

CASE STUDY: STAGE II

HIGH PERFORMANCE PROGRAM

WHAT WAS THE OBJECTIVE?

Stage II wanted to develop a core group of high potential team members. Using an application process, the leadership team identified people that had a thirst for development and offered more value to the business. This program set each of the 12 participants up with tools they needed to perform at their peak and each person needed to achieve two personal program goals – like an increase in sales or a reduction in costs. The achieving of these goals provided instant Return on Investment (ROI) for the program.

HOW DID WE DO IT?

Over 8 months, we worked with 12 high potential team members. They participated in group workshops focused on topics like 'building the habits of high performance' and 1-to-1 coaching sessions where we challenged each individual and helped them overcome personal challenges. We adopted an experiential approach to learning with this group and took them on a field trip to visit other businesses to

see ideas and innovations. We offered several game-based learning activities, like one activity where they learned how to play the violin! We also used both a 360-degree feedback survey and Strengths Finder diagnostic to increase each person's level of self-awareness. All of this was supported by regular online content via a social learning platform.

HOW WAS IT INTEGRATED AND WHAT WERE THE RESULTS?

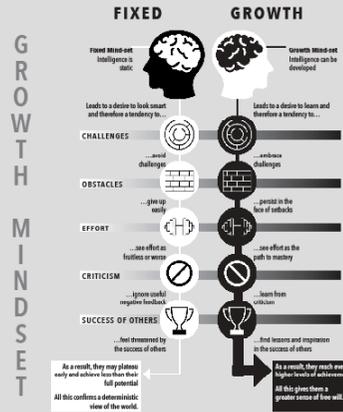
In the workshops, we explored different tools and strategies that the group could implement into the workplace to enhance performance. One example is the 'Communication Strategy' which was focused on improving communication, collaboration and reducing friction between teams. The team also set personal program goals developed around 4 pillars; Increasing Sales, Increasing Brand Awareness, Decreasing Costs and Enhancing Process. Each individual had to commit to and achieve these two program goals to impact performance and the business.



HOW TO BREAK OLD HABITS

Neuroscience and the idea of a growth mindset suggests that we can literally 'change our minds'. Relying on willpower is not an effective strategy for change. We need to be curious and explore the banking of habits as a psychological exercise - looking at the 'triggers, behaviour and reward' that comes with them so we indulge in a behaviour we want to change. Behaviours such as: over-eating, smoking, being a 'control freak', being distracted by your phone, aggression, or being afraid to speak up in meetings.

Many of us think we can't change or that our behaviours are fixed. They are far from fixed, in fact, our mindset is constantly being shaped by thoughts, emotions and experiences. While some habits feel harder to break than others, if we're open and willing to challenge resistance, we can 'rewire our brains'. Growth mindset theory explains this idea well.



Over 30 years ago, Carol Dweck and her colleagues became interested in students' attitudes about failure. They noticed that some students rebounded while other students seemed devastated by even the smallest setbacks. After studying the behaviour of thousands of children, Dweck developed the concept of 'fixed mindset' vs 'growth mindset' - to describe the underlying beliefs people have about learning and intelligence. Dweck's research has shown that the view you adopt of yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value.

Julian Rotter, a psychologist, suggests using mindfulness to break old habits. Continue doing the habit but explore it and get curious about it - when we concentrate, the physical experience in the body or the thoughts that enter/return we start to see the feedback patterns more clearly, we can break their hold over us. So, when we're in the moment and about to repeat a behaviour, we need to:

1. Feel the urge (what and where are you feeling sensations?)
 2. Get curious about the urge (why are you feeling this way?)
 3. Experience the joy of feeling an urge (do you let the urge go and make a different choice?)
- Dweck suggests that you might keep doing the habit for a while longer but eventually you will want to make a different choice. Instead of using force and control, you're understanding the habit and releasing its power over you.

Source: JohnDweck.com, Psychology Today, and a Not Habits 101, 2015

REFLECTION

1. What habits and behaviours really got you and are still worth it to stop?
2. Where could you be even more mindful and get curious?
3. Do you remember more with the 'flow' or 'growth' mindset description? Why?
4. How can you adapt or enhance growth mindset? What do you need to do?

STAGE II

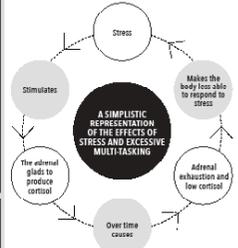
HOW BEHAVIOURS, ROUTINES & RITUALS CAN LEAD TO HIGH PERFORMANCE

The myth of multi-tasking

Multi-tasking, is not really multi-tasking, it's task switching. When we constantly switch between tasks, it means there's a lag time while the brain plays catch up. There's also attention residue from the last task making it harder to 'switch gears' and give our full attention to the new task. This puts pressure on our adrenal glands to constantly produce stress hormones. Eventually our adrenal glands fatigue - limiting our immunity and ability to handle stress.

RETHINKING MULTI-TASKING

Trying to focus on more than one thing causes a **40%** decrease in productivity. The average desk employee loses **2.1 hours** of productivity a day in interruptions and distractions. Multi-tasking lowers a person's IQ by **10%**. Multi-tasking's effectiveness is equivalent to working on no sleep the night before.



WHY MONO-TASKING WORKS

'Mono-tasking' is focusing on one task at a time and giving it our full attention. When we mono-task, we're more likely to find 'flow' which minimises errors and allows for greater focus. 'Mono-tasking' is a form of mindfulness; absolute attention in the present moment and on the task at hand. When we're mindful, we're giving a task 100% of our attention - resulting in better outcomes.

SO, CAN WE MULTI-TASK AT ALL?

While multi-tasking can compromise productivity and effectiveness, there are times when it works - when your brain has developed 'habits'. For example, a musician can sing and play guitar at the same time. That's because the musician has practiced guitar so much it has become 'habit' - meaning the brain's neuropathways aren't overloaded when combining the two actions. Or another example, you can walk and talk on the phone at the same time because both are 'habits', and require different cognitive processes.

