
- How were *opposing views* handled and what was the impact?
Balancing Advocacy, Inquiry & Summary

- State views directly, while open to influence
- Be explicit about your reasoning, interests, concerns & conclusions
- Offer examples & data
- Make points one at a time
Balancing Advocacy, Inquiry & Summary

Explore other’s reasoning, concerns and interest
Encourage challenge, questions and feedback
Test your understanding
Solicit a range of ideas

Advocacy

Summary

Inquiry
Balancing Advocacy, Inquiry & Summary

- Synthesize the others’ views in your own words
- Test your understanding of the others’ concerns
- Capture their full meaning; express their situation

Advocacy  Summary  Inquiry
## Decision Framework

<table>
<thead>
<tr>
<th>Step</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>What are you solving for and are the objectives clear to everyone?</td>
</tr>
<tr>
<td>Why</td>
<td>What’s at stake (if you do it or don’t do it) and why is it important?</td>
</tr>
<tr>
<td>Who</td>
<td>Is everyone clear who the decision maker is?</td>
</tr>
<tr>
<td>How</td>
<td>How will the decision be made? <em>(e.g., consensus driven; how will data be used)</em></td>
</tr>
<tr>
<td>When</td>
<td>When can people expect a decision?</td>
</tr>
</tbody>
</table>
Decision-making choices

- **Owner Control**
  - Tell/Sell
  - Consult
  - Delegate
  - Consent / Consensus

- **Shared Influence & Ownership**
  - Accountability
  - Owner Decides
  - Team Members Decide & Share Ownership

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# Team Decisions: Consent vs Consensus

<table>
<thead>
<tr>
<th>Consent</th>
<th>Consensus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiescence or agree to a course of action without paramount assent</td>
<td>Full agreement on the course of action, including almost all the details</td>
</tr>
<tr>
<td>Based on everyone’s <em>range of tolerance</em> rather than preference</td>
<td>Requires negotiation of all details, full agreement</td>
</tr>
<tr>
<td>“It’s proposed we do X, does anyone feel strongly or have an strong opposing view?”</td>
<td>“Do we all agree that we should do X?”</td>
</tr>
</tbody>
</table>
Other Challenges to Decision Making

1. Unconscious Biases
2. Emotional Triggers

“What the human being is best at doing is interpreting all new information so that their prior conclusions remain intact.”

-Warren Buffett
Unconscious Biases Impede Quality Decisions

- **Confirmation Bias**: more likely to select information that supports pre-existing attitudes and beliefs
- **Availability Bias**: the tendency to assess the relative importance of issues by the ease with which they are retrieved from memory
- **Anchoring Effect**: the misconception that you analyze all factors before deciding, when first impressions affect perceptions and decisions
- **Loss Aversion (status quo) Fallacy**: prioritizing options by avoiding the potential for loss over pursuing the potential for gain
- **In-group Bias**: the tendency for people to give preferential treatment to others they perceive to be members of their own groups
Emotional Triggers

Experiencing threat or embarrassment creates a stress reaction

Defensiveness, posturing or face-saving kick in

May fear the issue will just get worse if it is raised

I am upset and it is your fault

You are crazy and just plain wrong

They don't get it and I will have to push harder

If I tell the truth, they'll be infuriated

If I admit it, it could be career limiting
## Overcoming Biases & Triggers Through Reappraisal

<table>
<thead>
<tr>
<th>Cognitive &amp; Emotional Attitudes that <strong>Impede</strong></th>
<th>Collaborative Mindset Know and Feel to <strong>Overcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Push my point</td>
<td>● I respond rather than react</td>
</tr>
<tr>
<td>● What I see is how it is</td>
<td>● I have one perspective of many</td>
</tr>
<tr>
<td>● I know I’m right</td>
<td>● Suspend my agenda to listen</td>
</tr>
<tr>
<td>● They need to figure it out</td>
<td>● Best decision for the company</td>
</tr>
</tbody>
</table>
Decision-making Considerations

- Declare the style of decision making upfront, early in the discussion.
- Be aware of your preferred or “default” decision style. Stretch yourself; learn to use all styles for different situations.
- Balance the need for speed with the need for buy-in. Research on how teams implement decisions states that the time taken to gain buy-in actually accelerates the time to implement.
- If you know the answer and are not going to be influenced by others’ views, don’t involve them.
Clarifying Roles, Responsibilities and Decision Making

**R**
- **Who is Responsible?** The person who is assigned to do the work

**A**
- **Who is Accountable?** The person who makes the final decision and has the ultimate ownership

**C**
- **Who is Consulted?** The person who must be consulted before a decision or action is taken

**I**
- **Who is Informed?** The person who must be informed that a decision or action has been taken
## RACI - Example

<table>
<thead>
<tr>
<th>Task</th>
<th>Sam</th>
<th>Julie</th>
<th>Nigel</th>
<th>James</th>
<th>Sylvia</th>
<th>Jeff</th>
<th>Sudhar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct testing activities</td>
<td>R</td>
<td>I</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Perform review and analysis</td>
<td>A</td>
<td>R</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Prepare high level test schedule</td>
<td>A</td>
<td>R</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Develop test strategy</td>
<td>A</td>
<td>R</td>
<td>C</td>
<td>I</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Defect management</td>
<td>I</td>
<td>A</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Prepare test environments</td>
<td>I</td>
<td>C</td>
<td>R</td>
<td>A</td>
<td></td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

**Review your chart and be aware of:**

- No R’s or too many R’s
- No A’s or more than one A
- Lot’s of C’s or lots of I’s
Break!
Action Planning
Plan Your Development

Think about 1-2 succinct management development areas on which you would like to focus. For each area, use the questions in your workbook to help you build out your action plan.

To help you, consider:

● The “Getting to Know your Direct Reports” conversation guide
● Insights from your peer coaching session
With your Trio

- Share and get feedback on your high level action plan
- Schedule a follow up meeting one month from now to check in and support each other on your progress
- Give each other some specific, appreciative feedback!
“Success is when I add value to myself.
Significance is when I add value to others”
— John Maxwell
Closing Circle