

A.I.M.

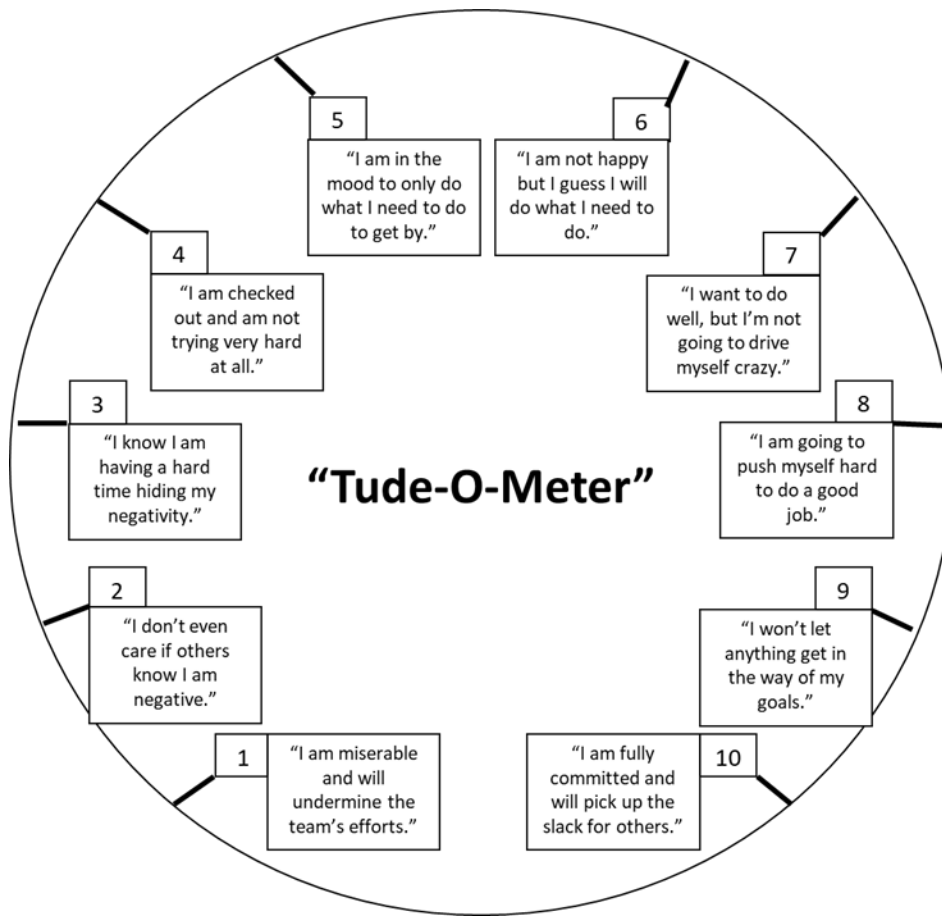
How Managers Get Radically Reliable Results

Audio Book Supplement

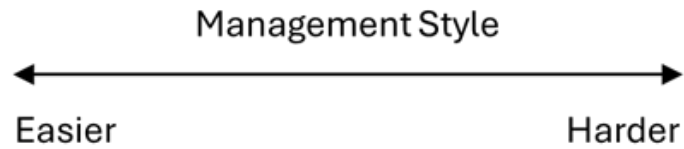


Jon Dario

Chapter 3 - The “Tude-O-Meter”



Chapter 3 – Linear Management Style View



Chapter 3 – The Leadership Balance Model

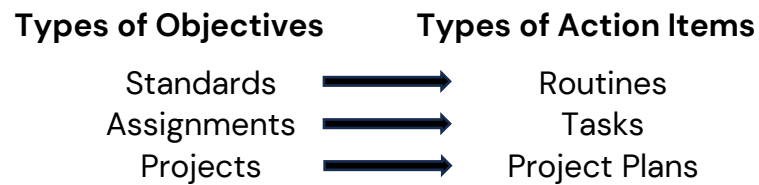
The Leadership Balance Model

		Level of Confidence Instilled	
		Low	High
Level Of Challenge Instilled	High	<p>The “merciless” manager Staff feels ...</p> <p>Stretched</p> <p>Overwhelmed Pessimistic</p>	<p>The “effective” manager Staff feels ...</p> <p>Inspired</p> <p>Optimal performance Most engaged</p>
	Low	<p>The “hands-off” manager Staff feels ...</p> <p>Detached</p> <p>Ineffective Least engaged</p>	<p>The “nice” manager Staff feels ...</p> <p>Complacent</p> <p>Satisfied Maintenance mode</p>

Chapter 4 – Pyramid of Standards



Chapter 4 – Types of Objectives / Types of Action Items



Chapter 5 – Eisenhower Two-by-Two Grid

	Urgent	Non-urgent
Important	Do	Decide
Not Important	Delegate	Delete

Chapter 5 – Prioritization Table

		Urgency		
		1	2	3
Importance	A	Top Priority	High Priority	Mid-Priority
	B	High Priority	Mid-Priority	Low Priority
	C	Mid-Priority	Low Priority	Last Priority

Chapter 5 – Daily Action List Example

Routines	Tasks	Project Plans
Engage customers Ring customers at the register Prepare bank deposit Process merchandise delivery	Straighten active wear dept. Replenish T-S wall Replenish front-of-store dept. Replenish denim jean wall Post new promo signs Organize items by size Move clearance merchandise Fix visual displays	Plan for new merchandise Train new fitting room sales

Chapter 5 – Prioritized Action List Example

Routines	Tasks	Project Plans
B1 Engage customers A1 Ring customers at the register A1 Prepare bank deposit B2 Process merchandise delivery	C3 Straighten active wear dept. B3 Replenish T-S wall B3 Replenish front-of-store dept. B3 Replenish denim jean wall A1 Post new promo signs C3 Organize items by size B3 Move clearance merchandise C3 Fix visual displays	B2 Plan for new merchandise C3 Train new fitting room sales

Chapter 5 – Behaviors-Results Grid

		Behaviors	
		<u>Bad</u>	<u>Good</u>
Results	<u>Good</u>	Success by accident or due to external factors; better results are left on the table	Ideal situation
	<u>Bad</u>	Unacceptable situation	May need more time; results are better than they would otherwise be without the good behaviors

Chapter 5 – Reinforcement & Punishment Chart

	Reinforcement	Punishment
Positive	A favorable stimulus is added after a desired action	An unwanted stimulus is added after an undesirable action
Negative	An unwanted stimulus is removed after a desired action	A favorable stimulus is removed after an undesirable action

Chapter 6 – A.I.M. Results Gap Diagnostics Tool

A.I.M. Results Gap Diagnostic Tool

This tool is to be used when an unfavorable gap is identified between intended results and actual results, and management wishes to identify the reason for the gap so as to close it or compensate for it. This tool is based on the following equation:

$$\text{RESULTS} = \text{ACTIONS} + \text{EXTERNAL INFLUENCES}$$

When an unfavorable gap is identified between actual results and intended results...	
First, determine whether any gap exists between actual team actions and intended team actions.	Then, if still necessary, search for a gap between actual external influences and expected external influences.
<p>1. Did team members perform the intended actions?</p> <ol style="list-style-type: none"> Did they do so completely and consistently? Did they do so accurately and as was intended? <p>2. If the answer to any part of Question 1 is “no,” then...</p> <ol style="list-style-type: none"> Did the team receive adequate and effective communication to fully understand the actions expected of them? Were team members trained to be able to perform the actions (i.e., have they demonstrated prior competence with the actions)? Did team members experience competing priorities that prevented them from completing the actions? Were team members satisfactorily motivated and engaged in the work? Did management provide timely and effective follow up with team members to support their success with the actions? Did team members receive effective feedback and coaching during their performance of the actions? Were the actions realistically achievable for the team? <p>If the answer to any part of Question 2 is “no,” then stop, address the issue, and restart the team’s execution of the actions.</p> <p>3. If the answers to all parts of Question 1 are “yes,” then management must determine if the impact of the actions was less than what was expected or intended.</p> <ol style="list-style-type: none"> Did the actions, despite being successfully executed as intended, deliver less tangible value than that which was assumed or expected? Will greater frequency, more intensity, or more time increase the impact enough to reach the expected or intended level? 	<p>When answering Questions 4 and 5, consider them within the context of the following umbrella question:</p> <p>Is the gap due to an increase in negative external influences or a decrease in positive external influences?</p> <p>4. Did any of the anticipated external influences exert an influence on results that <u>was</u> greater than the impact that was expected? If yes...</p> <ol style="list-style-type: none"> Was it because the frequency of <u>the external</u> influence was greater? Was it because the intensity of the external influence was greater? Will the extra frequency and/or intensity continue, or will it revert to the expected level? <p>5. Did any new external influence that was not originally anticipated emerge?</p> <ol style="list-style-type: none"> Will the unanticipated external influence continue? Will the magnitude of the negative impact persist even after awareness of the previously unanticipated external influence? <p>6. What new team actions can be implemented that will offset the negative impact from the gap in external influences?</p>

Chapter 6 – A.I.M. Manager Assessment Tool

A.I.M. Manager Assessment Tool

This tool is to be used by managers to help ensure ideal conditions for a productive A.I.M. culture. It is meant to serve as a self-assessment guide that is best used periodically, not as a daily, weekly, or monthly checklist. To be effective, it must be used with an attitude of true introspection and reflection, and it will yield the best results when managers are most open to receiving constructive feedback.

Am I creating the right environment?

- Do I consistently have the mindset that my team members want to succeed and that it's my job to help them do so rather than punish them when they do not?
- Do I consistently exhibit characteristics consistent with being a respected person, specifically...
 - Am I polite?
 - Do I listen well?
 - Am I genuinely helpful?
 - Do I take accountability and refrain from making excuses?
 - Do I let go of my anger and forgive and forget?
 - Am I willing to change?
- Do I have the right people on the team based on their personal characteristics?
- Do I effectively monitor the attitudes of individual team members and influence them without blaming them?
- Do I create a culture of safety wherein team members can...
 - Make mistakes without fear of punishment
 - Ask for help without fear of judgment
 - Ask questions for clarification
 - Express disagreement without fear of retaliation

Am I leading with behaviors that foster an A.I.M. culture?

- Do I insist on the constant presence of an active action list for all team members?
- Do I use and enforce consistent language among all team members for objectives, standards, and actions?
- Do I consistently demonstrate maniacal passion and enthusiasm for action item management?

Am I establishing good direction for the team?

- Do I clearly identify the objectives in terms of standards, tasks, or projects?
- Do I consistently use SMART goals (Specific, Measurable, Attributable, Realistic, Time-related)?
- Do I match the appropriate type of action item to all objectives (routines, assignments, or project plans)?
- Do I provide an appropriate amount of direction to team members when assigning tasks to them?
- Do I break project plans down into pieces that are manageable enough for team members?

Am I maximizing the probability of effective and consistent team execution by helping them do things the right way?

- Do I keep team members focused on doing the right behaviors, rather than looking only at results?
- Do I keep team members from getting off-track because of side ventures?
- Do I follow up by using personal inspection?
- Do I follow up with enough frequency that team members expect and predict that I will do so?
- Do I provide redirection to change team member behaviors when my follow-up reveals
- Do I remove obstacles for team members to help them achieve success?
- Do I coach team members to improve their skills over time?
- Do I have in place a system of annual performance objectives that are tied to team members' daily responsibilities?
- Do I hold regular (weekly?) progress meetings with every member of the team?
- Do I manage time effectively by prioritizing my own actions that facilitate actions by the team?
- Do I intentionally and purposefully schedule time to perform management activities?
- Do I recognize quickly when results are falling short and start troubleshooting by examining team actions?