

## **Six Student Sideline Management Skills and Attributes:**

Note: These six skills and attributes were specifically used in college classroom management skill development, and in training high school and college students to run a 3-month long summer program where they successfully managed it , [www.mossbay.net](http://www.mossbay.net)

### **1. Communications:**

- 1 Avoid the Dirty Dozen – don't kill relationships with words
- 2 Be "present" when listening – not interrupting or problem solving
- 3 When requesting, state what you do want, not what you don't want
- 4 When feeling interrogated, provide only "info" not "ammo"
- 5 In giving criticism, focus on fixable problems, not the person
- 6 Pass the 3-way test: is your communication true? kind? necessary?
- 7 In giving instructions, state what you want, not necessarily why
- 8 It's easier to understand, than to be understood

### **2. Leadership:**

- 1 Be clear and agreed with helpers & Customers about What Outcomes matter most
- 2 Give customers and helpers opportunities to be heard, assurance they are heard
- 3 Encourage customers and helpers to share ideas for Sideline improvement
- 4 Seek diverse sources of guidance like using an informal "Board of Directors"
- 5 Recognize you get respect from others not by expecting but inspecting results
- 6 Use the 80-20 rule when pursuing results
- 7 Understand that management involves producing results with/through others
- 8 Be bendable but not breakable in setting a direction for your sideline

### **3. Analyzing Performance:**

- 1 Use show-tell-do to ensure others know what you want done
- 2 Manage performance problems like having a monkey on your back
- 3 Acknowledge there's no "one right way" to do any important task
- 4 Treat recurring problems like garbage left under the sink
- 5 Apply the 80-20 rule when managing time for competing tasks
- 6 Measure twice, cut once
- 7 Have consequences for performance and non-performance
- 8 Understand that motivation = movement toward desired goals

### **4. Facilitating Change:**

- 1 Have and use tell tale signs of impending change
- 2 Be a "learning organization", always seeking ways to adapt
- 3 Avoid having one choice; increase your options by at least one
- 4 If it ain't broken, improve it anyway [rather than don't fix it]
- 5 Structural approaches are easier to change than behavior or technology
- 6 Imitation or innovations are both good change strategies
- 7 Regularly engage in search-n-learn missions w exemplars
- 8 Recognize that unlearning usually precedes learning

## **5. Negotiating Differences Skills**

- 1 Conflicts grow out of differences, more than rights and wrongs
- 2 Diagnose the conflict: is it over facts, methods, roles, goals, values?
- 3 More fixable conflicts are differences over facts or methods
- 4 Value differences are nearly unfixable; avoid them
- 5 When negotiating, focus on number and quality of agreements made
- 6 Be willing to horse-trade when negotiating differences
- 7 It's nearly impossible to "resolve" conflicts; so just manage them
- 8 Any agreement made are good only until your next planned negotiation

## **6. Planning**

- 1 Review Effectiveness Goals – doing the right things
- 2 Reset Efficiency tactics – doing things right
- 3 Become clear and agreed with stakeholders about what matters most
- 4 Examine most important customer measures of quality
- 5 Have one or more "unit measures" of desired outcomes
- 6 Conduct cost-benefit analysis of current strategy
- 7 Review external threats and opportunities
- 8 Assess internal strengths and weaknesses