

FACILITATOR'S GUIDE

ON-DEMAND

MindSet Leadership

— PROGRAM —

A BetterCulture Product

Presented by **Kim Hoogeveen, PhD**

A PRODUCT OF

betterculture

**THE MINDSET LEADERSHIP PROGRAM
FACILITATOR'S GUIDE**

**PRACTICAL LEADERSHIP.
LASTING IMPACT.**

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THE MINDSET LEADERSHIP PROGRAM FACILITATOR'S GUIDE

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Welcome

On behalf of all of us at BetterCulture, welcome to our **MindSet Leadership Program**.

This Workbook will help you get the most out of this program. We suggest you keep it handy as you progress through the 7 modules and 56 videos in this training program. Our goal is that you receive maximum benefit from the time you invest in BetterCulture leadership training. If you put in the work, this Workbook will become a lasting resource on your leadership journey.

As you watch each training video, reflect on how you can put the insights and techniques we teach into your actions as a leader. We encourage you to do more than just understand; we want you to do.

A LITTLE ADVICE: TO MAXIMIZE YOUR GROWTH FROM THIS PROGRAM...

- ✓ Be present. Listen closely to the videos. Eliminate distractions.
- ✓ Make good use of this Workbook as you progress through the program.
- ✓ Keep this Workbook handy. Revisit the content and challenges regularly.
- ✓ Push yourself outside your comfort zone. Make an extra effort to implement the ideas that don't come naturally to you.
- ✓ Stay connected to BetterCulture (email newsletters, social channels, etc.).

Enjoy!

-The BetterCulture Team



About the MindSet Leadership Program

EXCLUSIVE CONTENT FOR FACILITATORS:

This Facilitator's Guide includes all the content that is included in the Workbook, plus exclusive content that is only in the Facilitator's Guide. These blue boxes are designed to help you quickly and easily see the content that is exclusive for Facilitators. Because the MindSet Leadership Program was originally developed for use in the workplace, you will notice that many of the videos tend to use language and examples that are related to work. If you are using this program with a more general audience (students, athletic coaches, volunteer groups, etc.), we suggest that you regularly refocus your participants on more life-based examples.

INTRODUCING THE PROGRAM:

The more credibility you help to establish for the presenter and the program, the more weight and consideration your attendees will give to BetterCulture's content. It will be helpful to make sure attendees appreciate who their video host is for this program. Dr. H does a bit of introduction for himself in the welcome video, but here are a few more things you might want to mention or reiterate to those who are participating in the training:

- Dr. Kim Hoogeveen (Dr. H) is a licensed psychologist with expertise in organizational psychology, cognitive psychology, and psychometrics.
- Dr. H was the founding CEO of what is now the nation's largest and most renowned center of its kind in the nation.
- Over his 24 years as CEO of QLI, the company had incredible customer satisfaction scores, great financial performance, staff turnover one-third the industry average, and was 5-times recognized as the #1 Best Place to Work in its region.
- He has 20 years of experience as a labor mediator and arbitrator.
- He has a wide array of professional and personal honors, including twice being recognized as Man of the Year in Nebraska and the youngest inductee ever into the prestigious Aksarben Professional Court of Honor.
- Dr. H is in demand as a keynote speaker, with fees up to \$40,000 and requests from as far away as Italy and Qatar.

As to the credibility of the MindSet Leadership Program content, it has received rave reviews from leaders and executives from hundreds of companies across a vast array of industries. The program content is unique – it combines a great theoretical knowledge base with a sterling record of successful real world implementation. Individual leaders who learn and use the BetterCulture insights will rapidly become stars within your system. Companies that adopt the principles contained in this program will be giving their employees the opportunity to grow while propelling their business to new heights.



About the MindSet Leadership Program Continued

HOW TO USE THIS FACILITATOR'S GUIDE:

On behalf of all of us at BetterCulture, we are excited to have you facilitating the **MindSet Leadership Program**. You will be leading a process that offers a masterclass in the essential elements of leadership.

This Facilitator's Guide is the teaching manual for the 56-video, on-demand MindSet Leadership Program. One challenge we face in writing the guide is that there are a variety of ways that you may elect to facilitate the program:

- 1.** You might simply introduce the program – explain its background, structure, and intent – and then have participants complete the program on their own with each participant making use of the downloadable Workbook that comes with a program license.
- 2.** You might want to assign participants to watch a specific section of the program, for example, Module 2 (i.e., videos 12 through 21) before meeting as a group to discuss that Module.
- 3.** You might want to take a group through the entire program, but instead of having each individual watching it on their own, have them watch the videos together as a group. This would promote a common understanding and generate good discussion. Following each video, ask how well the company is living up to each concept and whether there are actionable takeaways for the individuals.
- 4.** You might have a group for which you want to show only select videos to spur discussion and assess how well the team is meeting a given standard.
- 5.** You may have a situation where an individual supervisor is facing a specific challenge, and it would be beneficial to use a select video to help that supervisor be better able to meet the challenge.

So, this guide does not lay out a straightforward “how to” recipe, but rather is intended to be a helpful resource in all the above scenarios.

We have built this Facilitator's Guide around the Workbook available to all licensed participants in the MindSet Leadership Program. The full Workbook text is in black print, so you can see what your group members see in the Workbook.

The text in these blue boxes offers supplemental information, questions, and suggestions that have been provided exclusively for you as the facilitator.



CONTINUED:

There is no substitute for you previewing the videos and carefully taking note of what sticks out to you as being particularly relevant to your industry or work setting.

The videos reveal important truisms about leadership and teach specific techniques that will be effective in any work setting, yet you are in the great position of being able to relate the program insights and techniques to the day-to-day experiences of your supervisors and employees.

There is a big difference between learning something at the recognition level (*"Yep, I understand what you just said"*) and at the recall level (*"I remembered that technique on my own"*). Your goal should be to have participants learn program material at the recall level. To accomplish this will usually require repetition, so don't hesitate to review key program material concepts (like the Seven Principles of Leadership at the macro-level) repeatedly as you facilitate these sessions.

Real-world stories are essential to deepening the learning experience in this program. Dr. H shares dozens of stories in the videos, but as noted above, you have the opportunity to enrich the material even further by connecting the MindSet Leadership Program concepts to real situations from your own work experience.



MODULE 1

video



Welcome to the MindSet Leadership Program.

This first video is essential because it introduces the intellectual structure for the entire program: BetterCulture's Seven Principles of Leadership®. It can be helpful to push the group to discuss – and perhaps rate on a 1 to 10 scale – where each participant currently sees their company (or team) operating with respect to each of the Seven Principles. Note how much agreement there is. If perceptions vary, flesh out those differences with discussion.

Note: If your group has high regard for the current culture, assure them that the program will lay out plenty of aspirational goals, so that even the best cultures can find opportunities for improvement. If your group rates its current culture poorly on the Seven Principles, reassure them that 'Rome was not built in a day' and that this program is designed to provide easy-to-use tips and ideas that have the ability to make a big difference!

SEVEN PRINCIPLES OF LEADERSHIP®

The MindSet Leadership Program is organized around BetterCulture's **Seven Principles of Leadership®**. They are easy to understand; the challenge (and huge opportunity) is learning how to bring them to life inside your workgroup and company.

- 1 Leaders maintain a never-ending focus on mission, culture, and excellence.
- 2 Leaders create an environment where staff feel proud of their company – and know that their company is proud of them.
- 3 Leaders work hard to help staff be successful at work and in life.
- 4 Leaders protect the right of good staff to work with good staff.
- 5 Leaders encourage and promote open discussion and analysis as a predicate to decision-making.
- 6 Leaders deal effectively with conflict.
- 7 Leaders encourage others to enjoy their work.



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SEVEN PRINCIPLES OF LEADERSHIP®

These Seven Principles of Leadership® provide the intellectual framework for all that will follow in this leadership program. From their creation in the late 1980s to today, these principles hold the power to shape leaders and build wildly successful cultures and organizations.

BetterCulture founder Dr. Kim Hoogveen used these Seven Principles to create a thriving business, a national center of excellence, and a 5-time #1 Best Place to Work. Since then, these principles have helped transform hundreds of companies and thousands of leaders.

REFLECT:

Take a few minutes to reflect on each of the Seven Principles of Leadership. As a leader, how well do you exude a commitment to each of these? Where do you excel? Where do you have room to grow?

Optional Idea: Expand on the **Reflect** prompt in the Workbook to go from asking about the participants as individuals to asking them to reflect on how well the company (or a specific workgroup) exudes a commitment to each of these principles? Where does the company (or workgroup) excel? Where does the company (or workgroup) have room to grow?



MODULE 1

video

32

Leadership: It's Not Easy

ESSENCE:

It is not easy to be a leader today, and often the higher your title, the worse assumptions people seem to make about you. Dr. Hoogeveen points out that in pop culture, top executives are usually depicted as at least self-absorbed and often as downright nasty.

REFLECT:

How are business leaders in general, and top executives like CEOs, generally depicted in movies and cartoons? Is it not usually negative (e.g., selfish, arrogant, uncaring, self-absorbed, even nasty)? Do those disparaging depictions reflect reality? Often they do not, but if you are going to be a leader, it helps to acknowledge that you will likely have to deal with such assumptions and stereotypes along the way.

REMEMBER:

Few outstanding leaders are born as such. Nope – most good leaders have worked at it, sometimes learning from hard experience and other times learning from others. This program gives you the opportunity to learn leadership from someone who has an impressive track record of having done “leadership” exceptionally well.

THE GOOD NEWS:

Leadership is a skill. It can be learned and developed. Great leadership is easy to understand. Nothing in this program will be overly complicated, and most of it will make immediate sense. If you can genuinely absorb it, this program contains enough insight to significantly propel you to greater success throughout your leadership career.

THE BAD NEWS:

Great leadership is challenging to do. Leaders are doers. If you want to get the most out of this program, you need to not just understand the insights in this program; you need to put them into action. Not just on a good Tuesday. Not just when you feel like it. All the time.



video
02

DISCUSSION PROMPTS:

Ask participants to respond to Dr. H's video comments about how business leaders are depicted in pop culture. What examples come to mind? Is it, as he notes, a lot easier to come up with examples of top leaders being depicted in a negative light versus a positive light?

Dr. H says many good leaders have worked to become better at leadership. Can participants think of someone who they have seen grow as a leader? What do they think led to that growth?



MODULE 1

video

33

Parenting and Coaching

Feel free to largely follow the questions from the Workbook below to spark conversation here. Somewhat like the Seven Principles, this Parenting and Coaching insight is a mega-MindSet, meaning it will be mentioned again at times during the rest of training program.

Effective leadership is often a combination of coaching and parenting. Think about that for a second. How strong are your coaching and parenting skills?

REFLECT:

Test this insight. Think of a successful leader you know. Someone who is trusted, respected, and accomplished.

Does that person exhibit these “coaching” attributes?

- Spot and evaluate talent for their organization
- Run effective training experiences
- Analyze the strengths and weaknesses of both their company and the competition
- Develop and communicate strategies for new initiatives
- Arrange and deploy resources effectively
- Respond and adapt to unexpected challenges

Do they exhibit these important “parenting” skills?

- Provide praise and encouragement, as well as discipline when needed
- Listen deeply to understand what customers or employees are really thinking and feeling
- Adjust their interaction style from employee to employee
- Set and enforce high performance expectations
- Ensure employees know their contributions are a source of company pride



video
33

Note: If you choose to use the following question, we suggest you make it a precondition that participants should not talk about anyone who is currently employed at your company!

Sometimes patterns are more easily seen by looking at the negative. Have you ever known someone who has struggled in a leadership position? How do they live up to the coaching and parenting criteria listed above?

REFLECT:

Do you know someone who is a great parent and who has had real success coaching at any level of competition (even a 6-year-olds' soccer team)? Can you envision that person as a successful leader? The odds are heavily in their favor.





MODULE 1:
**MISSION, CULTURE
& EXCELLENCE**

Principle One: Leaders maintain a never-ending focus on mission, culture, and excellence.



MODULE 1

video

34

Introduction to Leadership Principle 1

As the introduction to Module 1, this video does not require much discussion. Unless you want to conduct a 'pop quiz' or deep dive on your organization's specific mission/vision/values, we suggest you play this video purely as an introduction to this section and go right on to Video 5 before discussion.

REFLECT:

Leadership in any organization should be built around a common vision.

Does your organization have a mission statement? Vision statement? Cultural values or a "culture code"?

If you do, please have those handy so you can reflect on them during the lessons in this first module.



MODULE 1

video



Mission-Driven Leaders

Follow the discussion guide below, particularly focusing on:

- Do we have a stated (or unstated) mission?
- If so, do all employees know and understand the mission?
- Does the mission actually drive our day-to-day actions?

Your mission statement should answer the question of WHY your company exists. Does your company have a clearly stated mission or purpose? Write it down:

REFLECT:

Is your mission statement crisp and clear? What ideas or feelings does your mission evoke? Are you able to convey those ideas and feelings effectively to others? How does your mission statement drive your decisions as a leader?



MODULE 1

video



Culture

This is an **important video to have the group discuss**. Start by directing them to look at the BetterCulture Leadership Loop Dr. H describes. Ask participants to consider how well their company stacks up on the factors comprising the loop.

Ask this series of questions to engender discussion (Note: By asking the questions in this order, you are walking them through the loop backwards, i.e., from the end result we are seeking to the fundamental catalyst [culture] that will propel us and keep us there):

- Are we today the dominant company in our space in our region? Do we have pricing power for our products and services? Is our profitability strong? Do we have opportunities for growth?
- How positive is our reputation today? Are we widely recognized as a center of excellence by those outside our company?
- Do we have many current and former customers who are “raving fans” of our products and/or services? What are we doing to increase that number?
- Do we produce products, or deliver services, that are of unusually high quality? If so, what sets our products or services apart?
- Do we have a stable and high-caliber workforce in our company?
- Does our current work culture help us attract, build, motivate, and retain great employees?

This program is designed to help us protect that status if it does, and to markedly improve the situation if it doesn't.

Note: Much of the rest of this training program will teach participants what they can do as supervisors and leaders to make this BetterCulture Leadership Loop come to life.

Culture: The attitudes and behaviors members of a group come to expect from one another.

CHALLENGE:

Gather your leadership team together and use the leadership loop to spur discussion. Work backwards from the goal of business success, i.e., becoming a dominantly successful business. Are you at that standard now? How solid is your reputation? Are you widely viewed as an example of excellence? Do you have a growing number of raving fans? What can you do to generate more? Does your business consistently produce first-rate products and services? Is your culture strong enough to attract, build, motivate, and retain great staff? How could you do even better?

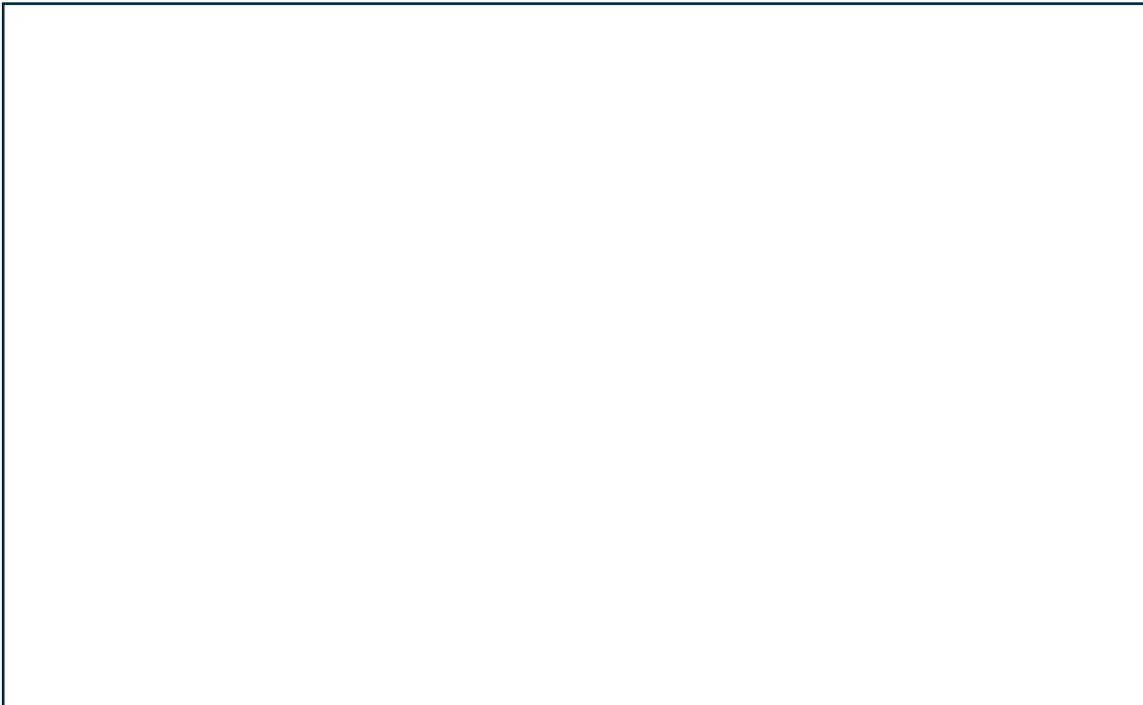


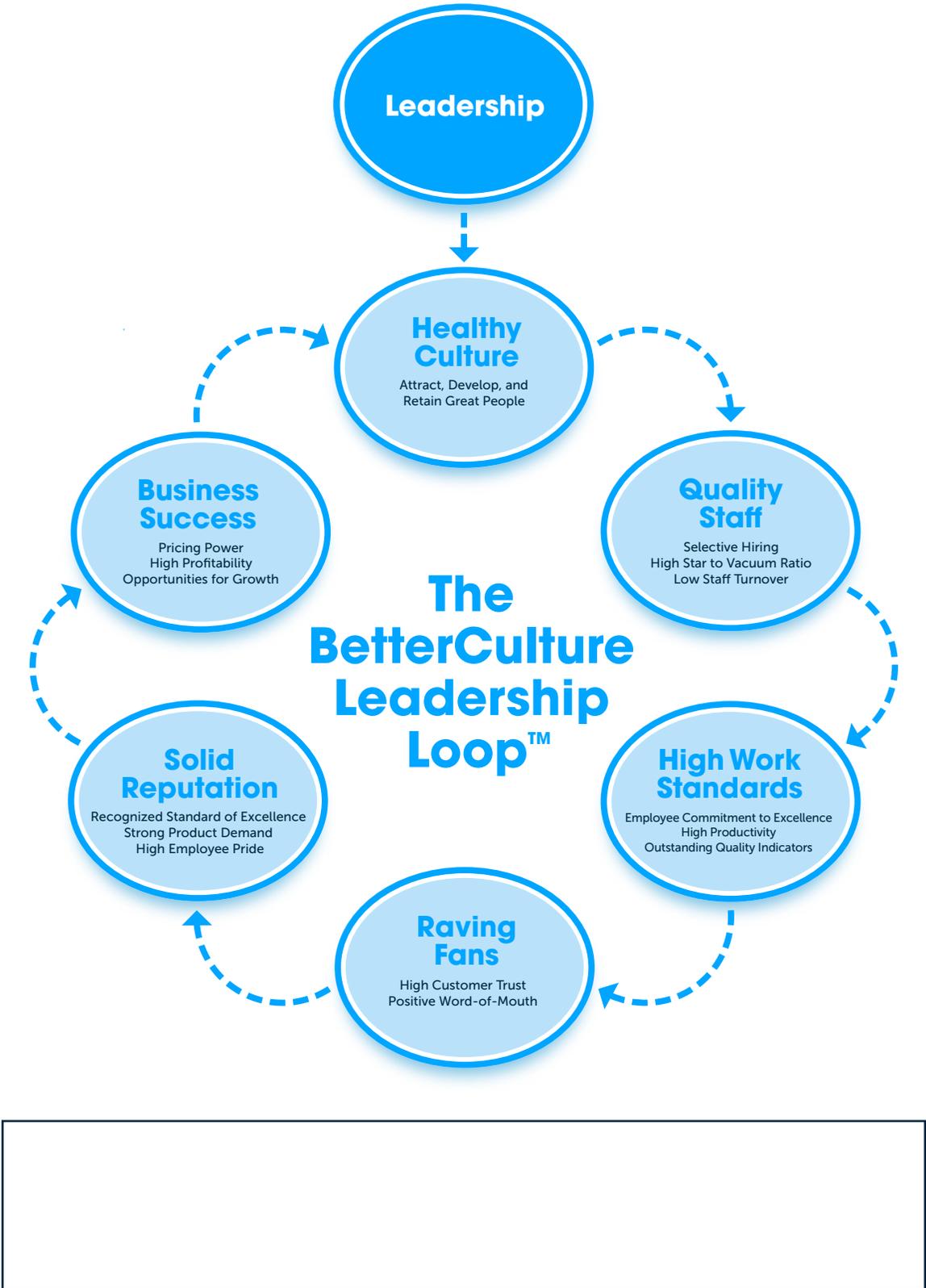
REMEMBER:

In companies that develop and protect outstanding cultures, there exists a clear and common understanding of what it means to be a leader across managers and supervisors throughout the company, something BetterCulture's Seven Principles of Leadership® provides. The result is that employees will experience greater consistency from one leader to the next.

Dr. H states that in many companies the best predictor for whether or not a given employee will work for a good superior is dumb luck. Ask participants if they understand the point Kim is making. Guide the discussion to address this question: "***In our company, do you think there exists a common vision of how we want supervisors to lead?***" Very few companies truly achieve clarity and consistency on what it means to lead, resulting in wide variances of team cohesion and performance inside most organizations.

Ask participants if they see a **benefit for employees** when leaders share a common vision of leadership? You can relate this to parenting by asking: Do children benefit when both parents are in alignment with one another about how they are going to teach, praise, and discipline?





MODULE 1

video 37

Envision the Culture

After participants have viewed the video, use the ideas below directly from the Workbook to spur discussion of this important topic.

ESSENCE:

Organizational cultures evolve one way or another. They can either evolve randomly, or they can be intentionally envisioned and molded by leadership. The latter is immensely preferable to the former.

Dr. Hoogeveen introduces the term “culture code” – more commonly known as “cultural values.” Whatever your company may label it, do you have a clear listing of the attitudes and behaviors that all employees can and should expect from one another?



TRY IT:

If your organization has existing cultural values, complete Exercise A below. If your company does not have cultural values, complete Exercise B.

Exercise A: See if you can write down your company’s culture code from memory. Then go look it up to see if you really knew it – and fill in any omissions.





Do all employees know the culture code? Are all employees in your company held accountable to live up to those standards? If so, how are those standards enforced? Have you integrated your culture code expectations into your formal staff evaluation processes? Finally, how do you emphasize or utilize your culture code when interviewing and on-boarding new employees?

Exercise B: If you don't have a culture code or cultural values, after careful consideration, write down five important attitudes and behaviors you would like to see from every member of your current work team. Would the other members of your team agree? Ask them.

THE NEXT LEVEL:

Work with your immediate teammates to see if you can agree on 3-5 cultural values. Make a commitment to hold one another accountable to that culture code over the next few months. See what impact it has on cultural health and team performance.



MODULE 1

video



Excellence

Consider playing this video together with Video 9 and Video 10 – they build on one another. You can use Video 8 as a stage setter, perhaps only having initial discussion regarding the importance of not overlooking small things when striving for excellence. The other two factors Dr. H mentions as inhibiting excellence are covered in depth in the next two videos.

ESSENCE:

Most leaders understand the importance of striving for excellence, yet many leaders overlook factors that impede their pursuit of excellence. Three of the most common inhibitors of excellence are:

1. Employees who act as neutral “referees” instead of teammates.
2. Failing to recognize the importance of small things.
3. Falling victim to a comparability fixation.

CHALLENGE:

This first point will be stressed in Video 10 – so you can hold off deep discussion until then.

Excellence Inhibitor #1. Have you, or your entire department, ever fallen into the pattern of being a referee? Are there examples where you have “helped” by pointing out all the reasons why someone can’t do what they want to do instead of making a genuine effort to help them find a way to reach their goal? If so, what can you do to make it clear to others that you want to move from being a referee to being a great teammate?





Excellence Inhibitor #2. Think of any three significant aspects of your daily experience at work (for example: the office lobby you walk through every day, your morning standup team meeting, and the software you use to enter and track client accounts). Are you and your team nailing the details? Is the lobby vibrant and immaculate? Does your team meeting run like a well-oiled machine? Is your software delivering you every possible convenience? If not, you have work to do. Challenge yourself to get in the habit of noticing and attending to operational areas where there is room to raise the standard.

This third point will be stressed in Video 9 – so you can hold off deep discussion until then.

Excellence Inhibitor #3. What are the key things that differentiate your company from competitors? What more could be done to make your company stand out from the pack? Do you, and other employees of your company, make customers (and potential customers) aware of these differentiators? How could you do that better? Who else should you teach to do this better?



MODULE 1

video



*Satisfied
Customers – NOT
Enough*

ESSENCE:

Our goal should be to establish more than just a good business relationship with our customers. We want our customers to feel that we are so committed to their success that they become enthusiastic proponents of our products or services.

Category 1	Category 2	Category 3	Category 4
ANGRY	DISSATISFIED	SATISFIED	RAVING FAN

REMEMBER: THE 4 CATEGORIES OF CUSTOMER SATISFACTION

Cat 1: The customer thinks so badly of your business that they will START conversations with their friends to make sure they never do business with you.

Cat 2: The customer won't give you a good reference if asked.

Cat 3: The customer will give you a good reference if asked.

Cat 4: The customer is a raving fan of your business, and will START conversations with friends to encourage them to do business with you.





Use the following text as a discussion guide with the group. It will usually lead to a compelling or amusing story. Emphasize the final question: **What more could we be doing to create more raving fans?**

TRY IT:

After listening to Dr. Hoogveen explain that companies can achieve 4 levels of customer satisfaction, discuss the following questions with members of your team:

What companies have you dealt with that were so terrible that they fall into a Cat 1 status with you? What specifically did they do to make you so dislike doing business with them?

What companies have you dealt with that were so fantastic they achieved Cat 4 (Raving Fan*) status with you? Why? What specifically did they do to make you such a fan?

When it comes to creating Raving Fans for your business, small things make a big impact. Ask your team to consider this question: If we are currently at a Cat 3 satisfaction level with a customer, what are a couple small things we could do (or could have done) that might push us up to Cat 4 status?



MODULE 1

video

19

Internal Customer Service

Depending on the dynamics of the group participating, this can be one of the more revealing and helpful discussions you can facilitate. Lean on Dr. H's description of the three Levels of Responsiveness to examine how well different departments and divisions in your company deliver internal customer service.

Note: If you have participants who become a bit defensive with respect to others having what the participant believes to be unrealistic expectations from their department, you can move the discussion to this: ***“Well, what proactive steps could your department do to educate other employees so they will have more reasonable expectations?”***

ESSENCE:

Internal customer service refers to the level of responsiveness and degree of assertive helpfulness that an internal department of a company gives to other departments or individuals within the company. The three Levels of Responsiveness you may encounter in any organization are:

- **Level 1 (not good):** You must fight to get adequate service and support from departments within your own company.
- **Level 2 (adequate):** Departments in your company are willing to make reasonable efforts to do what you request.
- **Level 3 (“operational Nirvana”):** All departments align with your goal and strive to make the outcome even better than you had envisioned.

REFLECT:

How is your team or department currently viewed by other teams and departments in your organization? Are you seen as helpful and responsive to the needs and requests of others? Are you willing to make some changes?



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TRY IT:

If you are not sure how your department or team is viewed by others, consider going to those who rely on your support. Ask them what your department does that they appreciate. Ask what your department does that might frustrate them. Finally, explore to see if they understand the restrictions or limitations under which your department must operate, so you can better shape those expectations to reality.

CHALLENGE:

Identify three proactive ways your team could be more responsive or helpful to other departments in your organization. Ask *"how could we wow them with our internal customer service?"* Have fun. Be creative. Then set a plan in motion to make those three things come to fruition. Observe what happens as other departments recognize, appreciate, and maybe even reciprocate your efforts.



MODULE 1

video

11

Recruitment & Selection

This may not be a worthwhile topic for deep discussion for every group, as it deals with recruitment practices that your participants may not have the opportunity to impact. For that reason, Dr. H does not describe the below listing of problematic recruitment practices in the video, but rather provides it in the Workbook. If appropriate, it can be good to review the listing to see how your recruitment practices might be enhanced.

The story Dr. H relates about the CEO who puts recruitment at the top of his priority list is worth mentioning to see if the group agrees with that notion. Is your company making recruitment a top priority? What more could be done to make it a higher imperative?

There can also be a good discussion regarding Dr. H's observation that it can be easy to overlook humble people for hiring or promotion. Do participants have examples of humble individuals who have excelled when given the chance? Note that the larger the company, the more likely humble individuals will be overlooked – especially for promotion to supervisory positions. What can be done to make it more likely that these humble individuals will be noticed and encouraged to step forward?

ESSENCE:

Dr. Hoogeveen lays out a case for why recruitment of high-character, high-talent individuals should be near the top of any company's agenda.

CHALLENGE:

Take a look at this listing of lousy recruitment practices:

- Use dull ads - both online and in print.
- Make your application form as tiresome and lifeless as possible.
- Make sure the application form asks intrusive questions like details about past salary.
- Have a humdrum HR receptionist take calls and be slow to respond to inquiries.
- Don't offer to meet an applicant in the evening and certainly never on a weekend.
- Don't provide the applicant any information regarding what to expect before they arrive for the interview, and don't let them know you would welcome questions.



video 11

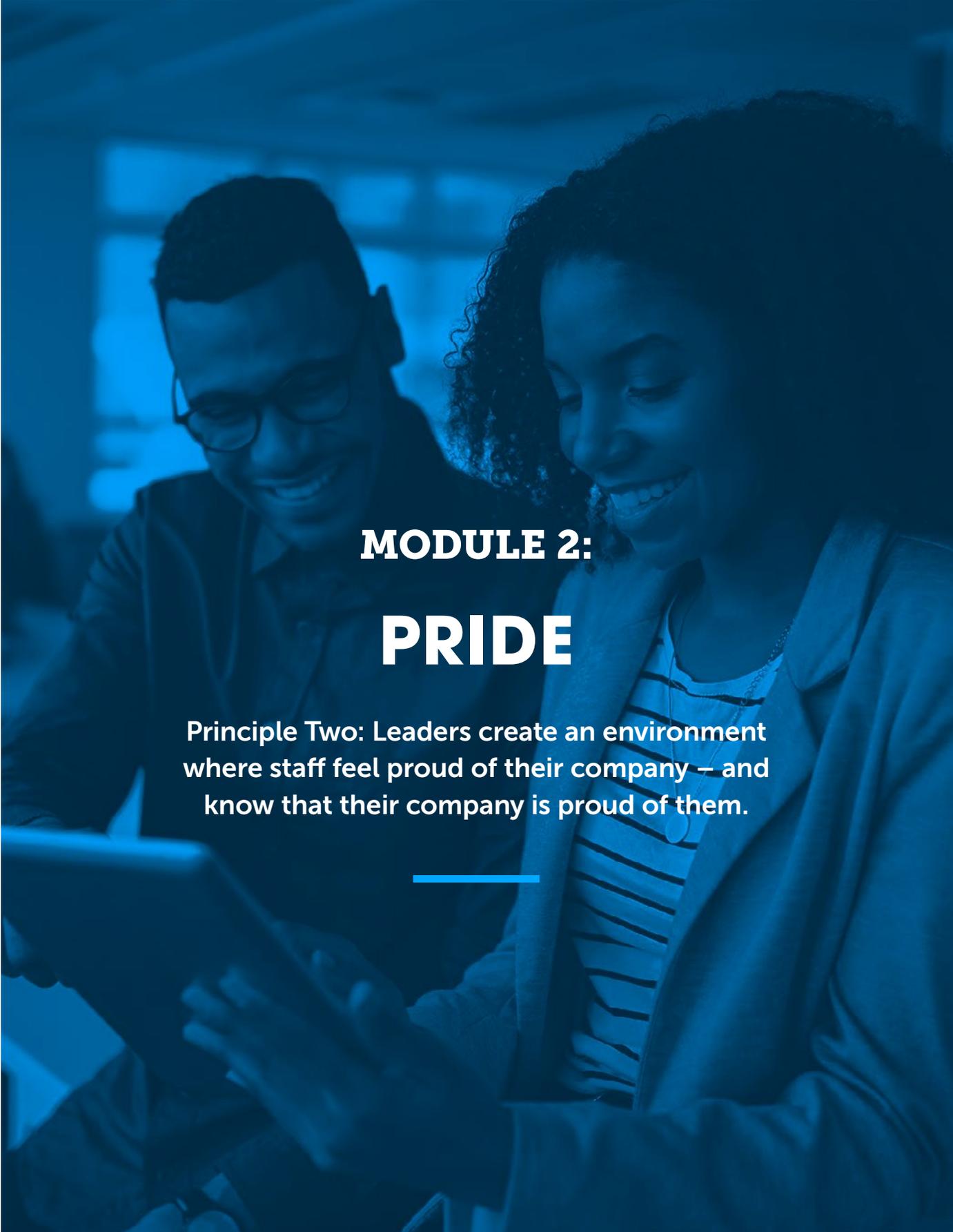
- Make applicants feel less than comfortable when they arrive; have an aloof receptionist let them sit alone as they wait to be ushered in for an interview.
- Use interviewers who are bored or harried; use routine, canned questions; avoid eye contact; and have little genuine, human interaction.
- Don't allow anyone with great sales ability anywhere near the interview nor waste time training interviewers how to sell.
- Put applicants in front of a staff "panel" of inexperienced interviewers; get feedback from those panel members on what they thought of the candidate, and give their opinions a lot of weight.
- Don't offer a tour or introduce them to potential future colleagues.
- Never give out your cell or direct line number or encourage them to call you at any time (evening or weekend) if they have questions.
- Do not have the prospective supervisor ever call an applicant at home to see if the applicant has any lingering questions or concerns the potential supervisor could address.
- After the interview, take your time getting back to them with a decision; however if you extend an offer, give them a tight timeline to get back to you.
- Be fixed on the money and have zero room to adapt to unique requests like additional vacation to allow for a previously planned vacation or to take care of a family matter.
- If you decide not to offer, never call them and talk with them – just send a letter...eventually. And never waste company time helping a rejected applicant learn how they can do better in the interview process.

So, how good are your company's recruitment efforts? How could they be better? Is your company guilty of any of the above practices? What steps could you take to improve?

REMEMBER:

Humble individuals will often not apply for a supervisory role unless encouraged to do so. So, it can be a good practice to look beyond your more immodest team members when considering the next project lead or promotion. You should make sure to not overlook a talented, but humble potential candidate who would be outstanding if encouraged to step forward and take the opportunity to do more.





MODULE 2:

PRIDE

Principle Two: Leaders create an environment where staff feel proud of their company – and know that their company is proud of them.



MODULE 2

video 12

Introduction to Leadership Principle 2

Dr. Hoogeveen introduces Module 2 by making the case that pride is a critical factor in determining the health and success of your workplace culture.

REFLECT:

How much pride do your employees currently feel for their company? What specific things do you believe employees are most proud of about their company?

Do employees in your organization believe their company is proud of them? What do you or your organization do to recognize employees for outstanding effort and to show appreciation? What more could you do?

After this introduction video for Principle 2 on the topic of pride, it can be worthwhile to revisit the discussion of pride that you may have started when the Seven Principles were first introduced in Video 1. Divide the discussion into two clear parts: 1) How much pride do staff members feel for the company?, and 2) What do leaders in the company do to help staff members feel their company is proud of them (recognition, appreciation, etc.)? After discussion, encourage participants to focus on the videos in this section to consider what more could be done!



MODULE 2

video 13

*Cosmos
& Locals*

ESSENCE:

One BetterCulture classification tool that can help you better understand what might motivate a given employee is to consider if they are more of a Cosmo or a Local.

A **Cosmo** is an employee who ties their ego to themselves. They are highly title-conscious and largely focused on their personal success.

A **Local** is an employee who ties their ego to the whole. They will be committed to, and even excited about, the success of others. Even if they do well, but the outcome for the company is poor, they will be genuinely disappointed.

REFLECT:

Do you have valuable employees who tend to be Cosmos? If so, what are the implications for leading this kind of employee? What is going to motivate them?

Do you have employees who are clearly Locals? What impact do they have on those around them?

REMEMBER:

As Dr. H explains, being a Cosmo or a Local is not a personality trait. Often those who function as Cosmos in one setting will transform into Locals when they have the opportunity to work in a new setting where there is high pride in the company, i.e., a setting where there is good reason to tie their strong ego to the highly-thought-of company! This is just one more reason why the building of pride is so important for cultural health.



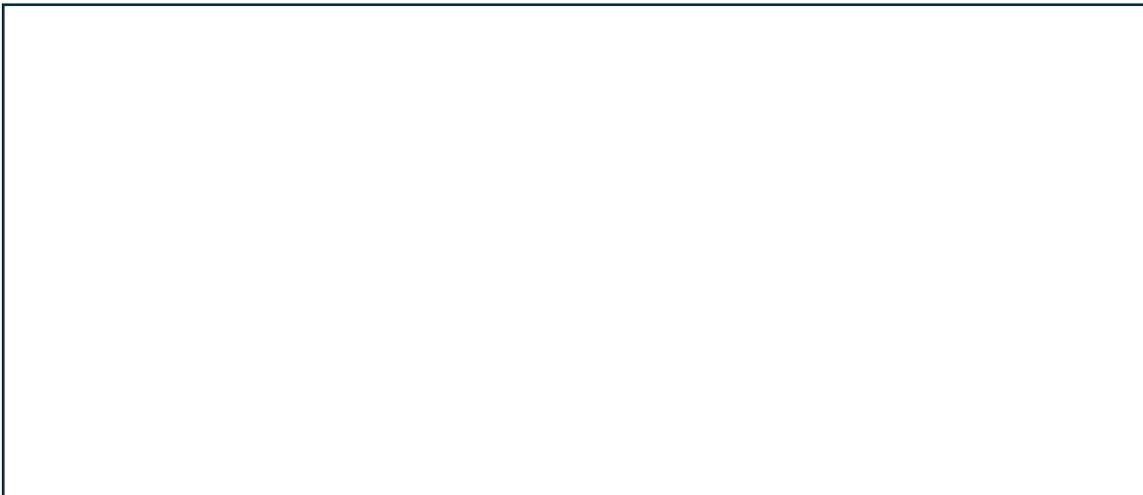
video 13

After watching Video 13 and reviewing the concept of Cosmos and Locals, reinforce the insight that being a Cosmo is not a bad thing. Have the group reflect on Kim’s suggestion that Cosmos may not be naturally great supervisors. You can ask the group: What do you think Dr. H means when he says Cosmos might be better at leading process than people? An example would be a CFO who is in charge of financial reporting and budgeting but does not supervise personnel. In this example, the CFO has power to determine and control process, but staff evaluations, growth plans, and compensation decisions would be done by someone else in the system – someone who is better at leading people.

Ask participants to think of professions that tend to be more populated with Cosmos. For example, many top salespeople are more toward the Cosmo end of the spectrum, as are a good number of attorneys and politicians. (Side note: It is revealing that some politicians who sound incredibly compassionate on the stump are notoriously difficult to work for – they are Cosmos at their core.)

Ask the group to consider the leadership implications for how we might best motivate a Cosmo versus a Local? Example: Outstanding salespersons are often best motivated by a strong commission-based compensation structure – they want to be rewarded for their individual work. Similarly, attorneys are often motivated by a compensation system tied to their specific billing.

Have the group reflect on Dr. H’s observation that being a Cosmo is a STATE and not a TRAIT. Ask participants if they can think of an example of someone who was a Cosmo in one setting and then became more of a Local when they moved to a better team or workgroup. Examples are most easy to find in sports, but this phenomena also happens in work settings. The **key insight** for participants is that **when we enhance employee pride, we create more Locals** – and that can help to improve both teamwork and culture.

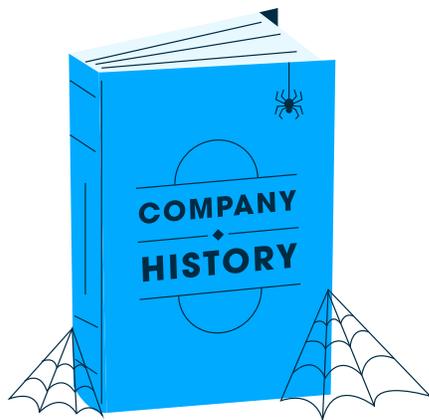


MODULE 2

video

14

Do You Know Your History?



ESSENCE:

It is impossible to be proud of something about which you know little or nothing. Make sure your staff knows a lot.

REFLECT:

Does your company have achievements or background stories that are worthy of pride? Do your employees know how and why the company was formed? What were some daunting obstacles or challenges the company had to overcome? To what amazing lengths have members of the team gone to assure the success of a colleague or the satisfaction of a customer?

CHALLENGE:

Assign one of your talented and passionate staff members to write an engaging (not boring) history of the company. Share that history in new staff orientation. If you have a great marketing department, ask them to create a dynamic video highlighting significant past achievements. Maybe you can even unearth material that could become what Dr. H. terms a "mystique story." Again, shoot for fun, engaging, personal stuff – not just boring business achievements.

TRY IT:

Who are the more veteran staff members, or retired leaders, who you could invite to attend a team meeting to reminisce about important mileposts or share a war story or two? It's likely those individuals would be pleased to be asked.



video 14

REMEMBER:

Your company has no voice beyond the leaders who must speak for it. You should be on active lookout for meaningful, and even inspirational stories. Then regularly share those stories with others throughout the company.



After watching the video, consider asking participants to share a meaningful story about their company's history – a story that should be a source of pride for employees. These stories don't need to be about huge accomplishments. Often small, thoughtful, personal stories about actual people have the biggest impact. Examples from our work include:

- The free service one of our clients provided for a long-time customer who had fallen on hard times.
- The extra leave a company arranged for a young staff member whose daughter had become very ill.
- The hospital bed the CEO of a company arranged to get to the home of a worker whose wife was battling severe Multiple Sclerosis.
- The free products the company gave to the local National Guard when they were called out to help flood victims.
- The courage of one of our clients to stand up to government regulators when the client believed it was not in the best interest of their customers.
- A company vice president who took the time on a weekend to help a single parent find, and get decent financing for, a suitable used car.
- A supervisor 'firing a customer' who was insulting and abusive to front-line staff.

As stories are shared, ask if those stories are well known among all employees. If not, encourage participants to share those stories more frequently with team members – often best done during one-on-one conversations: *"Hey, did I ever tell you about..."*

With respect to the actual historical achievements of the company, consider the idea above in the Workbook to assign a talented member of your staff to write an enjoyable history of the company – and maybe produce a well-made video highlighting that history for use in new staff orientation.



MODULE 2

video

15

Fishing for Compliments

TRY IT:

This is a concept you just need to go do.

Stage 1: Take just 20 minutes to visit (virtually or in-person) with two or three workgroups and simply ask, “Who has been doing great work around here?” Have fun with this process as you listen closely to the replies and stories you hear in response. Jot down a few notes if your memory needs some help.

Stage 2: Make time to tell someone in another department about the positive things you heard at Stage 1. This retelling can be in-person or via a thoughtful email or company chat post sharing a “shout out” to the impressive performance you heard about earlier in the day.

Get in the habit of doing this regularly – maybe once a week. It really is that simple. On top of contributing to cultural health and building pride, it will be a good reminder for you to (literally or virtually) get out of your office. It will also help to make sure you don’t fall into the rut of problem solving all day, while failing to notice and appreciate the good things going on all around you.

CHALLENGE:

Dr. H notes that some positions in your company are naturally well suited to make good use of this technique. Like the story he relays about the IT director who regularly interacted with a wide array of individuals and departments, do you have colleagues in your company who by the nature of their responsibilities interact with a large number of different people and departments? If so, teach that colleague this **Fishing for Compliments** technique, and ask them to become a master at gathering, and then relaying, positive stories.

The challenge here is to get participants to actually do it. Some will naturally buy into this MindSet, and likely already do it to some degree. Others will find this to be slightly outside their comfort zone. In either case, this may be one to assign to them between sessions, i.e., ask those who naturally fish for compliments to do it more and those who don’t naturally do it to at least try it a couple times a week. Suggest they put a reminder on their phone or calendar to get out and do it!

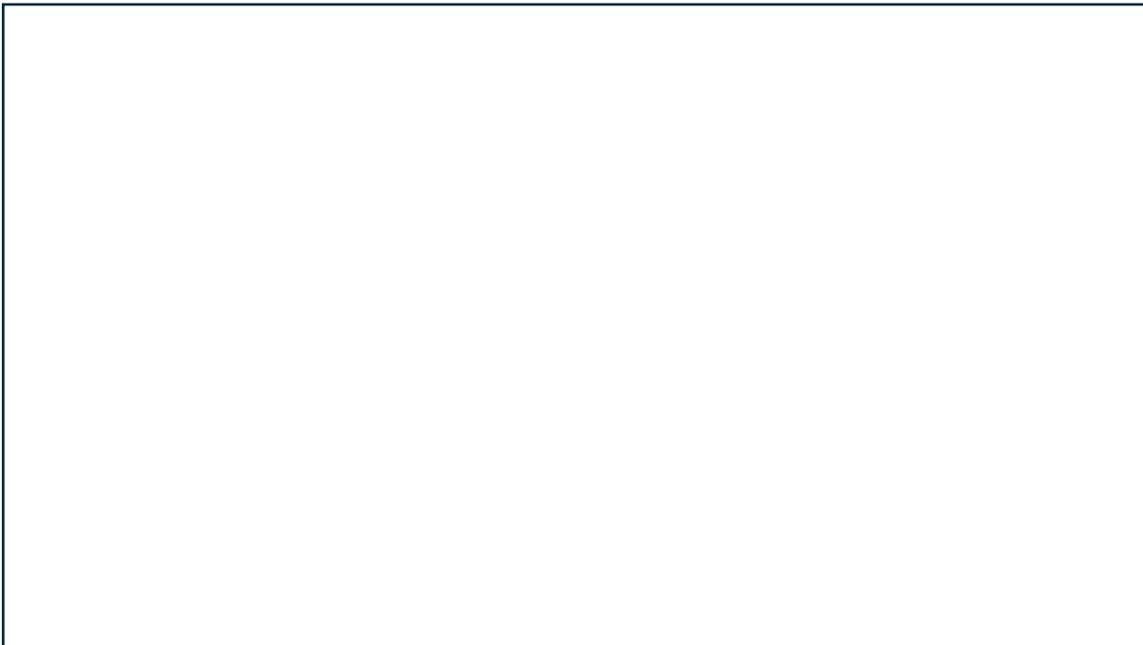


video 15

What do they think will be the benefits of fishing for compliments? Answers should include:

- It gets you out of the cocoon of your office or routine.
- It assures a greater focus on the positive – which will build more optimism in both you and others as you retell good news.
- It provides reinforcement for good performance – which will spur more good performance.
- It results in wider awareness of the efforts and achievements of colleagues – which will increase feelings of pride.

Final note: Ask the group to consider who are some of the people in your work setting who interact with a lot of colleagues and different departments as a normal part of their job? (Dr. H mentioned the IT director as an example of such a person/position in the video.) Those are employees who have the best opportunity to make good use of this technique, so **who is going to take the lead to visit with those people and ensure they learn the power of fishing for (and then sharing – see Videos 19 and 20) compliments?**



MODULE 2

video 16

*Celebrate
Success*

REFLECT:

What does your company or work group have to celebrate? Are you making sure those celebrations occur?

Do you have celebrations that occur annually or on some other set time interval? Do you have more spontaneous celebrations that are not tied to the calendar, but rather tied to specific events or accomplishments?

REMEMBER:

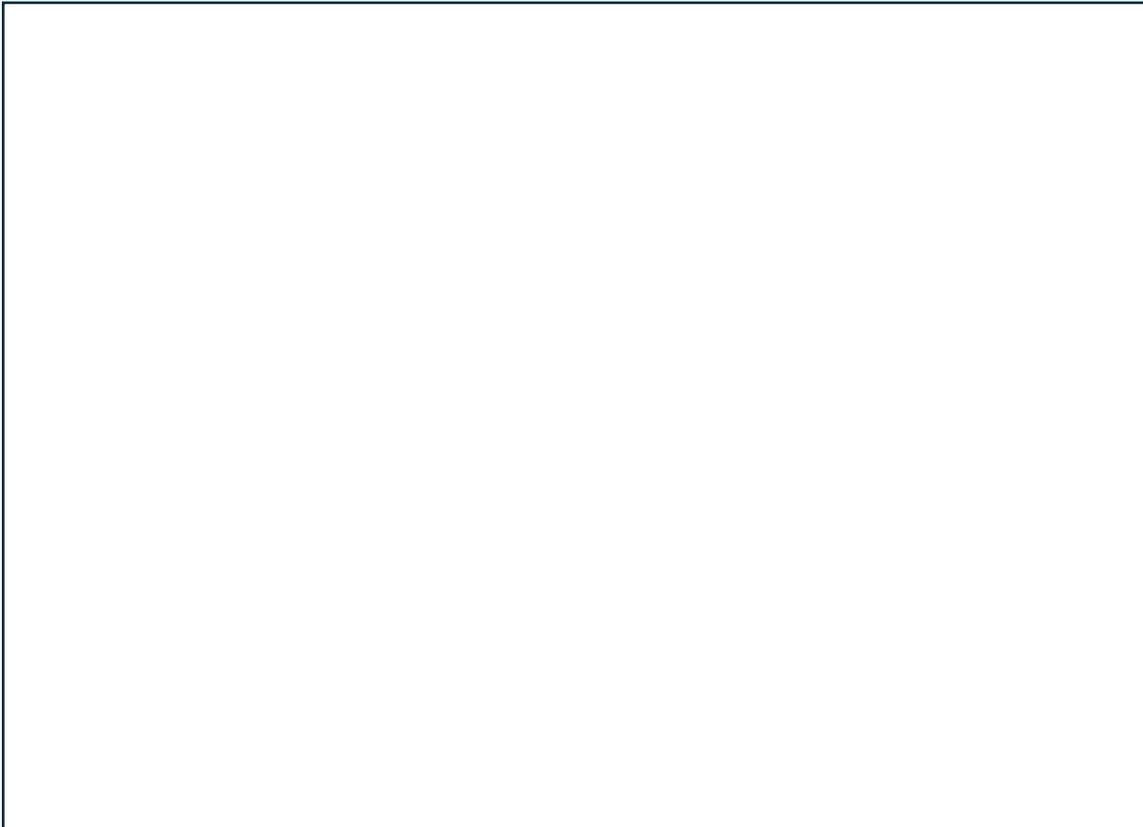
This is one of those times when it is wise to start with the WHO before you consider the WHAT and the HOW. Identify some of the naturally “fun” people who work for your company. When it comes to celebrations or events, are those people heavily involved in the planning and execution? If not, consider some changes to put them in charge.



video 16

DISCUSSION PROMPTS:

- Do we celebrate enough? Why or why not?
- Do we celebrate the right things, or do we now celebrate on a fixed schedule that needs refreshing?
- Do our celebrations actually make a meaningful impact (If not, it's not the idea of taking time to celebrate that you are doing wrong; it's HOW you're doing it; seek to make a deeper impact).
- Are there micro-celebrations at the team or workgroup level? Would that be helpful?
- Could we be more creative in the ways that we celebrate?
- How could we have more fun when we make time to celebrate?
- Who are some of the people on our staff who would be good to involve in improving the creativity, impact, and enjoyability of company events or celebrations?



MODULE 2

video

17

Training Staff to Market

This is another MindSet you just need to encourage participants to do. In fact, we suggest you take your training group through the exercise Dr. H describes in the video and that is outlined below in the Workbook text. It will be good for each participant and will also give them a better sense of how and why they should implement this exercise with any workgroups they supervise.

TRY IT:

Dr. Hoogeveen describes a powerful pride-building exercise to try with a small group or team. Introduce the workshop by telling them that they are going to have fun for an hour exploring how they can become marketing ambassadors for the company.

Step One. Begin by asking them:

- What are things about our company that make it a good place to work? (Write the answers down on a whiteboard or flip chart.)
- What are reasons that customers want to do business with our company? (Again, write the answers down on a whiteboard or flip chart.)

Step Two. Break them into teams of 2 or 3 individuals:

- Give a couple teams the task of creating the best 60-second pitch possible to convince an applicant to accept a job offer to work at the company. Tell them they need to be ready to make their pitch to the room in 10 minutes.
- Give the other teams the task of creating the best 60-second pitch possible to convince a potential customer to do business with the company. Again, tell them they need to be ready to make their pitch to the room in 10 minutes.
- After giving them the 10 minutes to work, have all the teams make their pitches. This is usually fun, and you can even make it a friendly competition by judging which team had the best pitch.

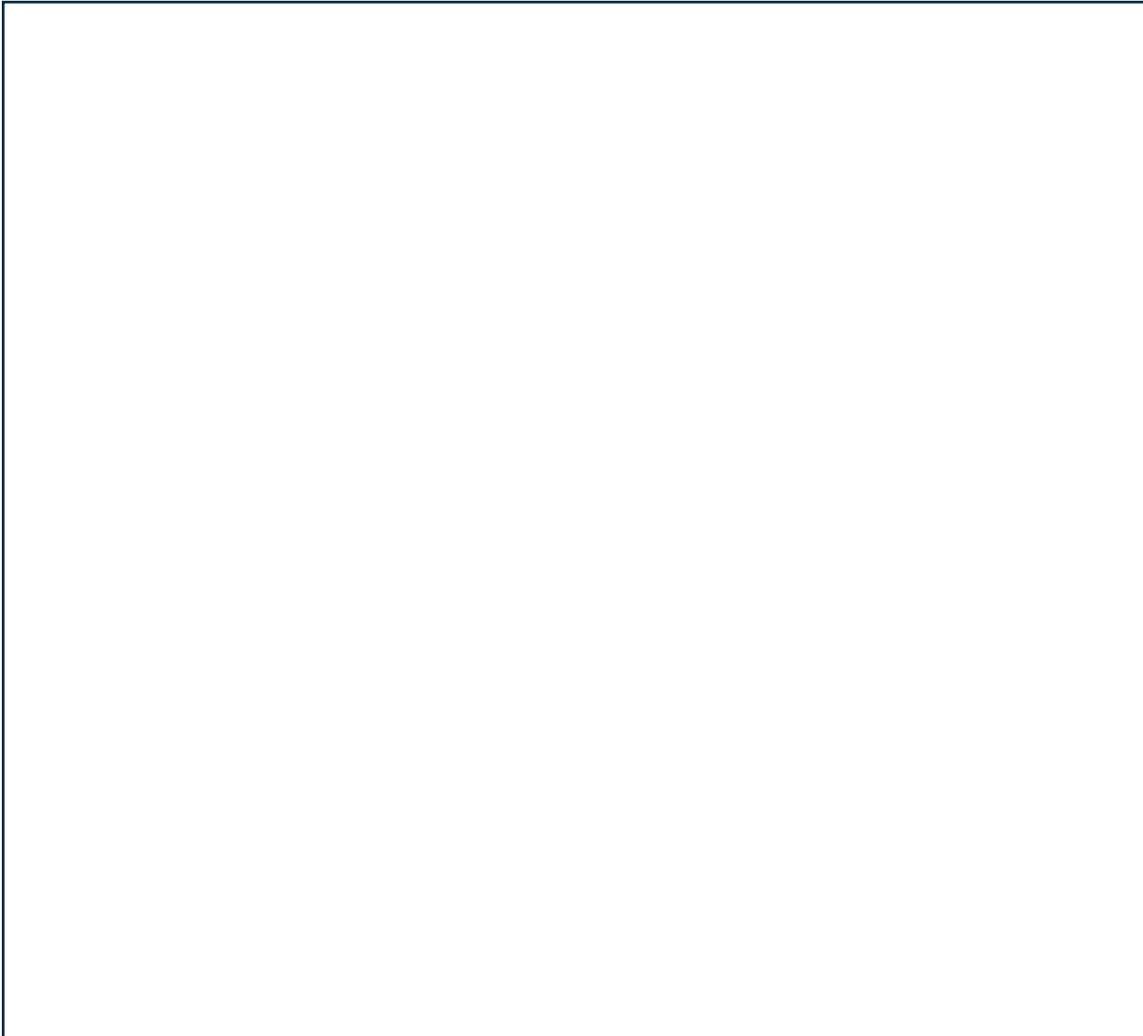
Step Three. Challenge everyone to have a great answer to the question: *“So where do you work?”* Give the group a few minutes to think, and then have a couple of the more extraverted and positive participants give their “elevator speech.”



video 17

ESSENCE:

Most participants will indeed leave the workshop being a better marketer for their company. Even more importantly, however, they will leave the experience with a dozen reasons fresh in their mind as to why they should feel pride in their company.



MODULE 2

video 18

Recognition: A Couple Techniques

It does not require a dozen research studies (although they exist) to understand that employees who feel their work is appreciated are more engaged, prideful, loyal, and productive. The implication is that making time to acknowledge and thank employees who are performing at a high level is an essential part of leadership.

TRY IT:

Some leaders are naturally inclined to frequently express appreciation; others not so much. If you fall into this latter category, consider adopting a system or cue that can help you improve. Some options include:

- The 5-penny technique
- Smartphone alarms or calendar reminders
- Develop a practice of hand-writing notes at a set time each week
- Placing thank you notes or other stationery in a visible location to keep it top-of-mind



CHALLENGE:

Find a method that works for you to ensure you are regularly sharing your genuine appreciation for the efforts of those around you. Commit to following through on that method for the next three months. By then you will see the positive impact of your thoughtful new leadership habit.

Start the discussion by asking participants to identify individuals in their work setting who are naturally inclined to say thanks and to be openly enthusiastic about great colleagues. What impact do these people have on the work atmosphere?

Dr. H gives some suggestions of techniques a supervisor can use to prompt themselves to offer more praise (see listing above). Ask the group if they have other ideas or techniques to improve the quantity or quality of recognition they give at work.



MODULE 2

video 19

*Be a
PR Agent*

After viewing the video, open the discussion with a **thought experiment**. Ask participants to imagine two exactly identical teams (the same in every way)...with only one difference. Team A has a manager who is a major PR Agent: manager A is always bragging about their great people to anyone who will listen – both inside and outside their team (and even at home). Team B has a manager who is equal to the Team A manager in every way...except manager B never sings the praises of his or her good people to anyone – they keep their star performers under their hat as their little secret.

Now, ask these questions to your participants:

- Which team would you rather work for? Team A or Team B?
- Which team's employees do you think are more likely to find opportunities for advancement?
- If you were an employee working elsewhere in this organization, which team would you perceive to be the stronger team?
- Which manager is likely to be perceived as the more effective manager?

This thought experiment will usually lead to a clear realization of the overwhelming benefits (for both managers and the people they manage) of becoming a better PR Agent.

Another exercise that can be appropriate for all employees (not just managers) is to ask participants to identify one or two colleagues they believe are highly valuable Star employees. Then ask them the following question: "***Do you make it a point to regularly let others know how great those employees are and how much you appreciate them?***" If the answer is 'not very often,' then there is room for growth.

It is an important leadership practice to frequently tell your good team members that you appreciate them, but that's not enough. A great leader will also actively promote the reputation of their outstanding staff members – particularly outside their immediate work area.

Great employees deserve that from you. Putting it bluntly, if you can't find the time and energy to gush about your star employees, you may not be passionate enough to lead.



video 19

REFLECT:

Do you supervise any star employees? Who are those individuals? Write their names below.

Now here is the key question: Do other supervisors and opinion leaders in the company know how terrific those employees are? Do others know how much you appreciate these employees and how valuable they are to the company? If not, you have some work to do!

TRY IT:

Make a point this week to “gush” about one of your great team members to someone in a different department. Be genuine. Share why that team member is so terrific and how grateful you are to have them on your team. When you see how easy and enjoyable it is, do it again (and again).



MODULE 2

video 29

Second-Hand Compliments

This simple technique is a powerful way to strengthen team chemistry and culture. If you have gone Fishing for Compliments (see Video 15), you should have gathered a few stories that will provide a great opportunity to use this Second-Hand Compliments technique.

This a powerful technique for two reasons:

1. Compliments make a stronger impact on the recipient when delivered second-hand, i.e., conveyed by one person, but attributed to another. This is because people put more weight on positive things said about them when they were not present.
2. When you pass along a compliment about Person A that was told to you by Person B, you strengthen the relationship between Persons A and B.

TRY IT:

This is a potent and smart technique. Over time, it will make a noticeable impact on the culture of your team or company. And all it requires is that you to gather and remember compliments, and then pass them along, giving credit for the compliment to someone other than yourself.

DID YOU KNOW?

The effectiveness of this technique has been proven even in the challenging and conflictual crucible of labor dispute mediation. Wise mediators, when shuffling back and forth between negotiating teams, will often make use of second-hand compliments to improve the tone of the negotiation and reduce anger between two parties. For example, when mediating between a school board and an education association, a mediator may casually mention to a board member that one of the teachers told him earlier in the evening how much she enjoyed having the board member's daughter in class. Similarly, when meeting with the teachers, the mediator may note to one of the negotiating team members that the board chair mentioned how much she respected the fantastic job that teacher did last year coaching the high school debate team. Even in such highly conflictual situations, second-hand compliments such as these will strengthen relationships and encourage collaboration.



THE SECOND-HAND COMPLIMENTS CONCEPT:

One of the most powerful techniques in this entire program.

Help participants to see how useful the Fishing for Compliments (Video 15) technique now becomes. When they are regularly asking, *“So who has been doing great things in your department lately?”* it gives them the ammunition to deliver meaningful second-hand compliments.

It can be helpful to have the group do it right now. Pair them up and have each participant tell their partner about something one of their team members has recently done exceptionally well. Have the listening party immediately get out their phone or laptop and drop an email or text message to that staff member saying something along the lines of: *“Hi Mary. I just want to pass along a really neat compliment I just heard about you from Maurice. He was raving about the job you did with _____ – he said you went above and beyond. I just want to make sure you know how much Maurice appreciates you and your terrific work. Thanks for everything you do. We are lucky to have you playing such a key role in our company!”*

Again – really push this concept home with them:

1. They should seek out stories from employees (Employee A) about colleagues (Employee B) who Employee A really appreciates and respects – and when possible get a specific instance to relate.
2. They must then make the time (in person or via chat, email, text, etc.) to relate the specific compliment to Employee B, making sure to give full credit to Employee A for the compliment.
3. Stress how they need to make this a frequent practice. They may need to use structured reminders until it becomes a natural habit.

MODULE 2

video 21

Appreciation – Get Creative

Remind the group of the story Dr. H tells in Video 21 about bringing that group of therapists into a room with thousands of dollars of cash spread all over a tabletop. Have any of the participants ever received unique or meaningful recognition from a supervisor or company – recognition that they greatly appreciated, resulting in a memory that really stuck with them? What made that recognition so meaningful?

For your reference as a facilitator, the three survey questions Dr. H mentioned as often receiving disappointingly low scores are:

1. My company appreciates my work.
2. My company does a good job recognizing employees who contribute to its success.
3. I am often thanked for my work.

Have the group do at least one of the exercises below in the Workbook text. You may want to ask the group to identify two employees that everyone agrees are outstanding and deserving special recognition. Can the group think of something that would be meaningful and fun for those two employees to experience or receive? The point of the exercise to encourage participants to more often do meaningful and creative things to express appreciation for their star employees (and to learn that doing so is rewarding and enjoyable in itself).

For decades, employee engagement data has shown that many employees feel underappreciated at work. Do not let this be the case in your company, or at least not within your span of influence or control.

TRY IT:

Create a list of employees you work with who are overdue for acknowledgment of their good performance:



video 21

Now consider each employee. What is something you could do to express appreciation for that employee that would please and delight them? A small gift that would fit them perfectly? Time off to do something they love? Some type of public praise or recognition? Individualize your method of appreciation for each person, and don't hesitate to ask for ideas from friends or colleagues of that employee so you can identify what they would appreciate most.



CHALLENGE:

Bring together a group of your best and most creative leaders and conduct a brainstorming session to generate a list of inspired ways supervisors across the system can (and should!) show appreciation to high-performing staff members. Time spent on improving the inventiveness and impact of your recognition and appreciation practices will be time very well spent.



MODULE 3: GROWTH

Principle Three: Leaders work hard to help staff be successful at work and in life.



MODULE 3

video 22

Introduction to Leadership Principle 3

This introduction video for Principle 3 sets the stage for this module of the program.

ESSENCE:

Great leaders build Stars! BetterCulture encourages you to recognize the opportunity a leadership role gives you to impact the lives of those you supervise. A good supervisor will make a noteworthy contribution to an employee's success at work; a great supervisor will also want to make a contribution to an employee's success in life.

The videos in this section will cover 1) some of the attitudes and understandings you need to adopt if you are going to be a successful star-builder, 2) how to recognize which employees are ready to grow, and 3) several specific techniques you can use to build stars.

Before you listen to the videos in this section, list some of the things you and your company now do to help advance an employee's success at work.

What are some examples of what you and your company do to advance an employee's success in life?

REMEMBER:

A supervisory role comes with power – the question is how you will use it. Will you leverage that power to elevate the success of those you supervise, both at work and in life? As you listen to Dr. Hoogeveen's insights in this module, reflect on whether you've embraced the MindSet of being a great star-builder. BetterCulture hopes you'll recognize that this is not only the most fulfilling use of power but also a powerful driver of business success.



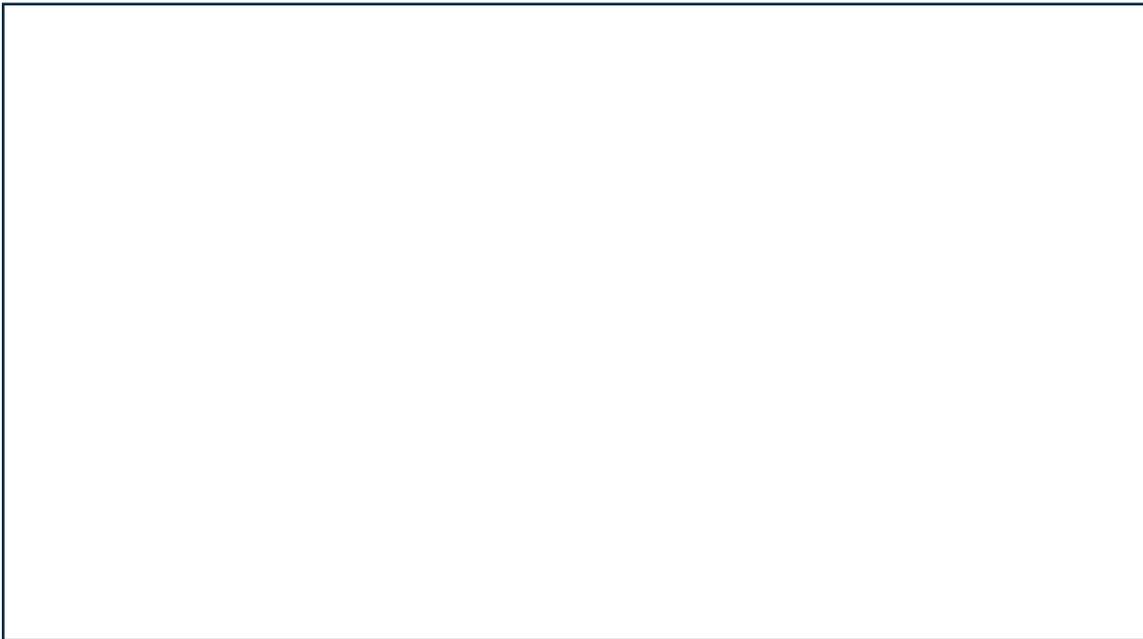
video 22

The focus of discussion should be on the concept of supervisors taking an interest in advancing not just the work success, but the life success, of employees they supervise. How well do supervisors in your company do that today? Ask for examples of a supervisor who went out of their way to support the personal success of an employee – or to help an employee deal with a life challenge.

Do participants agree with Dr. H's comments that:

- Many employee's today want not just work-life balance, but work-life integration, and
- The importance of understanding what Dr. H called the "reality of reciprocity."

Possible Questions to Ask: What would work-life integration look like in your setting? What more could be done to give employees even more opportunities to have their workplace positively impact their lives? If a company extends itself to help an employee at a time of stress or challenge, is the company likely to get anything back in return? Ask if participants can think of an example when a supervisor in your company, or a supervisor in a previous place of employment, extended themselves to help them at a critical time in their life? How did that experience impact how they viewed that supervisor and/or company?



MODULE 3

video 23

It's Not About You

Use the ideas in the Workbook text below to facilitate a conversation with participants, having them reflect on what their natural interaction style tends to be. Is it energetic, relaxed, formal, soft, firm, upbeat, somber, etc.? If inclined, you can take any of those dichotomous options and have each participant rate themselves from 1 (for example, quite soft and understanding) to 10 (quite firm and strict). Then challenge the group to think of an employee (present or past) who would respond best to a soft feedback approach and another employee who would need to have a more firm or forceful interaction from a supervisor to motivate performance improvement.

As an alternative (and a throwback to Video 3: Parenting and Coaching), you can ask those who have more than one child if the same feedback or discipline approach is best for all their kids. Most of the time they will respond that different kids require different approaches – or at least different levels of intensity. THAT is exactly the point – so it is with employees.

The challenge is to know your natural tendencies, and to particularly focus on your interaction style when something other than your natural style would be best.

In Video 3, Dr. H points out that good leadership requires a combination of coaching and parenting skills. Great parents and coaches set clear standards of behavior for all, but when it comes to helping each child or player grow, that changes.

Do good coaches use the same motivational approaches for all the players, or do they individualize those efforts? Do good parents treat each child the same with respect to motivation or discipline, or do they use different approaches for different kids?

The answers are obvious: great coaches and great parents do not always expect the player or child to adapt to them. Instead, the coach or parent adapts their interaction style so as to best facilitate the player's improvement or the child's success.

REFLECT:

Most of us have a natural style when leading others. Where does your natural style fall on a continuum of soft to firm?

If you tend toward the soft end of the spectrum, reflect on when you need to be more candid, direct, or assertive when dealing with a given employee. What can you do to cue yourself to use a firmer style? If you naturally tend toward the more firm end of the interactional continuum, consider if there are employees you supervise who would respond better to a more patient, calm, and reassuring style.

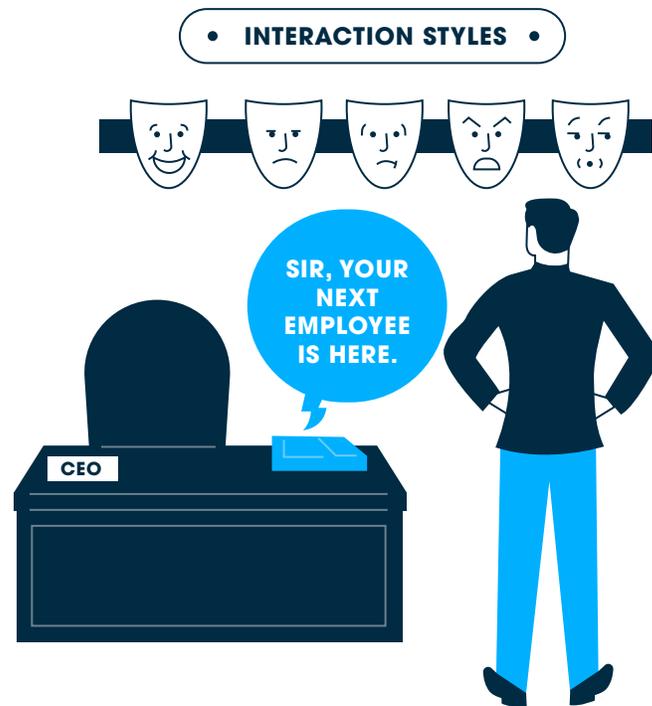


video 23

Consider the employees you currently supervise. Who responds best to a soft, reassuring interaction style from you? On the other hand, who benefits from a more assertive interaction style? Do you exhibit that flexibility? If not, spend some time on the **Try It** assignment below.

TRY IT:

One of the fastest ways to acquire new skills is by modeling the behavior of people who are good at the skill you want to acquire. If you want to develop a firmer or softer leadership approach, identify who among your colleagues excels at your target interaction style. Then make it a priority to closely observe them – maybe even ask to sit in with them for the sole purpose of learning via observation. You can also ask that skilled colleague to sit in and observe your interaction with a staff member for the purpose of giving you feedback and coaching support. **This is one of the most underutilized methods of gaining important leadership skills,** so take advantage of the opportunity to learn from the best of those around you!



MODULE 3

video 24

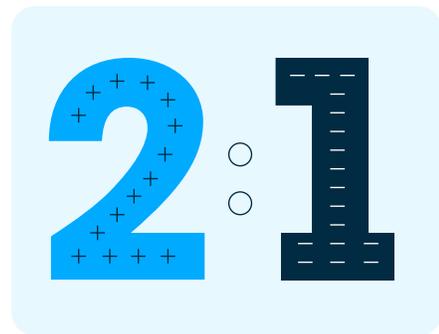
The Magic Feedback Ratio

Start by listening to this video, and then reflect on your current behavior as a leader. What is your typical positive to negative feedback ratio? If it is not where you want it to be, why not?

If you are not at or above 2:1, you need to make immediate changes. If you need reminders and structure to start some new habits, go back and listen again to Videos 18, 19 and 20 for tips to help you improve.

REFLECT:

Below is the wonderfully insightful quote that Dr. H shares from Dr. Daniel Kahneman:



“Because we praise when others do well and we punish when they do badly, and because there is regression to the mean, it is part of the human condition that we are punished for rewarding others and rewarded for punishing them.”

CHALLENGE:

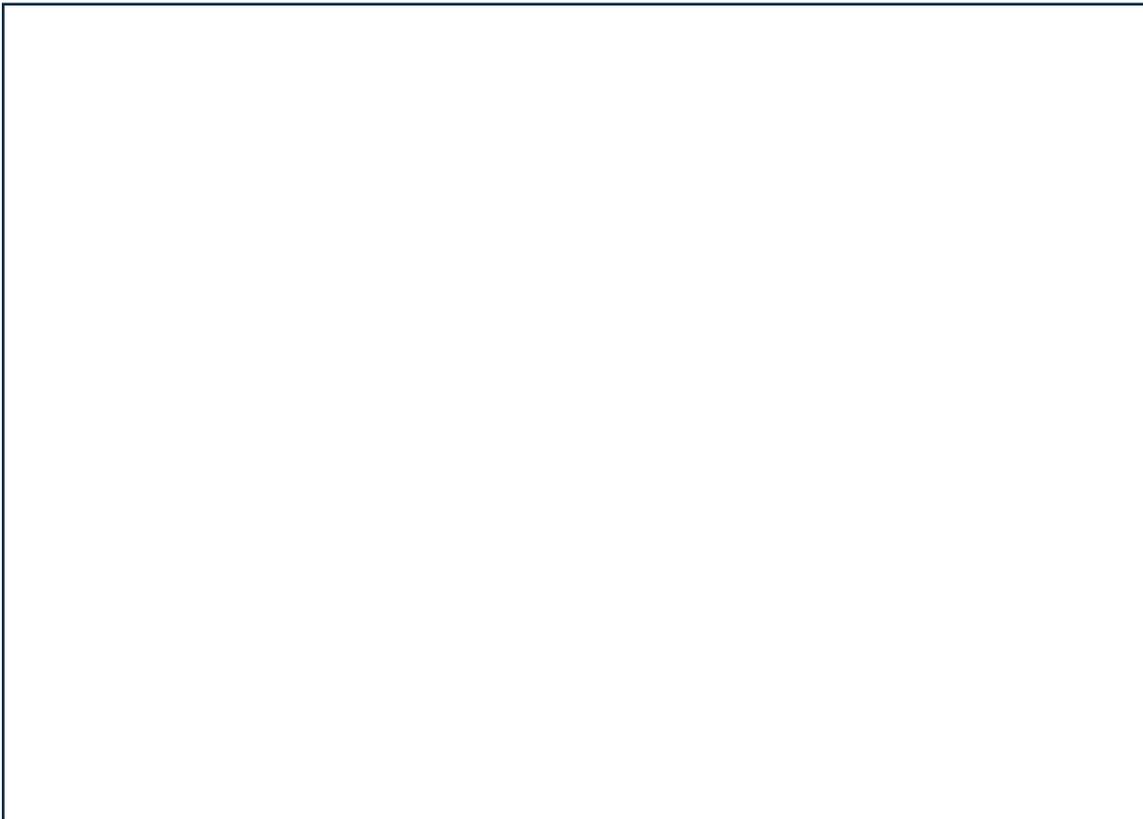
Do you have leaders in your system who take an “old school” approach to management where they seem to believe praise is a bad thing (or that you shouldn’t overdo it)? Such supervisors almost always fall way short of the 2:1 positive to negative feedback ratio. Go talk to them. Ask if their approach is intentional. Discuss the insights from this video. See if they are drawing incorrect conclusions on the power of praise because of this regression to the mean phenomena. If so, see if you can help them see the error of their ways – and what is being lost in terms of cultural strength because of it.



video 24

DISCUSSION PROMPTS:

- So, do you agree with Kim and Coach Tom Osborne about this feedback ratio concept? If so, how well do you do keeping at least a 2:1 positive to negative comment ratio? You may want to think back on your discussion after Video 18 (Recognition: A Couple Techniques) where you may have talked about some ideas to enhance how well and how often participants express appreciation to colleagues. For example, the 5-penny technique, smartphone alarms, calendar reminders, or the practice of hand-writing recognition notes at a set time each week.
- So, did you understand Dr. H's explanation of Regression to the Mean? Do you see how it can lead us to the 100% incorrect conclusion about the impact of praise and punishment? As a facilitator, you may need to go over this insight again for some to grasp it, but it is an insight well worth making sure participants understand.



MODULE 3

video 25

Openness to New Learning

You can have a bit of fun with this one. There are **two distinct parts** to the discussion of this video.

First, have participants list some colleagues who are genuinely eager to grow and learn. What more could we be doing to give them opportunities to do just that? What's stopping us from accelerating the growth of employees who are eager to grow? How can we work around those blocks?

If you are going to be good at building stars, you must be able to identify employees who are willing, and even eager, to grow. Such individuals are usually easy to spot. They are (a) humble enough to accept coaching, (b) genuinely curious about new insights and ideas, and (c) confident enough to try new approaches.

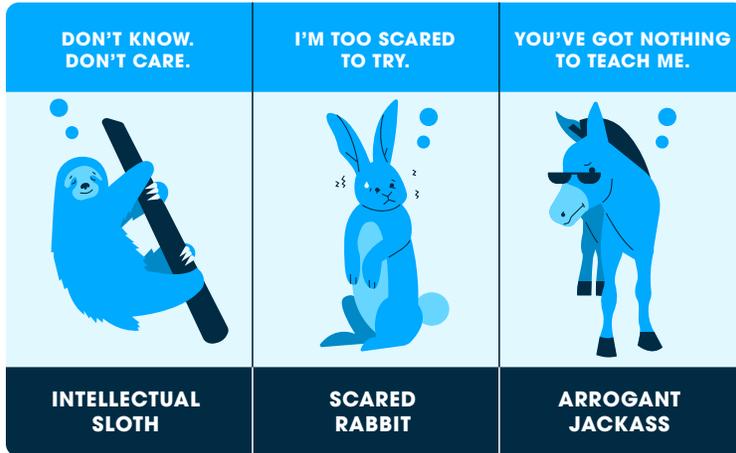
In short, such staff members don't think they already know everything, are confident they can learn, and are eager to do just that.

REFLECT:

Who on your team, or within your sphere of influence, fits the description above of being willing – and even eager – to grow?

Now turn to the **second** part of the video: what can a leader do to help a staff member become more open to growth opportunities? Kim lays out three types of employees who will initially appear to be resistive to growth, and he stresses the importance of supervisors using the right technique with each different type as outlined in the Workbook text below.





REMEMBER:

On the flip side of eagerness for growth, Dr. H points out that just because some employees appear resistant to new learning doesn't mean they can't be reached. It's important to examine why each employee is resisting growth. With specific reference to new learning, Kim describes three distinct personality types and how to best attempt to work with each:

- **Intellectual Sloths:** Sadly, not much can be done with this group.
- **Scared Rabbits:** Have a peer teach them to keep anxiety low; then the supervisor should notice and praise.
- **Arrogant Jackasses:** Subtlety does not work well here. Have a senior leader visit with this type of employee to get their attention and to help them become more open to coaching and possible growth.

Ask participants to consider if they have ever had an intellectual sloth, scared rabbit, or arrogant jackass under their supervision. Were they ever able to get that employee open to growth? Do they see how Kim's suggestions might give the best chance for success? Note that this is yet again another illustration of how a supervisor must change and adapt their style to the needs of the person on the other side of the desk – as was covered in Video 23: It's Not About You.

Finally, when addressing employees who fall into the arrogant jackass category, the next video can be a good technique to keep in mind. If the employee is especially resistant to feedback from their supervisor, you may want to refer to Video 37 (What's Wrong with This Picture) from the program module dedicated to dealing with problem employees.

MODULE 3

video 26

Success: The Simple Solution

This is an old-school concept that can be wise for a supervisor to keep in the back of his or her mind. Note that it is a message that needs to be sent to an employee from someone other than their immediate supervisor. Help the group to see that this is a good example of how leadership teams should work together to see not only that the right message is sent to an employee, but that it comes from the right messenger!

Perhaps discuss with the group if this message of the Simple Solution might be good to include in new employee orientation.

Note: This is the proactive and positive version of what is laid out to be used with a problem employee in Video 37: What's Wrong with This Picture.

The Simple Solution to employee success - so darn simple, yet so powerful.

TRY IT:

Ask a team member or colleague (especially someone new to the company) if they would like to be perceived as a star employee in the organization. Of course, they will probably look at you funny and eventually say something like, "Yeah, sure. I'd like that." Follow up by asking if they have a plan to achieve that status.

You are likely to get one of two answers to your simple question: (a) "No, I don't have a plan" or (b) some long-winded, hard to follow stream of consciousness about that person's career, qualifications, goals and hardships, including everything but the kitchen sink.

After they respond, you can say, "I would like to share a really simple shortcut that can guarantee you star status: Find out what your supervisor expects from you, and then take the initiative to exceed those expectations every day."

Not everyone will take you up on this advice. But those who do will have you, and your simple yet powerful advice, to thank as their careers take flight.



MODULE 3

video 27

Think Up Two

Get excited about this idea! It is clearly explained by Dr. H in the video, and it has the potential to do a huge amount of good for your company. It is also laid out well below in the Workbook text.

Push attendees to think of current star employees. Have those star employees been invited and encouraged to "think up two"? If not, when and how can they be? Specifically, who up the chain can encourage them to adopt this practice? What do you need to do as their supervisor to inform your direct reports enough about your responsibilities (including stressors and pressures) to enable them to think up two?

It is wonderful to have star employees reporting to you. It can, however, be challenging to come up with new ideas as to how these superstar employees can continue to grow. And you may well feel some pressure to do so, as one of the things that likely makes them a star is their desire for continued growth!

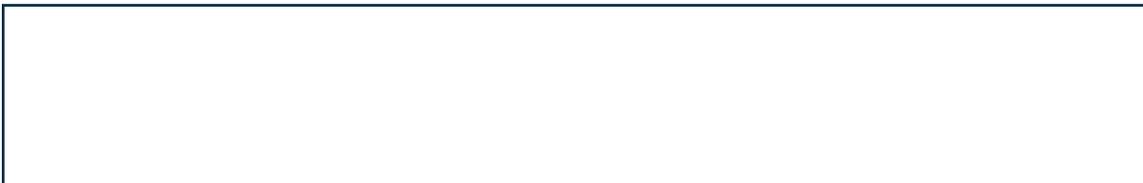
With this Think Up Two MindSet in your back pocket, you will never run out of ideas because you can use it to empower high-potential employees to take charge of their own development.

ESSENCE:

Thinking Up Two means learning to think up two levels above your current station in your organization. It means learning to ask what you can do that will make your supervisor look like a star to their supervisor – and then following through to help achieve that goal.

For this concept to work, supervisors must be open with direct reports regarding pressures and responsibilities they are facing.

If your organization is interested in succession planning, this should be a primary technique in your arsenal.



video 27

REFLECT:

How often do you Think Up Two? What are some things you could do to better position your direct supervisor to excel in their role?

TIP:

This is a concept that is best introduced to an employee by someone up the chain of command, i.e., above the employee's immediate supervisor. A supervisor talking with their own reports about Think Up Two can sound a bit too self-serving!



MODULE 3

video 28

The Value of Mentoring

Your goal here should be to encourage the participants who genuinely want to grow to take advantage of a big opportunity that is often right in front of them. Suggest they take Kim's advice and be more assertive in asking for time with high achievers – and then simply ask, listen, and grow.

Also encourage participants to think outside the work setting. Who in the community are individuals they admire and would like to have the chance to learn from? Then ask what's stopping them from asking to meet with that individual? Are there others in the company who could help to arrange the opportunity? Again, what's stopping you from asking them to make the introduction?

Note: Some participants will not have much interest in this topic, but don't fret. Be satisfied if you get 30% of the participants to seriously consider and act on this MindSet. If that happens, you will have done those individuals a HUGE service by advancing their success.

Most people think too rigidly about mentoring relationships. A mentor/mentee relationship certainly can be a multi-year or even life-long relationship, but that need not be the case.

A great mentor could be someone who you see only once a year at an industry conference. It could be someone you work with; someone who works for a competitor; someone from your church; someone you just find intriguing. It can even be someone you meet only once for 30 minutes – if you make effective use of that time.

TRY IT:

Mentoring relationships do not need to be formal. You don't even need to use the word mentor. All you need to do is ask interesting or accomplished people you encounter if you can buy them a cup of coffee and ask them about their life and what has made them successful. Most will say yes, and almost all will be flattered that you asked. Think about this for a minute. You have a major opportunity to learn, grow, and broaden your perspectives sitting right in front of you. Are you grabbing that opportunity? Commit to going a bit outside your comfort zone. If you are not doing this at least monthly, why not? Opportunity is passing you by.



video 28

REMEMBER:

If you are committed to developing other people, you should be encouraging those people to do this as well. Do you have direct reports right now who would benefit from getting time with someone in your sphere of contacts? Offer to connect them – ideally without you so they can have their own conversation.

When connecting someone who is a bit insecure or uncomfortable meeting with a potential mentor, you may want to help the mentee come up with five good questions to ask the other person. Great questions are the surefire way to ensure a fun and productive conversation.

DID YOU KNOW?

Dr. Hoogeveen briefly explains why most formal mentoring programs set up by companies do NOT go well. If you are going to try such a program, listen carefully to this video to avoid the pitfalls Kim details. If you want to set up a great internal mentoring program, contact us at BetterCulture for assistance!

If you have tried a formal mentoring program within the company, or ever considered it, Dr. H says there are many common pitfalls with such programs. He lists some in the video:

- You let people volunteer to be a mentor (instead, mentors should be chosen carefully).
- You let individuals volunteer to be a mentee (mentees should be invited when ready).
- No training provided to prospective mentors.
- No systematic and creative way to identify specific learning objectives or experiences for the mentee.

Have you seen these mistakes play out? If so, how? Make a point to avoid these mistakes in constructing any future mentoring programs.



MODULE 3

video 29

Linkage

This technique is a powerful way to show employees you care about their personal success and happiness. Linkage is a process of “linking” one employee who has a need for guidance or help, to a second employee who possesses the knowledge or experience to be helpful.

To be good at Linkage, a supervisor must know two things:

1. What needs, challenges, or opportunities Employee A is trying to navigate outside of work,
2. Which other employees in the company have experiences and life knowledge that would be helpful to Employee A.

REFLECT:

Can you think of an employee in your purview who is currently dealing with a stressful personal situation? If not, imagine a situation (for example: going through a divorce, trying to adopt a child, supporting a spouse who has lost their job, parenting a child or sibling with a drug problem, dealing with bankruptcy, caring for an aging parent, responding to a scary medical diagnosis, or coping with the sudden death of a close relative or friend). If a member of your team were dealing with any of these situations, do you know other employees who have successfully dealt with such situations before? Might that staff member be in a position to offer knowledgeable and empathetic support to the employee under stress? Then all you need to do is link them together.

Linkage works beautifully for everyday situations as well: buying a used car, securing a mortgage, looking for childcare, planting a garden, setting personal fitness goals, learning to eat better, etc.

REMEMBER:

You can do a LOT of good for an employee if you will just **stop and link for a minute** – making a great contribution to their success in life.

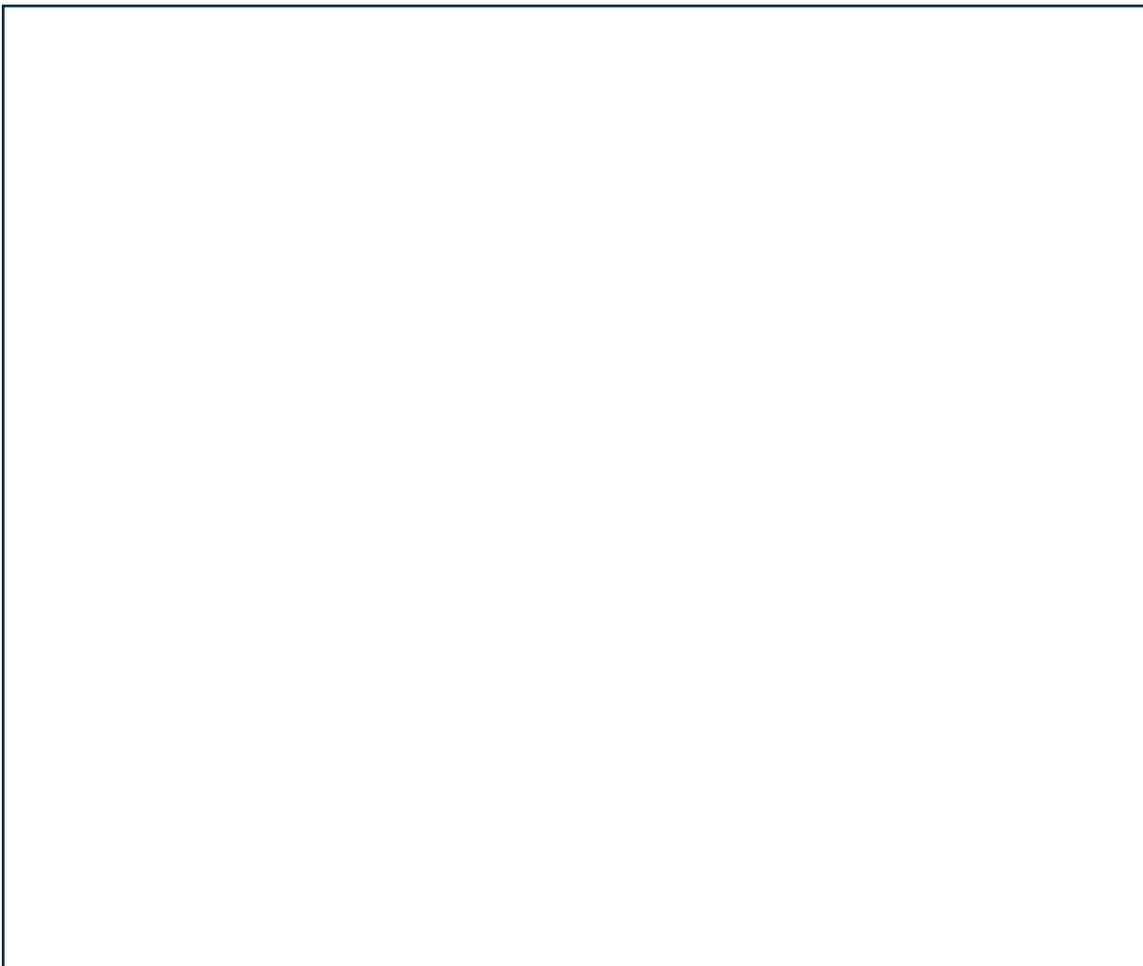


video 29

Have any of the participants ever been asked by another supervisor if they could meet with another employee to offer advice or counsel? If so, how did they feel about it? Were they happy to help? Were they pleased to be asked? Was the other employee appreciative?

You may want to ask participants to think of someone who is now facing a challenge where linkage might be helpful. Alternatively, ask for an example from the past where an employee was facing a significant challenge and linkage could have been helpful if it had been offered.

Lastly, just like Be a PR Agent (Video 19), Second-Hand Compliments (Video 20), Celebrate Success (Video 16), and a Positive Feedback Ratio (Video 24), **this is yet another BetterCulture technique that breaks down silos between teams and departments.**



MODULE 3

video 30

The Single Best Piece of Advice

Have some fun with this one. When and where in your day-to-day activities are you most prone to overpromise and under-deliver? Think back over the past month – when have you been guilty of this – either at work or outside of work?

TRY IT:

Gather a group of colleagues to discuss where your company is most guilty of overpromising. Does your company overpromise to customers in pursuit of a sale? Do you overpromise anything to your employees? What areas of your business can you identify where you are, at least occasionally, overpromising and under-performing? Find a few opportunities for improvement. Then resolve to fix the issues, including a commitment to call out one another if one of you is overpromising.

CHALLENGE:

I will always under-promise and overperform. Take time to see if you can get this seared into your brain. Identify one area where you struggle with this important MindSet. Create a plan to overcorrect for the next 30 days – meaning you are going to way under-promise – and resolve yourself to follow through. At the end of 30 days, you will be well on your way to a more productive habit.



video
30

Every participant should be able to think of a recent instance when they made the mistake of overpromising and under-performing – we ALL do it. Have some fun asking participants to give examples of this mistake – either examples of themselves or someone else at work or in their life.

"I'll be ready to go in just a couple minutes." Yeah, right.

Use the **Try It** section above in the Workbook text to lead a discussion of why the company might be violating this MindSet and discuss how it can be improved.



MODULE 3

video 31

*SEA of
Possibilities*



SEA OF POSSIBILITIES

This MindSet is an incredibly useful diagnostic tool.

When an employee fails to perform at the level you expect from them, you should begin your planning by considering the SEA of Possibilities.

What is the underlying cause of the performance issue? Is it a Skill (or knowledge) problem? Is it a problem of Effort (or attitude)? Or is it an Ability mismatch?

If it's a Skill issue, teach them what they need to know. If the problem is Effort, consider how to best motivate them. If it's an Ability issue, sad as that may be, that person needs to change to a new role where they have the ability to be successful – either inside or outside of the company.

SKILL → TEACH

EFFORT → MOTIVATE

ABILITY → CHANGE

REFLECT:

Think back on an employee you have worked with who was failing to meet performance standards. Was it due to a skill deficit? Was it a lack of effort? Was it a lack of ability to do the job? Did you or your company respond accordingly?

REMEMBER:

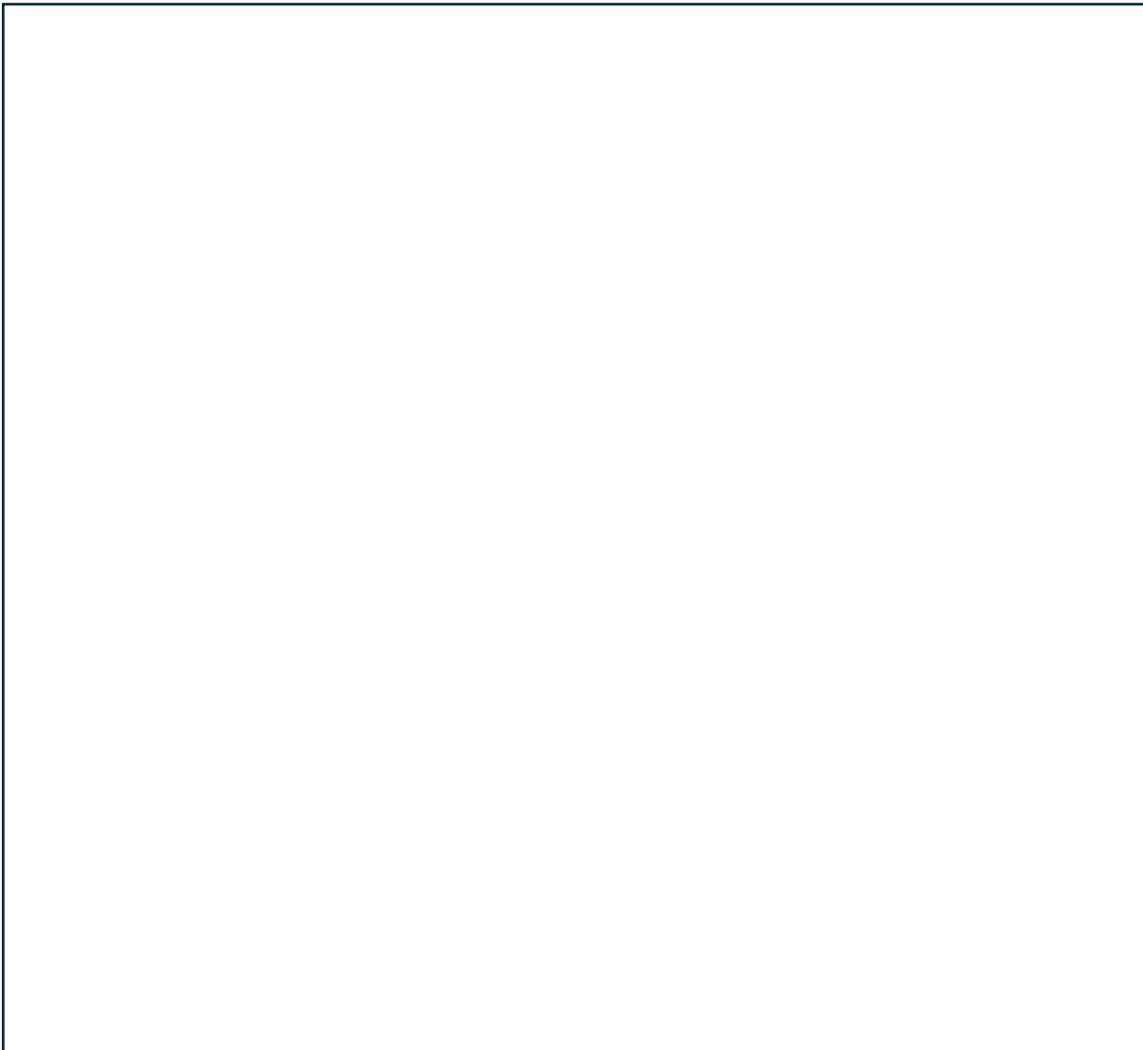
These three performance factors are not mutually exclusive. For example, you may be dealing with a performance defect that is due to both effort and ability. In that case, you may not be able to determine if there is an ability mismatch until the effort issue is addressed. For ideas on diagnosing effort issues, see Video 33: Go Fix It and Video 34: The DNA of Employee Error.



video 31

As it says in the Workbook previous text, this is an incredibly useful MindSet. As such, it is important to get it firmly into the brains of the participants.

It is best taught by having participants think of employees who, in the past, were failing to meet expected performance standards. (You can also consider current employees for this analysis if it is appropriate for the group you are facilitating.) Have the person who best knew the employee's performance assess whether the problem was a) a lack of skill or knowledge, b) a lack of effort or a poor attitude, or c) a lack of ability to meet the demands of the job (or a combination). Help the group then see how much clearer the next step of deciding how to address the situation becomes when you have done a thorough SEA of Possibilities analysis.





MODULE 4: HIGH STANDARDS

Principle Four: Leaders protect the right
of good staff to work with good staff.



MODULE 4

video 32

Introduction to Leadership Principle 4

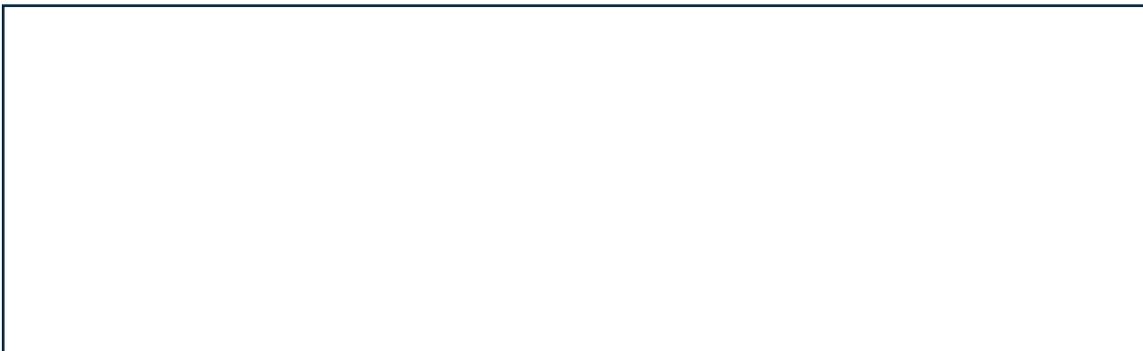
This section of the MindSet program is one that many participants will be keen to discuss. It can be a bit touchy, however, as there is often some frustration associated with this topic.

It can be helpful to frame the goals of this section as being:

1. To help all supervisors have a more common view of how to address poor employee performance.
2. To learn specific techniques that can be effective in addressing performance problems.

WARNING: This introduction Video 32 for Principle 4 is critical of HR departments that are slow to discipline, and highly reluctant to terminate, problem employees. It may be wise for you to remind participants that the role of an HR professional is to make us aware of the rules and risks associated with taking disciplinary actions, especially termination. You should also stress that **HR can be more helpful if supervisors do a good job of documenting performance issues** and get HR's guidance sooner rather than later when dealing with a problem employee. You can rest assured that the remaining six videos in this section are all teaching **specific techniques and insights that HR professionals have strongly endorsed** and found to be wonderfully helpful.

This section of the MindSet Leadership Program addresses an important aspect of leadership that is not handled effectively in many organizations.



video 32

REFLECT:

Before you start Module 4, reflect on how well your company does holding staff members to reasonable standards of performance. As a supervisor, how well do you uphold this principle?

If you have ample room for improvement, is it because:

- You prefer to avoid tough conversations?
- The poor performance of one employee is being masked by the hard work of others?
- You are lacking support from HR or the legal department?
- Something else?

As you listen to the video lessons in this module, it can be helpful to have in mind a few problem employees who you have worked with in your career. Consider how you can apply, or could have applied, the insights and techniques in this section to get a better outcome with those employees.



MODULE 4

video 33 Go Fix It

You have the opportunity to use this technique when an employee's poor performance has had a negative impact on other members of the team.

The mental exercise below in the Workbook is beneficial to use with the group. Most will quickly see the power of having a wayward employee "go fix it."

In the video, Dr. H suggests that when the employee goes back to take accountability for their poor performance with those who were negatively impacted, the steps should be:

- Confirm they are aware of the problem and take accountability.
- Express determination to improve.
- Ask their colleagues for ongoing feedback and support.

Kim warns that some staff members may resist due to embarrassment. Teach participants to take such reluctant employees through a mental exercise, such as Kim shares in the video or the example below in the Workbook, to help them overcome that reluctance.

MENTAL EXERCISE:

Imagine you are playing the lead role in a theatre production. Rehearsals started two days ago, and opening night is three weeks away. One of your fellow actors has (a) come late to rehearsal the first two days in a row, and (b) has obviously not worked to learn her lines.

When you arrive for rehearsal the third day, you are relieved to see the miscreant actor is already there. Before rehearsal kicks off, the director says the problem actress has asked to say something to the entire cast. She says, *"Hey, I just want to apologize to all of you for being late the last two days and for not being more prepared when I did get here. There is no good excuse, and I am sorry for letting you down. I want you to know that from this minute on, I am going to do my very best to be an asset to this production and a responsible member of this cast."* Things go well at rehearsal three, and all signs are looking good that your acting colleague was sincere in her remarks.

Here is the question: What did you think of this colleague as you went home after rehearsal two?



video 33

What do you think of this colleague after rehearsal 3?

Of course, most all say they would have a much better opinion of their colleague after rehearsal 3 than rehearsal 2, and many actually say they might think more of the actress after rehearsal 3 than if there had never been a problem in the first place! If you agree, then you have a compelling case for asking your wayward employees to take active steps to **Go Fix It** with their colleagues!

Emphasize the two big benefits of using this technique that Kim specifies:

1. You will help the wayward employee start to repair their reputation.
2. Public acknowledgment of a determination to improve their behavior will increase the likelihood that the employee will actually do so.



MODULE 4

video 34

The DNA of Employee Error

Defensive
Nonchalant
Accountable

A key insight to be gained here is that we will often learn a great deal about an employee by observing how they react after they have made a mistake – we just need to be wise enough to take note. Adversity reveals character. Remind participants that much like the Sea of Possibilities MindSet (Video 31), the DNA of Employee Error again shows why a one-size-fits-all discipline approach is often unwise. We need to adjust our reactions and tone for each individual to be as effective as possible; something every good parent – and every good leader – knows to be true.

Note: “Agitated” in this case is intended to mean “agitated with oneself,” not agitation toward others. Self-directed frustration is a positive indication of a likelihood to learn from a mistake. Agitation at others is not a positive sign and should not be excused or encouraged.

REFLECT:

Think of an instance where you visited with an employee you supervised about a mistake or performance issue. Reflect on how that employee reacted during your visit.

Did their reaction impact the tone you felt you needed to use during the visit? If so, how?

Did their reaction during the visit impact how you felt about them after the visit? How so?



video
34

Did their reaction during the visit predict how well their performance subsequently improved?



MODULE 4

video 35

Holding Performance Conferences with Confidence

Conversations about underperformance are no fun. Most employees dread being summoned into their manager's office for a performance chat. And the truth is that most managers, especially newer managers, are also somewhat uncomfortable having performance conversations with their wayward employees.

This simple 4-step process is a framework that works consistently – and will set both the manager and the employee up to maximize their success.

STEP 1:

Make Them Feel Safe. How can you do this?

STEP 2:

Describe the Gap (The gap between what you expected and what you observed). Then ask them to explain that gap.

STEP 3:

Listen! (Consider insights from Video 31: SEA of Possibilities and Video 34: The DNA of Employee Error while you listen.)

STEP 4:

Plan (Consider ideas from Video 25: Openness to New Learning before you plan.)

TRY IT:

Can you imagine addressing a recent performance issue with an employee on your team using this approach? If this approach to a performance conference is new to you, ask a trusted colleague if you can role-play the discussion a time or two. Hearing these words come out of your mouth in front of another human being will improve your confidence and effectiveness.



video 35

The video and Workbook text are clear and can be used as a guide to discuss this technique. One thing to remember is Kim's comment that **"anxiety is the foe of comprehension."** This is a mega-insight that BetterCulture wants participants to get ingrained into their brains. It's why it's so important that we reduce anxiety before giving feedback, both when disciplining and when trying to teach a new skill (see "scared rabbits" in Video 25: Openness to New Learning).



MODULE 4

video 36

What are You – Uncaring or Stupid?

QUESTION 1:

Do you currently have an employee who is not meeting expected standards of performance?

QUESTION 2:

Is the issue being addressed? If yes, so far so good.

QUESTION 3:

Is the poor performance (be it work quality, interaction style, etc.) negatively impacting other good staff members?

QUESTION 4:

Have you told those strong staff members that you are aware of the performance problem, that it is being addressed, and that you appreciate their patience and support? If yes, nicely done! If not, you should.

PROMPT:

Have any of the participants experienced a situation where they were forced to work with someone who was a poor performer and the supervisor seemed to be either unaware or uncaring? What was the motivational impact on them?

This MindSet corrects what is one of the most common leadership errors we see: when a supervisor fails to share an Employee A performance problem with Star Employee B. The process is simple. Relate to Employee B that:

- You are aware of the situation.
- It is being addressed.
- You appreciate Employee B's patience and support.

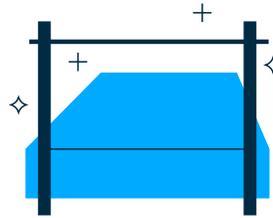


MODULE 4

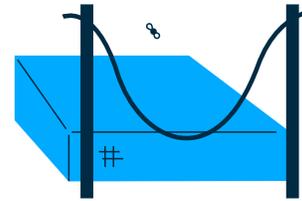
video 37

What's Wrong with This Picture?

HIGH JUMP COMPETITION



WINNERS, INC.



LOSERS, INC.

This is a critically important MindSet to get into the heads of your program participants. It is outlined below in the Workbook, but we suggest you emphasize two things:

- It should never be tolerated to have an employee working less hard to please their supervisor than their supervisor is working to make the employee successful.
- The key to making this visit effective is not just what is communicated, but who communicates the message. The What's Wrong with this Picture message should be delivered by someone who is in authority above the employee's immediate supervisor; ideally by someone the employee respects – or at the least by someone the employee knows has the respect of others and the power to back up the message.

When an employee is failing to meet reasonable performance expectations due to a lack of effort, you will often see what Dr. Hoogveen describes as one of the worst patterns you can see in an employment setting: a situation where the supervisor is working harder to make an employee successful than the employee is working to please their supervisor.

CHALLENGE:

Do you see this problematic pattern with any current employees? If so, you have a situation that needs to be addressed. Discuss the issue with other members of your leadership team to determine who will be the most impactful person to deliver the wake-up message. Have that person listen again to Dr. H role-play this "what's wrong with this picture" message.



video 37

Key themes of the visit:

- Your supervisor has worked hard to help you be successful.
- You seem to be disinterested or resistive to your supervisor's efforts.
- No longer will we tolerate a situation where your supervisor is working harder to make you successful than you are working to please your supervisor – that must change.
- The next few times I see your supervisor, I'm going to ask how you are doing – I expect the answer to be *"much better."*
- Our performance standards are clear and reasonable. Should you continue to choose not to meet them, you will be choosing to not remain an employee of this company.
- Is there anything that I have just said that you do not understand?

Finally, have the designated executive go have this tough conversation. The odds are you will be pleasantly surprised with the results.



An amusing comment you could share with the group is one that Dr. H made to a client who was struggling with a cantankerous employee. In this instance, the client was the owner of the company and the challenging employee had been hired as the COO. After listening for the third time to the struggle (and resulting irritation and stomach acid) the owner was having with the performance of the COO, Kim said something that is consistent with this "What's Wrong with This Picture" MindSet: *"When you are paying someone six figures, they are supposed to be making your life better, not worse!"*

Note: The proactive and positive version of this technique was laid out in the Building Stars section, Video 26: The Simple Solution.



MODULE 4

video 38

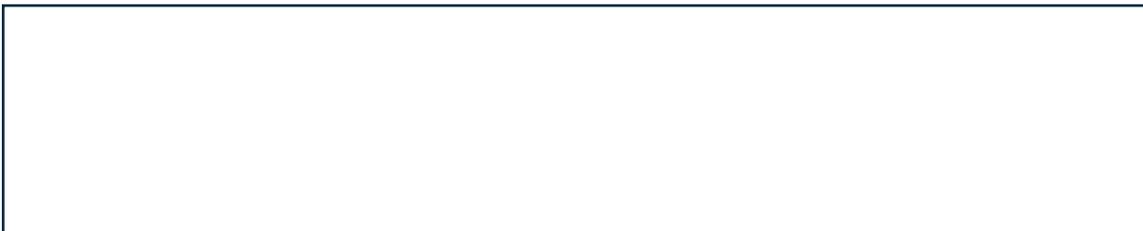
Goodbye to Option B

This is a fantastic approach to address repeated employee performance problems that stem from a **lack of effort**. This is one of the longer videos in the program, and we suggest you rely heavily on the video as Dr. H role-plays an example of how to use the technique. The outline in the Workbook below is also quite detailed as we want to make sure participants can use this technique with confidence.

This is a powerful technique, but one that should **ONLY** be used for (a) repeated performance problems that are clearly due to a lack of employee effort and (b) a situation where you would be comfortable with an employee resignation.

Dr. H role-plays the use of this technique in the video. Here is the outline:

- Conduct the visit near the end of the workday.
- Tell the employee you would like them to just listen today. You will listen to them after they have taken time to consider what you are going to say overnight or over a weekend.
- Outline three options for the employee:
 - Option A:** You make a commitment to improve and follow through.
 - Option B:** Like earlier cycles, you commit to improve, do so for a while, and then fall back to poor performance.
 - Option C:** You decide this position is not a good fit for you, and you would like help finding a better match for what you want to do.
- Explain that today you are removing Option B.
- Ask the employee to take a day to consider if they want to select Option A or C.
- State that if they choose Option A and follow through, you will be happy for them!
- If they choose Option C, you will do what you can to help them exit gracefully and find a better career fit – inside or outside of the company.
- **Warning:** Caution the employee not to come back and choose A and then fall back to pattern B. If that occurs, you will be forced to choose Option C, and at that time your ability to help with a transition will be greatly reduced.



video 38

TRY IT:

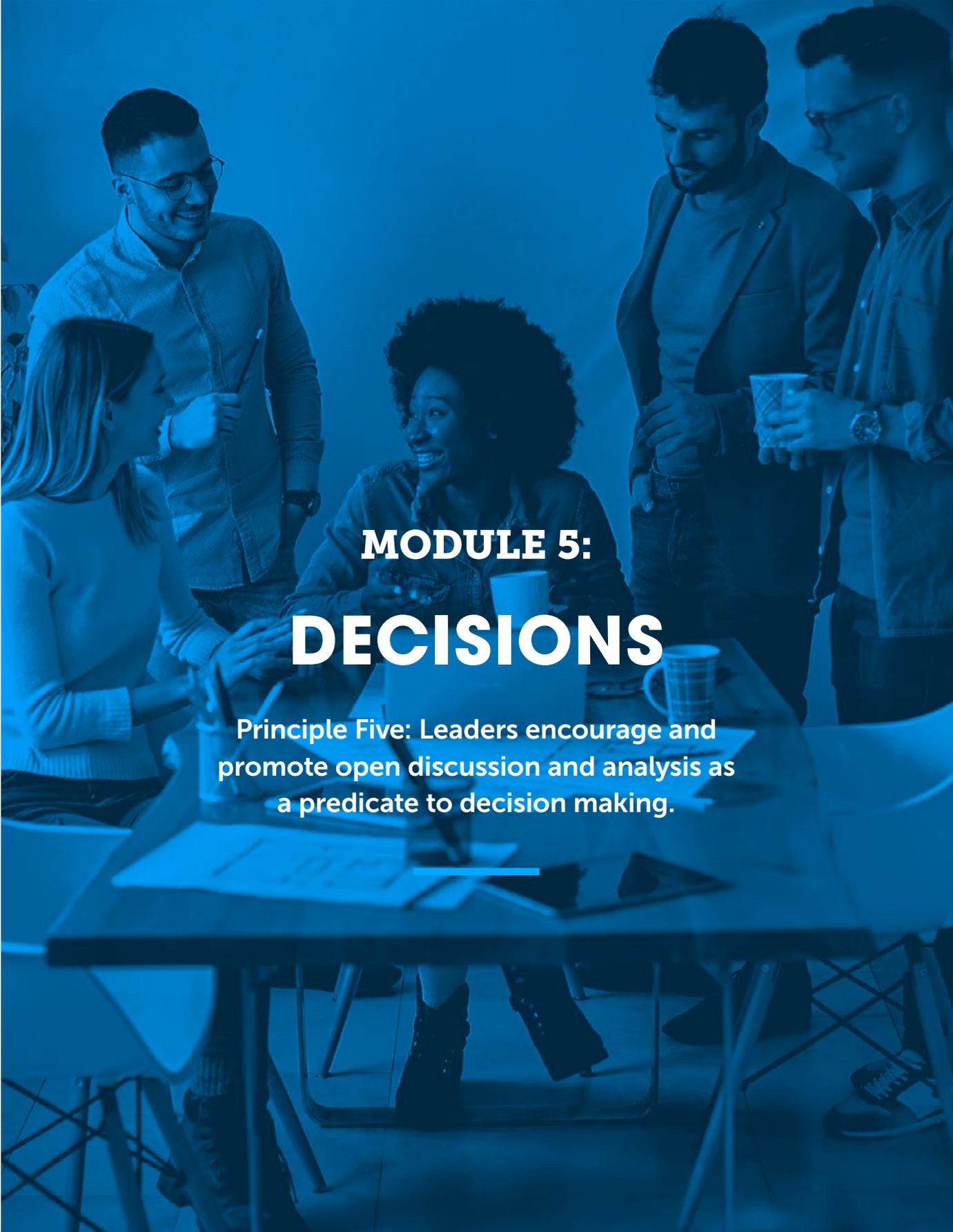
Run this technique past your HR department. See if they support its use. We at BetterCulture believe this to be a fair and dignified way to have a “last chance” conversation with an employee. And on the small chance a termination leads to a lawsuit, having this Remove Option B conversation documented in the personnel file should be a strong exhibit in favor of the employer.

REMEMBER:

This technique is ONLY to be used for effort/attitude problems, i.e., never if the performance problem might be due to a lack of skill or ability.

You may want to set up a scenario and have a couple participants role-play this technique. It is one that seems quite easy to understand, but it will be learned best if they actually practice it out loud.





MODULE 5: DECISIONS

Principle Five: Leaders encourage and promote open discussion and analysis as a predicate to decision making.



MODULE 5

video 39

Introduction to Leadership Principle 5

The Workbook text below lays out good discussion starters for Module 5 in this program: decision-making.

At the heart of leadership is the ability to make good decisions. If you make a bad decision in your personal life, you are the one who pays the price. But when you make a bad decision as a leader, the consequences of that decision are often magnified to impact others around you.

CHALLENGE:

If you were asked the following question by a person who was just starting their career in leadership, how would you respond? *“So what advice can you give me to help improve the quality of my decision-making?”* What would you say?

If, like most people, you would struggle to answer the question above, this module will give you potent insights and clarity of thought as to how decision-making can be improved.

REFLECT:

Consider your normal decision-making style, and if you have room to improve:

- Do you openly invite input from team members as decisions are being considered?
- Do you use a variety of sources to provide input and ideas, or are you more of a lone wolf when it comes to decision-making?
- Do you do a good job of communicating the rationale that was used to make decisions after they are made?



MODULE 5

video 43

Listen Up!

This is another vitally important area for leadership skill development – and it is one in which most supervisors have room for growth. Rely on the video here to introduce the topic and to lay out negative and positive listening practices. Encourage the participants to reflect on their own listening habits as Dr. H reviews characteristics of both poor and great listeners. Where do they have room to grow by either stopping bad habits or making better use of good techniques?

REMINDER TO STRESS:

Early in the video Kim states that when in active listening mode, we need to focus as much of our cognitive ability as we can on just two things:

- What is the other person thinking right now?
- What is the other person feeling right now?

To do this requires us to block out (or at least suspend for a bit) our own opinions, thoughts, and urges to start talking. That is not as easy as it sounds – and will improve with practice.

TRAITS OF A POOR LISTENER:

- Tangential response
- Jumps in
- Makes it all about them
- Swap-a-story
- Distracted
- No cues
- No questions/long questions
- No follow-up

TRAITS OF A GREAT LISTENER:

- Reads and reacts
- Rephrases and rechecks
- Understands the power of silence: WAIT!!!
- Brief, probing questions
- Puts a sock in it!

CHALLENGE:

As you listen to Dr. H explain the HUGE impact of this skill and how often it is lacking even in the most powerful leaders, consider how the traits of good and poor listeners apply to you. Where are your biggest opportunities for improvement?



video 43

REFLECT:

Think of a fantastic listener in your array of friends or colleagues. How well do they match up to the above traits of a great listener? Now think of a colleague who is not a good listener. Which of the traits of a poor active listener does that colleague suffer from? Are you willing to help that colleague grow by teaching these listening insights?

EXERCISE:

After listening to the video and discussing the power of being a great listener, it can be beneficial to have the participants do an exercise. Have each participant think of some event or occurrence that has happened in their lives over the past year that was important or meaningful to them. This could be a big accomplishment, a family moment, something sad, something inspiring – it just needs to be something that was important to them. Then pair up the participants and tell person A that they are going to be the listener. Their job for the next 3-4 minutes is to block everything out of their mind other than trying to learn what person B is thinking and feeling as Person B relates what happened and why it was important to them. After 3-4 minutes stop the conversations and reverse the exercise. Now person B is the listener. Have person A relate their meaningful experience to person B. Encourage listeners to avoid Dr. H's bad listening habits, make good use of the positive listening traits, and try to keep 100% of their mental energy focused only on what the other party is thinking and feeling.

After the exercise ask participants if it was enjoyable to talk with someone who listened intently – someone who gave them all the space needed to express their thoughts and feelings (note: most people will say it was “nice” to feel heard). Then ask the participants if they found it easy or hard to stay 100% focused on what the other person was thinking and feeling as they were listening (note: most people will say it was a bit challenging not to jump in and empathize more, share a story, or give advice, etc.).

Final Note: Leaders can't spend all day in this 100% listening mode, but most would be well served to know when it would be appropriate and helpful to be able to shift into this mode – even for just a few minutes.



MODULE 5

video 41

Why Do You Ask?

If you can get participants to grasp the importance (and power!) of this MindSet, you will have provided them with a fantastic tool that will advance their professional and personal success. The video is brief, reflecting how easy it is to grasp the “how to” part of this technique. What is not so easy is actually making use of it!

Dr. H stresses in the video the three big benefits of using this technique:

- It helps to make sure you are answering the real question or concern.
- The other person may well have a smarter thought to share than anything you would have said.
- It lets you learn what the other person is thinking so that you can see where you may want to teach or give them information to correct any errors in their thoughts.

Push this point: Many may think that this MindSet is obvious, but the big challenge is that many (even most) who know this MindSet to be important and useful will nevertheless go out tomorrow and fail to use it. Use the **Challenge** section from the Workbook below to spur discussion and then use the **Try It** section to get them motivated to make use of it for the next few weeks. **Note that this technique is a hard habit to acquire, but an incredibly powerful leadership tool once they do.**

This is one of the most useful techniques in the MindSet Leadership Program; it’s also one of the most underutilized.

TRY IT:

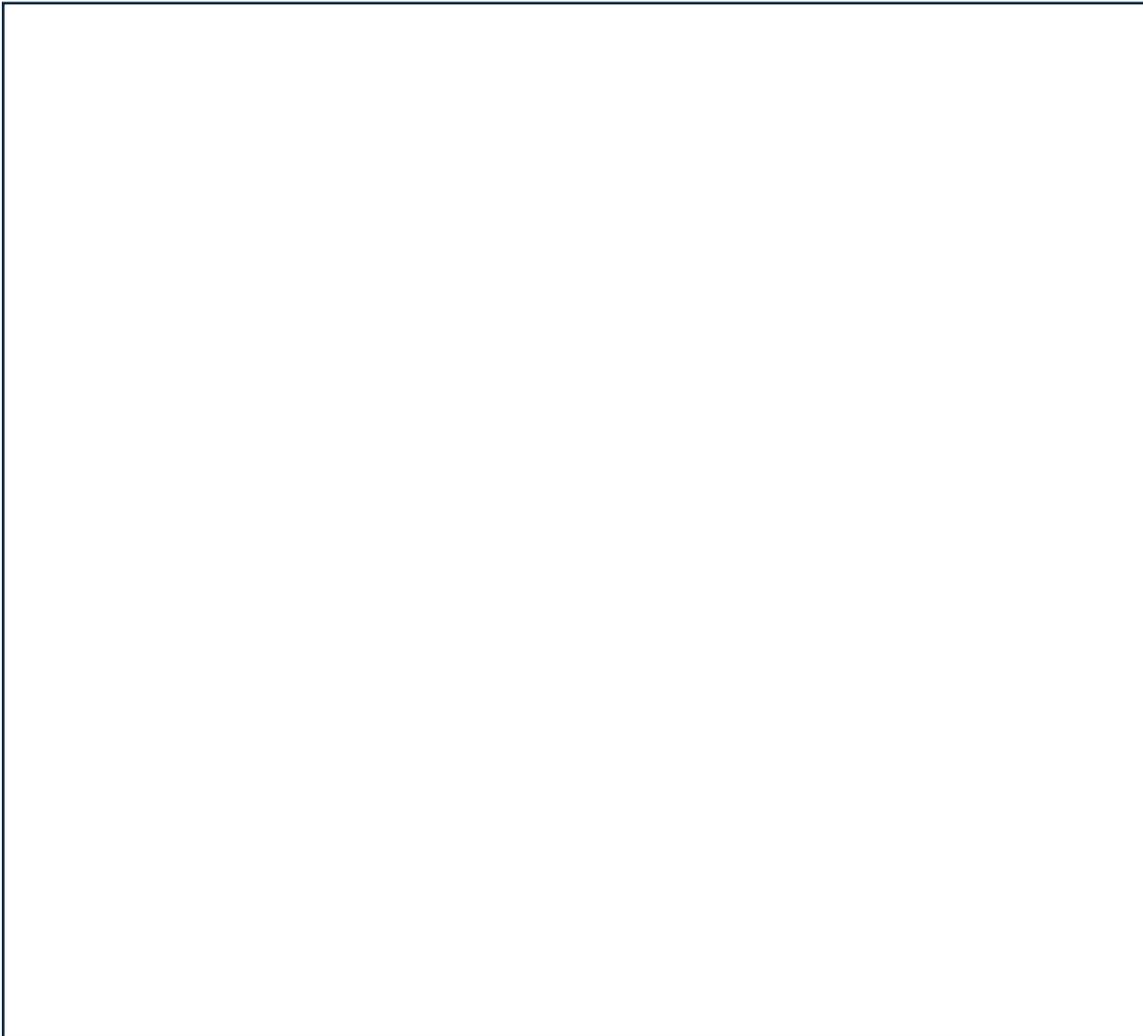
For the next week, focus on delaying your response to questions long enough to ask either: (1) *“That’s a good question. Can you tell me more about why you ask?”* or (2) *“Hmm...great question. What do you think?”* Note the additional information you will glean and how that information improves both your problem-solving ability and your effectiveness as a coach.



video 41

CHALLENGE:

Bring your team together for a discussion of this technique. Challenge one another to think of times when you recently answered a question directly when it would have been better to have first gathered more information. Then see if you can have a bit of fun over the next few weeks helping each other make better use of this simple, but incredibly powerful concept. What we suspect will happen is a lot of under-the-table shin kicks as you catch one another failing to slow down and ask before you answer.



MODULE 5

video 42

The 360 Rule

You can open up discussion on this MindSet by asking if participants know what an average IQ is. (It's 100 – the “50th percentile” as shown in the chart below.) Then you can use the chart below in the Workbook to learn more about what a given IQ means in terms of percentile rank. FYI: In case you are asked, an IQ of 120 places someone at the 91st percentile (and three such people gets you to 360 IQ points).

The essence of this MindSet is to get participants to see the wisdom of making use of the talent around them when making decisions. Our understanding that decision-making is enhanced by having 3-4 individuals focus on an issue comes from what is called “gaming theory.” The quality of decision-making does not appear to go up by involving more people, and in some instances, it goes noticeably down.

This is an insight you should strive to get embedded into the decision-making culture of your company: If you are making an important decision, and the building is not on fire, there is no excuse for not running your thoughts past a total of 360 well-informed IQ points.

CHALLENGE:

Bring this concept up with a few colleagues or your team. See if you can develop a culture where people are constantly asking other people, “Hey, can I get your IQ points on this?” The more commonly you hear that phrase, the more confident you should be in the quality of decisions your team is making.



CUMULATIVE IQ



video 42

DID YOU KNOW:

Adult IQ scores in the United States, as measured by the WAIS-IV (a premier intellectual assessment instrument), fall at the following percentiles:

An IQ score of 70 = 2nd percentile

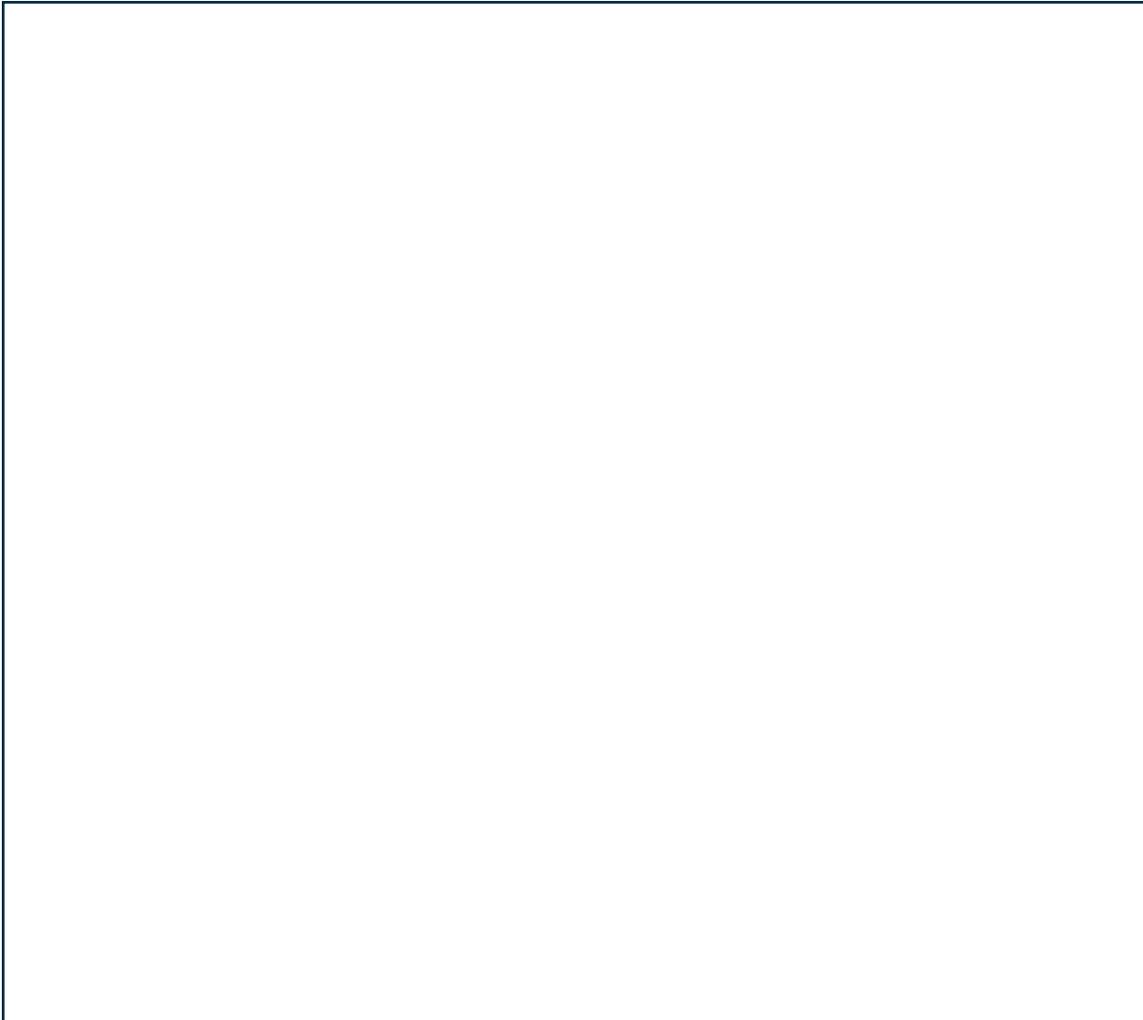
An IQ score of 85 = 16th percentile

An IQ score of 100 = 50th percentile

An IQ score of 115 = 84th percentile

An IQ score of 130 = 98th percentile

If you think you and two other people are going to reach 360 IQ points, at least a couple of you better be pretty darn smart!



MODULE 5

video 43

*What/How/Who:
Sit Back Down*

WHAT?

HOW?

WHO?

This MindSet was created in response to observing many group decision-making processes that would spend appropriate time on the question of what was to be done, but not enough (or no) time on the questions of how to best execute or who should lead the process.

DISCUSSION PROMPT:

An example of where leaders should spend time on not just the what, but on the how and the who include:

- Openness to New Learning (Video 25) where we stress the importance of selecting the right person to help a Scared Rabbit learn and grow.
- Mentoring (Video 28) where we explain that a formal mentoring process will falter if we fail to use the right process or select the wrong participants.
- Linkage (Video 29) where success is again dependent on how introductions are made and how well someone knows the individuals with whom they work.
- What's Wrong With This Picture (Video 37) where we stress the importance of choosing the right messenger (typically a senior leader or executive).

TRY IT:

The next time you gather a group together to make a decision, try this exercise. Before the meeting begins, write three words on the board:

What?

How?

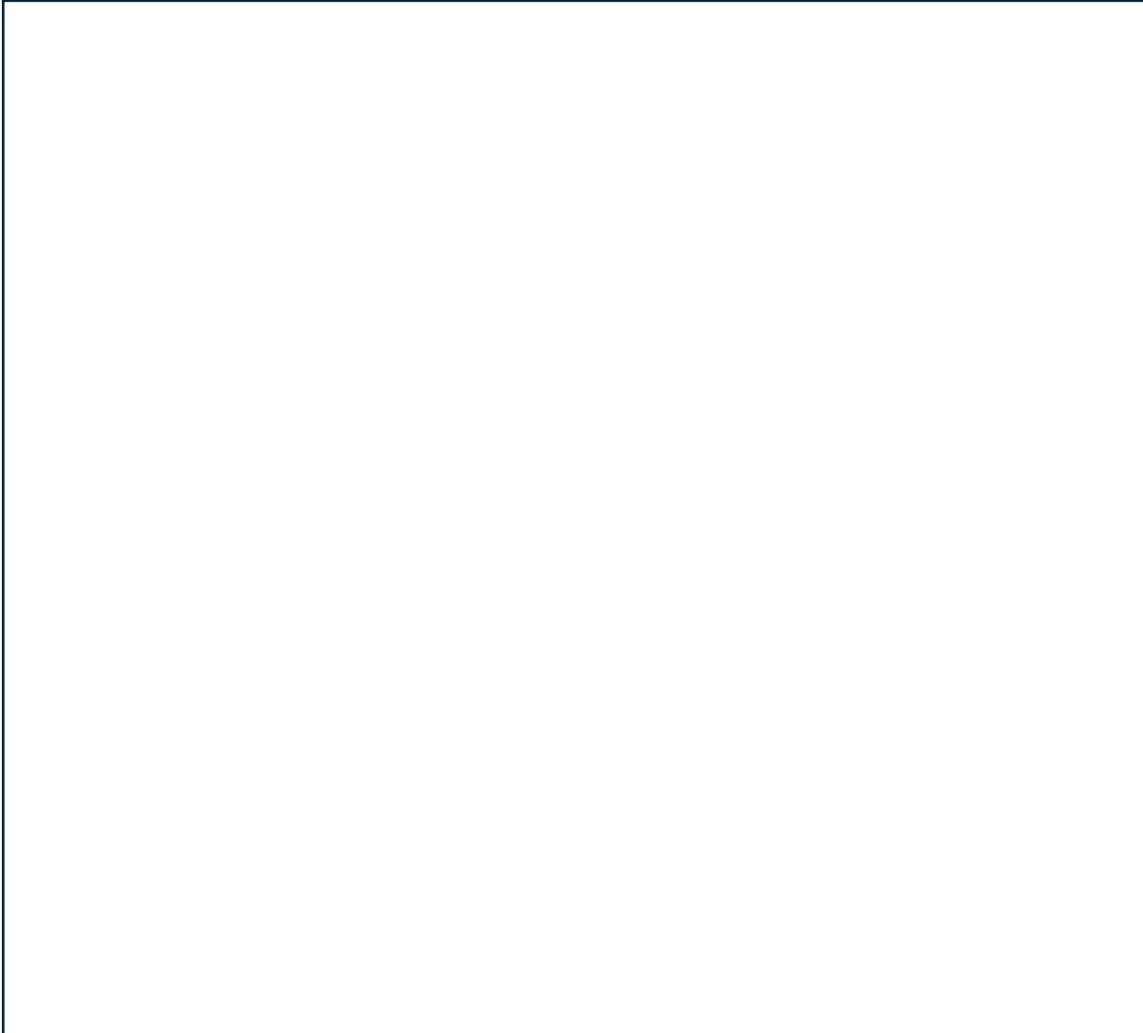
Who?

--



video 43

Normally, the meeting will initially focus on WHAT you are going to do. Your job is to use the reminders on the board to make sure you also discuss the best process for HOW you will implement your decision. Finally, make sure the group considers WHO will be the best player(s) to implement the game plan. Your goal should be to make this a standard practice in your company's decision-making process.



MODULE 5

video 44

Plan It Backwards

The ability to effectively lead a group planning process is an underappreciated skill of leadership. So often the process gets off to a bad start with some question like, “So, *what do you guys think we should do?*” Use this MindSet to have participants see how much better planning will go if they **start with the end in mind**.

Dr. H gives a good example in the video (the upcoming visit from the executives of an out-of-state hospital system), but you can use any event planning as an example for your participants to consider.

Say they are charged with planning a social event for staff. Would they know to start the planning by asking, “*When employees are going home from the event, what would we like them to know and how would we like them to feel?*” Would clarity on those two questions help decide where to hold the event? Who to invite – only staff, or should family members be included? What activates to provide? Who, if anyone, should make remarks – and what should those remarks be? How are invitations going to go out? Do we want to use the event to recognize or honor anyone or any group? Etc.

Push participants to try this technique the next time they are leading any planning process, be it at work or another setting.

TRY IT:

The next time you are planning an event or experience for others, start the planning process by putting the following two questions on the board and discuss them thoroughly before moving on to any planning for the event or experience:

1. What information do we want participants to know at the end of the interaction or event?

2. How do we want participants to feel at the end of the interaction or event?



video 44

ESSENCE:

You will find that by beginning with these end goals clearly in mind, your planning will be both easier and much more effective. This process will make sure your planning process does not get captured by the question of WHAT you are going to do; it will help to force better consideration of the HOW and WHO questions. Again, as with Video 43: Sit Back Down, your goal should be to make this Plan It Backwards technique a standard practice in your company's decision-making processes.



MODULE 5

video 45

Invert the Question



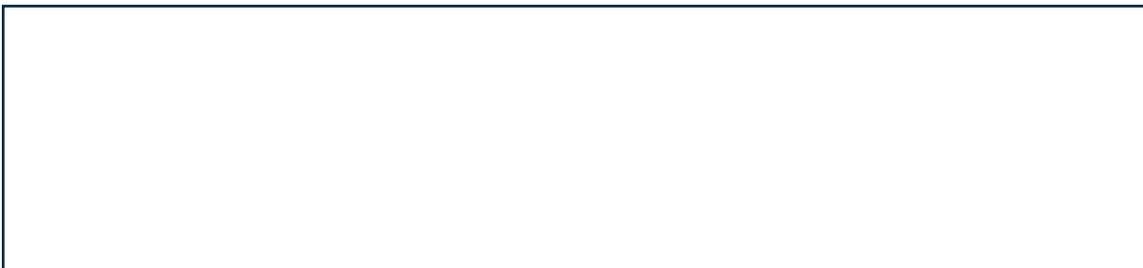
Videos 45 and 46 can be taught together. Video 45 is a general technique; Video 46 is a specific application of that general technique. You can think of this technique as looking at a challenge or an opportunity from the other side.

Try this technique for a few weeks, and we think you will adopt it forever.

It can work beautifully in one-on-one conversations when an employee brings you a new idea they're excited about. Try responding with, *"Interesting idea. Can you tell me any reason we might regret doing what you are proposing?"* (See Video 46: Argue the Other Side for additional context)

This technique also works well in group decision-making processes or meetings. If the meeting is designed to consider how to improve a process, try asking *"What would we do if we wanted to make process as terrible as possible?"* If the meeting is to work toward a new goal, start by saying *"What steps could we take to make sure we never get anywhere near our goal?"*

Inverting the Question will help you think differently and generate new ideas. And by highlighting ideas that would hamper your progress, it can also act as an insurance policy of sorts to keep you from accidentally doing something incredibly counterproductive.



MODULE 5

video 46

Argue the Other Side

Video 46 is a specific application of the general technique, Invert the Question (Video 45). The use of this technique will help participants determine whether an idea that is brought to them has been vetted well or not, i.e., how much confidence they should have when considering approval of the proposal.

This is also a powerful technique for anyone who has an interest in improving their ability as a coach or mentor. The best coaches and mentors don't simply give people the answer – they teach people to think for themselves.

ESSENCE:

After listening carefully to a proposal, ask the other party to tell you the best reasons they can think of to NOT do what they are proposing. Counterintuitively, the better their response, the more interested you should be in their proposal.

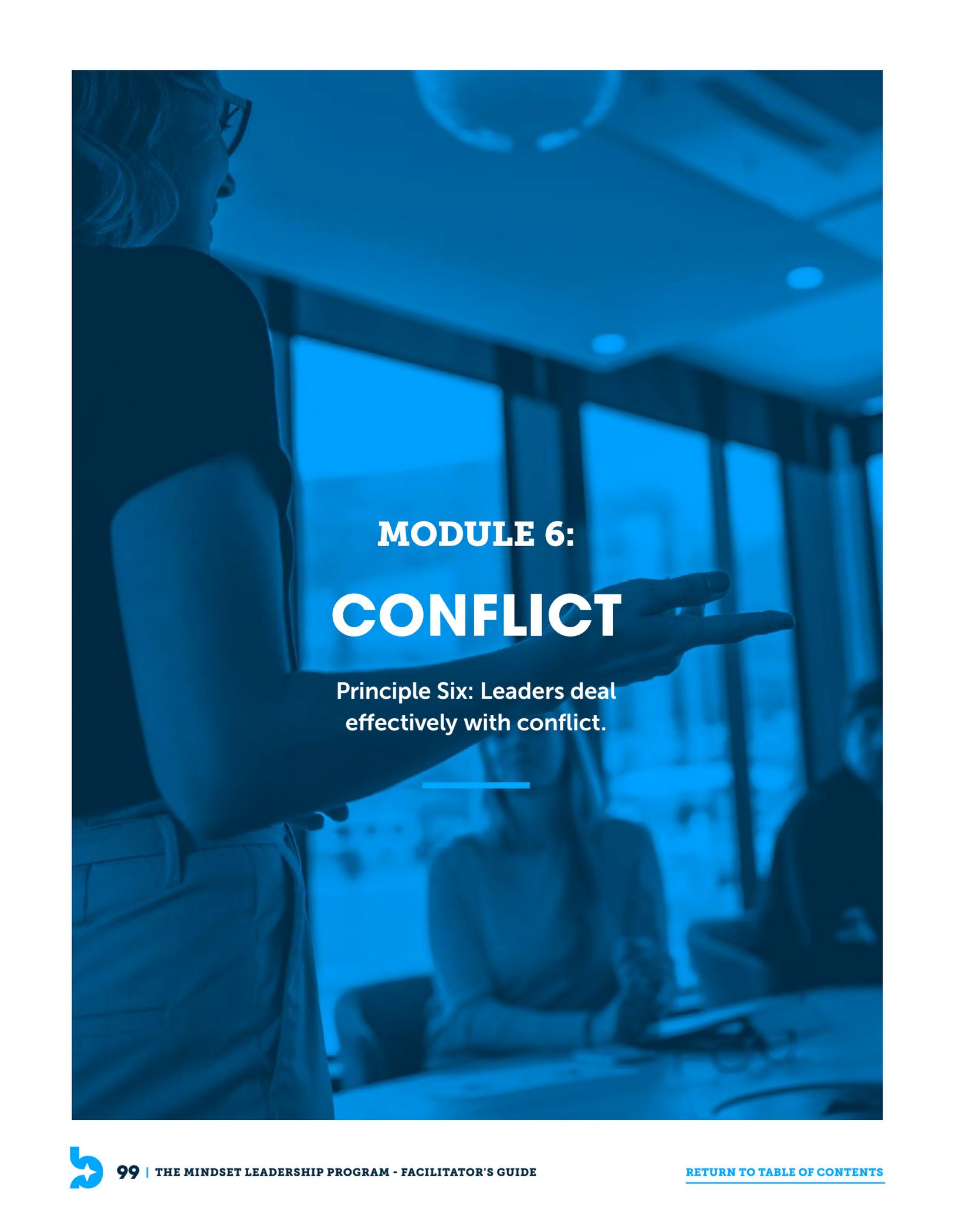
REMEMBER:

Most leadership is either parenting or coaching. This is clearly a parenting insight. (It's a particularly good technique to use when parenting adolescents!) This technique is a focused use of the broader invert the question concept from Video 45. You should have this approach at the ready when approached by a team member, outside professional, consultant, or even a friend who has a great new idea. It can help you avoid climbing onboard the Titanic!

REFLECT:

Can you recall a time when someone you know was enthusiastic about an idea that ended up being a total flop? Did their enthusiasm result in others jumping in with them on the road to flopsville?





MODULE 6:
CONFLICT

Principle Six: Leaders deal
effectively with conflict.



MODULE 6

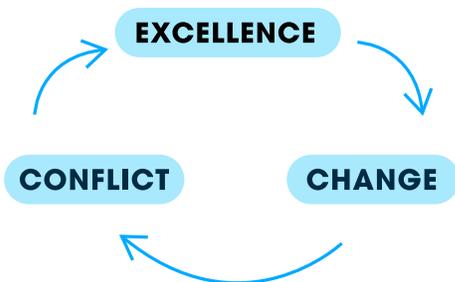
video 47

Introduction to Leadership Principle 6

Three things to cover as you introduce this 6th Principle:

1. Many individuals who would otherwise be fine supervisors fail because of their inability (or unwillingness) to deal with conflict.
2. Within an organization, change will most often generate conflict, and conflict can lead to change.
3. Not all conflict is bad. Maintaining high standards requires periodic change; thus, because change leads to conflict, sometimes conflict can be an indicator of progress.

Think of a significant change your company has processed in the past few years. Was it necessary? Was it helpful on the whole (either it accomplished good or prevented damage for the company)? Did the announcement and implementation of the change cause some conflict? If so, that is the typical pattern: **change usually leads to conflict**.



REFLECT:

How comfortable are you dealing with conflict? Do you have an instinctual “go to” approach such as:

- Avoid or just accept conflict
- Using power to resolve disagreements
- Negotiate and/or compromise
- Separate hostile parties from each other
- Collaborate
- Refer conflict to an outside authority for a decision

When introducing this sixth leadership principle, you can use the question below to spur initial discussion. You can also modify it to ask participants to think of leaders who they have known in the past who have too heavily relied on just one approach.



video 47

All are useful methods for conflict management. Which do you use most often? Which method should you use less often? Which method should you use more often?

The following **Did You Know** part of the Workbook is an important discussion for you to lead with participants. What can others learn from those in your system who are good at addressing conflict? Are there ways you can get those leaders to help others grow in this area?

DID YOU KNOW:

An inability to deal well with conflict is one of the most frequent reasons new managers fail when placed in a leadership role. When someone is first promoted to a supervisory role in your organization, you should ensure they have open-door access to a more experienced leader for advice, counsel, and reassurance. Who in your company has outstanding conflict management skills and would be an effective mentor to new managers?



MODULE 6

video 48

Stupid Idea – Let's Have Lunch

Note: BetterCulture is not implying that anyone should call anyone else (or their ideas) “stupid.” This concept is creatively titled to present a good-humored theoretical example of what could be said between two people who truly welcomed and valued intellectual conflict while never personalizing their disagreement.

If you want a work environment where innovation thrives and excellence is always the goal, this is an important concept each of your team members should fully embrace.

If you can get this to become a known and expected standard of behavior in the company, you will improve the speed and quality of decision-making. You can ask participants versions of the questions in the **Reflect** section below:

- Do you speak up when you think you may have a better idea or a colleague is wrong? If not, why not? What could be done to make it more likely you would?
- How do you react when it's your idea or plan that is challenged by a colleague?



REFLECT:

How do people disagree with one another in your work setting? If you disagree with the thoughts or actions of a colleague, are you comfortable letting them know you think they are wrong? How are your comments received?

Reverse it: How do you react when a colleague directly states that they think you are wrong? Be honest – does that happen in your setting and how do you respond? Do you say, “Thank you?” You should!

Key Insight: Argument and intellectual challenge are gifts. Supervisors should have no tolerance for those who turn intellectual conflict into personal conflict. Is this a norm or expectation in your system? How about on your team?



video 48

Who are the thin-skinned members of your team who struggle to take, or give, candid feedback? If you want to improve the performance of your team, those individuals need to become more comfortable saying (and hearing): *“Stupid Idea – Let’s Have Lunch.”*

If you have staff members who need to grow in this regard, follow the guidance of Video 43 – Sit Back Down. The questions you should be asking yourself are: **What** do we want them to learn and change? **How** can we best help them acquire this important insight? **Who** is best to take on that coaching process?

Stress the **Try It** section below. Press attendees that it is their responsibility as leaders to inject this important cultural expectation into your work setting. It will be a great boost to improve decision-making if they can help get this done.

TRY IT:

Talk openly about this insight with your colleagues. Strive to make Stupid Idea – Let’s Have Lunch a known metaphorical phrase in your organization. A key to making it a norm is a practice of calling people out if they turn intellectual conflict into personal conflict. Be direct. Remind them that friendly friction is an indication of passion and a desire to get things right – to make things even better.

Challenge every employee to help maintain a culture where ideas battle, and people collaborate. It will both speed up and noticeably improve the quality of your team’s decision-making.



MODULE 6

video 49

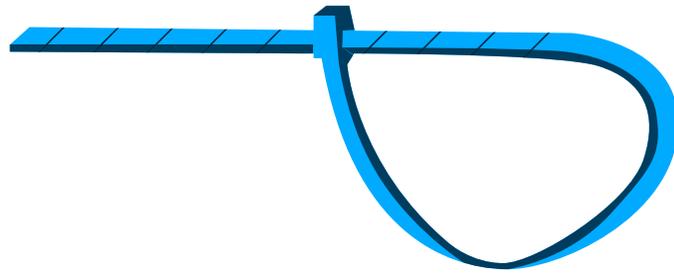
*You Can
Always Ratchet
Up Tomorrow*

INTENSITY

Not Enough

Just Right

Too Far



This is a particularly important insight for short-tempered leaders to grasp, but it is a good reminder for all of us who overreact from time-to-time when stressed or exasperated.

It is great parenting advice to not discipline in anger. The same advice applies in the work setting.

The key insight you want participants to understand is that, as a leader, they need to learn how to use the least intense interaction style necessary to successfully register their message with the target employee. Remember to stress that it's a mistake to overshoot on intensity – something many of your participants might be predisposed to do when they get frustrated.

Don't ignore the other side of the spectrum, however. You may have participants who fail to be intense enough when it is necessary to stand up for themselves or get someone's attention. This is a Goldilocks & Three Bears situation: not too firm, not too soft – get it just right.

REFLECT:

Which employees in your setting require you to adopt a more forceful interaction style so as to get their attention and focus on feedback? At the other end of the spectrum, who are the more tender-hearted employees who would be devastated by overly assertive criticism? Are you effectively adapting your style to hit the right notes with both groups?



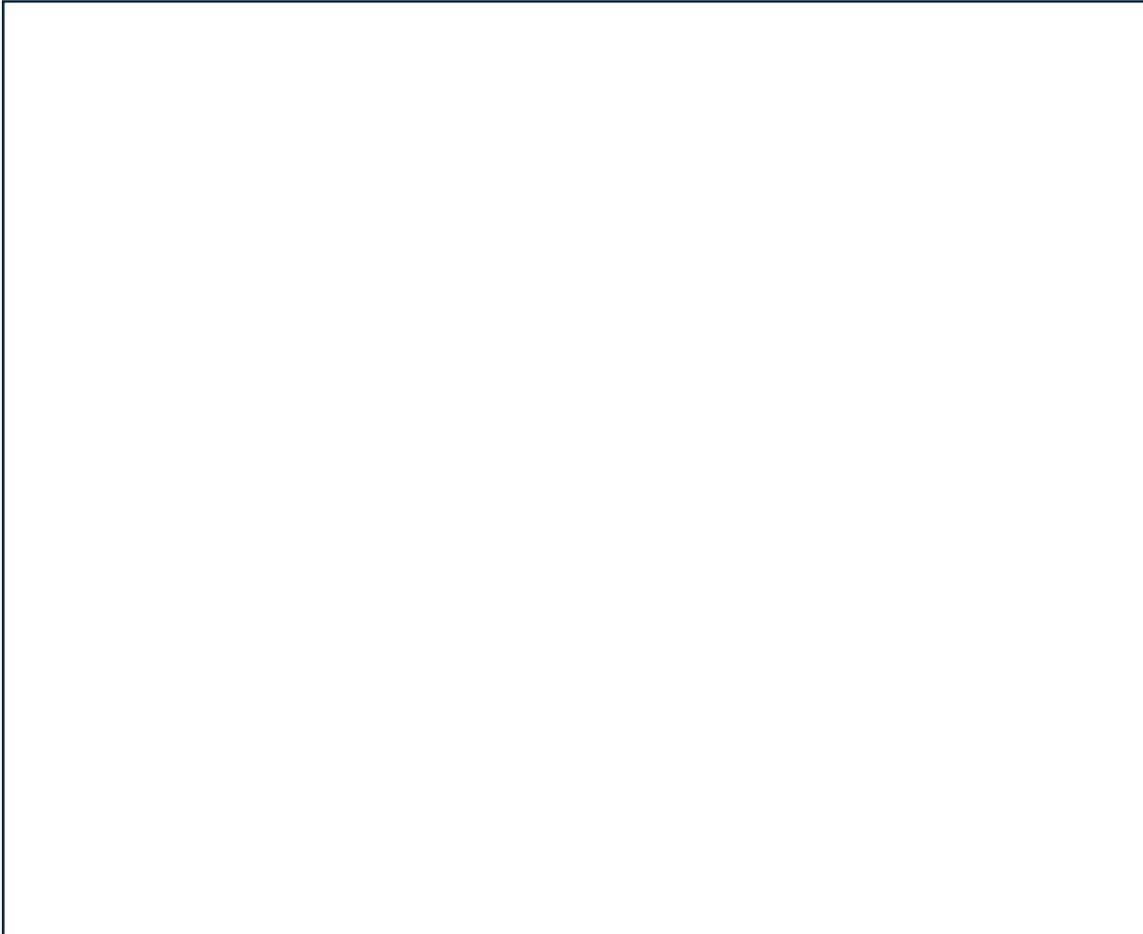
video 49

CHALLENGE:

The key here is to be honest with yourself about where you have room to grow.

Do you tend to be direct, or even a bit harsh, when giving directions or feedback? Does your lowest intensity start at a 5 on Dr. H's 1-10 scale? If so, try starting at a lower intensity – say a 2. You may be surprised how well it works with a good number of employees, and see the added benefit of people becoming more comfortable around you.

Are you a softie when it comes to providing feedback – seldom ever getting above a 6 with respect to intensity? If you are, remind yourself that just because BetterCulture says it's best to undershoot intensity on your first go-around with feedback, you have a responsibility to steadily increase your intensity until you observe the needed change.



MODULE 6

video 59

Learn to Apologize

It is especially true that if your participants are in leadership roles, they have a responsibility to repair the damage that can be caused by a poor interaction. Often all that is required is a sincere statement such as, *"I wish I would have handled our interaction yesterday differently."*

The group may also find it useful to discuss the study Dr. H references with respect to the impact a genuine apology has on customers. Are we training our staff to do that well?

Note: It can be helpful to also talk with participants about how to accept compliments well. Often people think they are being nice when they dismiss an apology: *"Oh, no problem at all – I didn't even notice."* This response is actually dismissive of a sincere offering from the other person and discourages the person from apologizing in the future. Teach participants to say something more along the lines of, *"Thank you. That means a lot to me, and I really appreciate it."*

The same sound advice applies to accepting a compliment. Don't dismiss a compliment with, *"What, this old shirt? I got it on a bargain rack."* Instead learn to simply say, *"Thanks – I'm glad you like it!"* A wise phrase to share with the group with respect to compliments: You should strive to give generously and accept graciously.

Conflict is inevitable. And conflict can be a good thing. But no matter how hard you work to encourage healthy conflict, sometimes we mess up. Sometimes we say the wrong thing. Sometimes things do get personal. Sometimes we hurt others even when we had no intention to do so.

In those instances, we need to understand the impact of a genuine apology: it has the power to heal. But to unlock that power you must (a) be humble enough to apologize and (b) do it well.

REFLECT:

Start with yourself. Are you inclined to apologize when you mishandle a situation? Listen to the case Dr. H makes for the power of an apology. Consider how much stronger your relationships with colleagues could be if you followed his advice.



video
59

TRY IT:

When you see a situation where an apology is due from one staff member to another, don't hesitate to encourage the offending staff member to follow this practice. You may have to role-play to help them become comfortable and capable of doing it well. But when people see how much cleaner their relationships can feel after an apology, they will thank you for prodding them and be more inclined to make use of this simple, but potent, practice in the future.



MODULE 6

video

51

Unspeakables

This is a high bar that few work cultures even try to achieve – but it is worth the time to explore with the group because it's so powerful when it becomes the norm for a team or company.

This MindSet can be a challenging concept to grasp at first, so we recommend you use the video to let Dr. H introduce and explain his Unspeakables concept. Then if you are facilitating a group where the participants are comfortable and trusting of one another, you can follow the suggestions in the Workbook below and ask for examples of where an Unspeakable was effectively addressed, or where it would have been better if it had been addressed.

The BIG THREE emotions that clog up personal relationships and prevent the open flow of communication are:

Fear Anger Hurt

REFLECT:

Do you have a current relationship with a co-worker that has been strained by one of these three emotions? What would it take to find the courage to talk with your colleague about the unspeakable?

REMEMBER:

Who should initiate the conversation about an unspeakable?

If only one party knows an unspeakable exists, or only one party knows the cause of the unspeakable, that party should initiate the conversation.

If both parties know the cause of the unspeakable, the person with the highest title should initiate the conversation.

How you initiate discussion of an unspeakable is critically important. Dr. H gives a wonderful example of how one of his former colleagues opened discussion of an unspeakable with incredible skill. You will find it helpful to script your first few sentences – those first words will make a big impact on how the rest of the meeting will go.



video
51

Reminder: The three-part script Dr. H used in the video to open the conversation about an Unspeakable is a powerful formula:

1. *“Our relationship means a lot to me.”*
2. *“You recently said something that has been bothering me.”*
3. *“Would you be willing to find a time when we could talk about it?”*

Repeat these three simple elements and ask the group if this approach resonates with them. Encourage participants to adapt this specific phraseology (or something similar that suits them).

TRY IT:

Take time in a team meeting to explain what an unspeakable is. See if people can think of an unspeakable they have experienced – either in their personal life or in a past job. For each situation, discuss how someone could have begun and conducted a conversation about that unspeakable. See if each situation calls for a different approach depending on the negative emotion involved: fear, anger, or hurt.

Finally, have the team discuss how a person should respond if approached by a colleague who has found the courage to discuss an unspeakable. What can you do to help put the person who took the initiative to start the conversation at ease?





MODULE 7: FUN

Principle Seven: Leaders encourage others to enjoy their work.



MODULE 7

video 52

Introduction to Leadership Principle 7

FUN QUESTION PROMPT:

Before playing the video, you might ask the group *"What is the opposite of play?"* Note: *"work"* is NOT the right answer, though you're likely to get that response! Push participants to embrace the concept that work can be made fun (or at least more fun, at times). If you're looking for an actual answer to this question, we'd suggest something more like *"boredom," "toil" or "drudgery"* is the opposite of play.

Use the questions in the Workbook below to open up conversation about this important 7th Principle.

Is your workplace enjoyable? It's a simple question, so answer it. Is your workplace enjoyable? Is the environment upbeat and pleasant a large majority of the time? Do you often see smiles and hear laughter?

REFLECT:

Would you like your work setting to be more enjoyable? Is there room to improve? What are some things you could do, or things you could stop doing, that would make your work setting more fun, upbeat, and enjoyable?



MODULE 7

video 53

*Empower Your
Fun People*



This is a good time to name names; encourage people to call out other people they enjoy being around! Have participants generate a list of team members who inject fun and energy into the workplace. Remind them that you are not looking for the class clown or the disruptive member of the staff who wastes time or often takes a discussion off course. The goal is to think of people who are productive AND naturally fun and enjoyable to be around. Use the discussion cues in the Workbook below.

REFLECT:

Who are the naturally “fun” people in your work setting – the people who others just enjoy being around? Who are the individuals who can plan a party that most everyone would look forward to attending?

Dr. H suggests that you 1) take notice of the fun people on your team, 2) value them, and 3) empower them. **Ask:** Are we doing that now?

Remember: Any time people give a compliment to a peer who was not in your session is a great opportunity to make sure that compliment gets back to the person being complimented (and attributed to the person who gave the compliment). See Video 20: Second-Hand Compliments.



video 53

CHALLENGE:

Do you have a fun committee? You should, even if you give it a more sophisticated name. Find a group of your most upbeat and positive people – ideally from different departments – and explicitly ask them if they would be willing to spread that sense of joy and happiness around to help maintain an enjoyable work setting. You also need to empower them. Make it clear that their work is important by giving them the backing of the executive team. If Mr. Uptight VP thinks there is just too much laughter, you need to be able to tell him to take it up with the CEO!



MODULE 7

video 54

Sad: No Laughing Matter!

This is one that can become a bit uncomfortable for some participants if they tend to be on the dour side. Your goal should not be to make them the life of the party (that won't happen), but rather to have them lighten up enough to let others enjoy their work and interactions – and even have some fun. Again: try and blast out of their minds the notion that fun and play are the opposite of work. They are not.

We also, at times, find supervisors who see laughter in the workplace as a danger signal that they may be losing control – that focus on a task is being lost and work isn't getting done. Thus, they see laughter and fun as a threat to productivity. (Recall Kim telling the story of the top executive who was upset when he saw a ping-pong table in the staff lounge area.) They are not entirely wrong – and as facilitator you can acknowledge that. But what Dr. H is pointing out is that there is a cost to pay on the other side if you do not recognize the benefits of welcoming some joy and fun into the workplace. That cost is lower morale, higher turnover, and less personal connection between members of your staff.

A quote from the video: *"One of the main reasons for the creation of BetterCulture was to make life miserable for lousy bosses."* Ask participants what they think Dr. H meant when he said that. (The answer is he would consider someone a lousy boss if they fail to try to bring BetterCulture's Seven Principles of Leadership to life for employees – and that definitely includes #7!)

REFLECT:

Do you have leaders in your company who stifle laughter and joy? These are people who say things like, *"Work isn't supposed to be fun."* or *"I'm not paying you to chitchat."* They huff, sneer, grumble, and often intimidate others. Do you have any of these people? Who are they? (If you are one of those people, reflect on yourself!)

What are you going to do to address the issue with these gloomy, overly stern, dour sorts? Do you have a culture code that stipulates this type of attitude/behavior is unacceptable in your work setting? Are you willing to bring up the Unspeakable negative impact they are having on others around them?

If they won't or can't change, can you minimize their impact by physically isolating them from others? Are they so valuable you want to keep them despite their destructive impact? If so, you are hurting your chances of achieving a great culture.



video
54



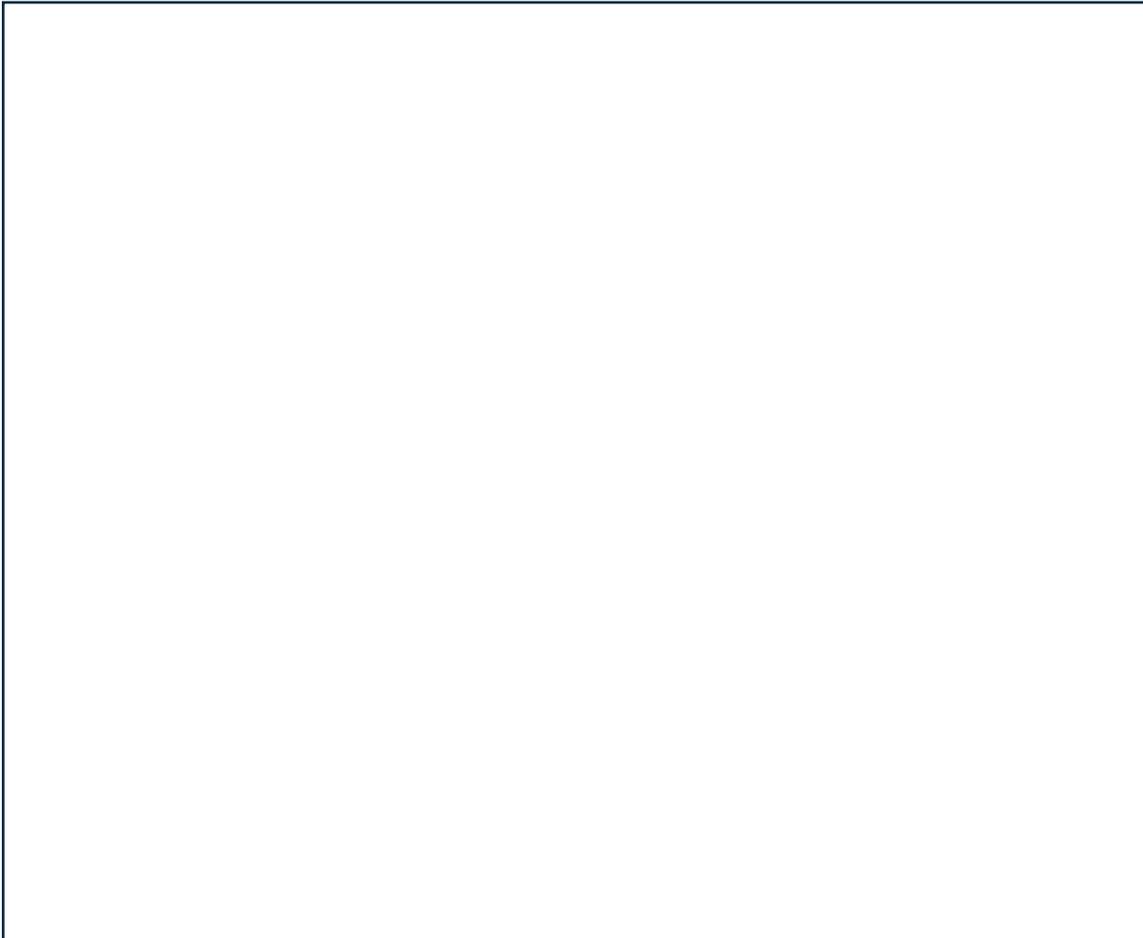
REMEMBER:

Individuals who lead by fear and intimidation are a cancer to your culture – and eventually will be a cancer to your business.



Laughter can relieve tension, soothe the pain of disappointment, and strengthen the spirit for the formidable tasks that always lie ahead.”

- Dwight D. Eisenhower



MODULE 7

video 55

Why Not Have Some Fun?



A great many of the MindSets throughout this program are relevant to keeping a warm and upbeat culture. It starts with envisioning the culture you want to build and protect – a vision that should include fun and laughter. Use the Workbook below to spur discussion.

TRY IT:

Making use of the Invert the Question technique, gather a few colleagues around and ask what could we could do if our goal was to make sure that we prevented as much fun and joy as possible in our work environment? Discussion may be a little challenging at first, but stick with it. You may discover that there are a few things (or a few individuals) that are presently inhibiting staff members from enjoying their work environment as much as they could.

Then move on to the more challenging question: What are some specific things you could do to make your culture more positive, fun, and uplifting?

CHALLENGE:

Are you aware of other companies that have a culture that encourages fun and joy? If so, what can you learn from them? Do they have smart practices that you could adopt? Why not ask to visit their work setting and talk with their executive team about this important topic? The odds are they will be complimented you asked and eager to talk about this topic.



MODULE 7

video 56

What Humans Really Want

MINDSET LEADERSHIP PROGRAM REFLECTIONS:

At least once a year, reflect on BetterCulture's Seven Principles of Leadership. Review the Principles one at a time, and consider how well you individually, and your company as a whole, are making that Principle come to life.

Conclude this training with your group where you started, with BetterCulture's **Seven Principles of Leadership**®. Before going through the discussion process suggested below in the Workbook, the following questions can help to generate discussion:

- What insights or leadership tools have you gained through this program?
- Have you tried to incorporate specific MindSets into your leadership style? If so, which ones and how have they been helpful?
- Have you noticed any of your fellow leaders incorporating these ideas into their leadership? Have you seen a positive impact?
- Do you feel supported in your efforts to use this BetterCulture approach to leadership? What can we do to help keep this approach vibrant and alive?
- Do you now feel more comfortable brainstorming with a fellow leader knowing you have a common vision of what it means to lead in our company?

The Workbook below offers a great discussion process to cap off this program. Remind participants that the best companies are always looking for ways to get even better. When it comes to leadership and culture, they are relentless. We should be too.

PRINCIPLE #1 (CULTURE):

What do you, and your company, do to keep employees focused on mission, culture & excellence? Do you have a clear organizational purpose? Are you advancing meaningful cultural values? Are you always striving to get better? Where do you have room for growth?



video 56

PRINCIPLE #2 (PRIDE):

What do you, or what does your company, do to help build a sense of pride for the company in your employees? What are you and your company doing to ensure your good employees know that their company is proud of them? How could you be even better?

PRINCIPLE #3 (GROWTH):

What do you, or what does your company, do to help your employees grow? How are you advancing their development at work? What are you doing to increase their success in life? What more could you be doing to achieve these goals?

PRINCIPLE #4 (STANDARDS):

How good of a job do you, and your company, do at protecting the right of good staff to work with good staff? What is preventing you from being even better?

PRINCIPLE #5 (DECISIONS):

How consistently do you, and your company, use sound decision-making processes and practices? Do your decision-making processes contribute to staff growth and produce greater staff engagement? Is there room for improvement here?



video
56

PRINCIPLE #6 (CONFLICT):

How good of a job do you, and your company, do dealing with disagreement and conflict? Is intellectual conflict frequent and welcome? Are personal conflicts infrequent and quickly resolved? Where could you improve?

PRINCIPLE #7 (FUN):

How good of a job are you, and your company, doing at making the work environment enjoyable and creating fun in the workplace? What else could you be doing?



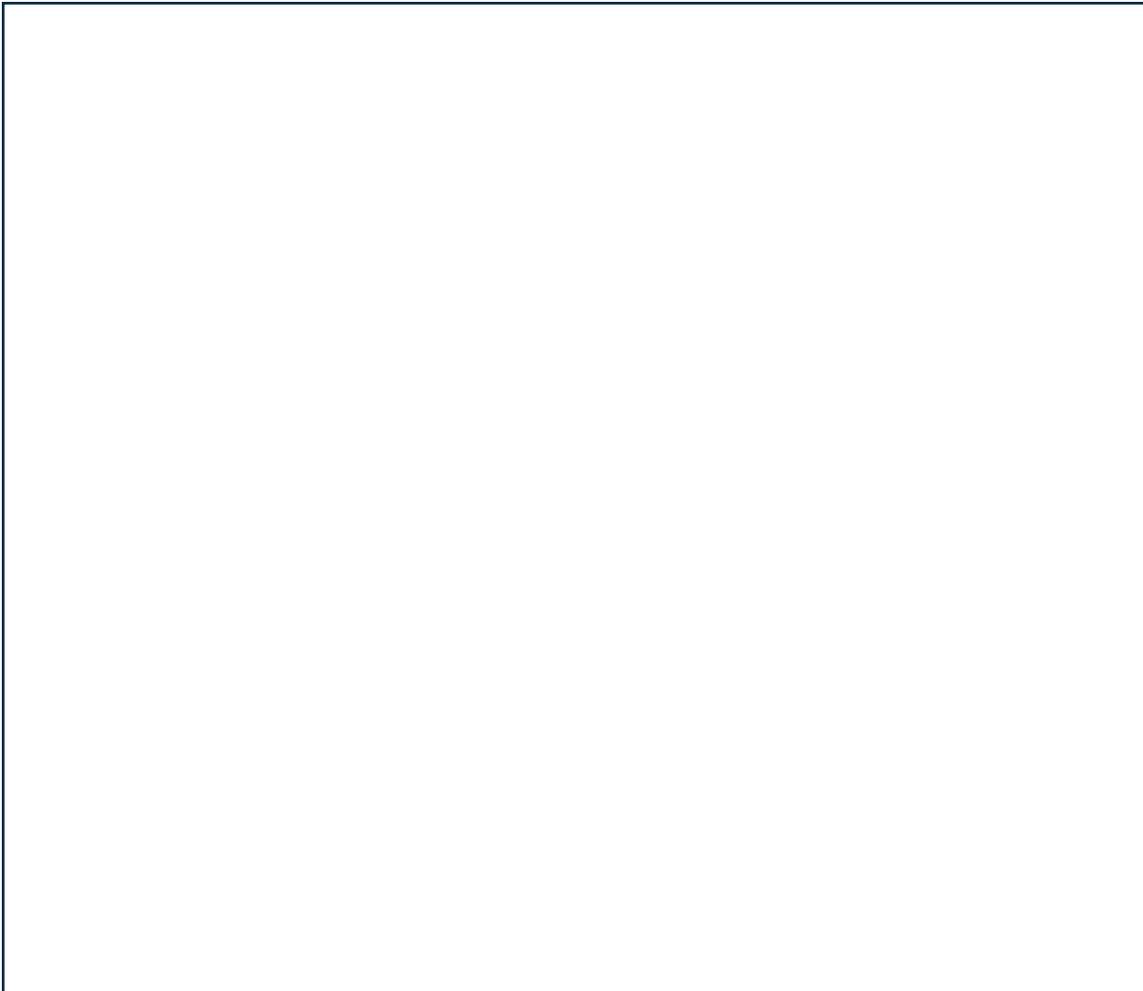
Congratulations!

YOU HAVE COMPLETED BETTERCULTURE'S MINDSET LEADERSHIP PROGRAM.

If you enjoyed the program, please help promote BetterCulture inside your organization and on your social networks.

Stay in touch with us by signing up for our newsletter at [BetterCulture.com](https://www.betterculture.com) and by following us on social media for more leadership insights and great additional training opportunities!

We hope you have enjoyed this video training program and gained valuable insights. We also hope this Workbook will serve as a lasting resource as you continue on your leadership journey. We invite you to contact us at info@betterculture.com with any questions, suggestions, or feedback about the program.



ON-DEMAND

MindSet Leadership

PROGRAM

A BetterCulture Product

ADDITIONAL NOTES:

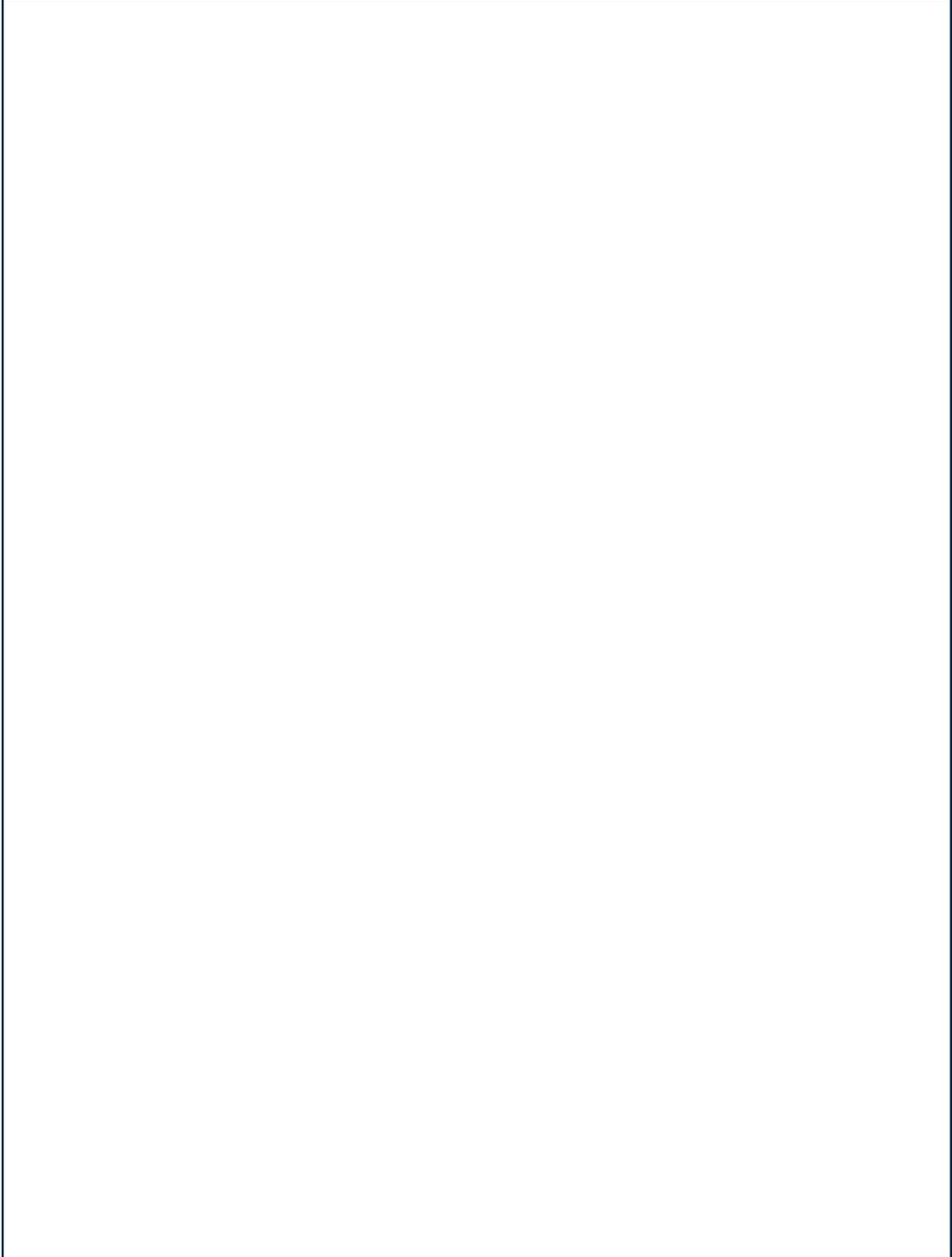


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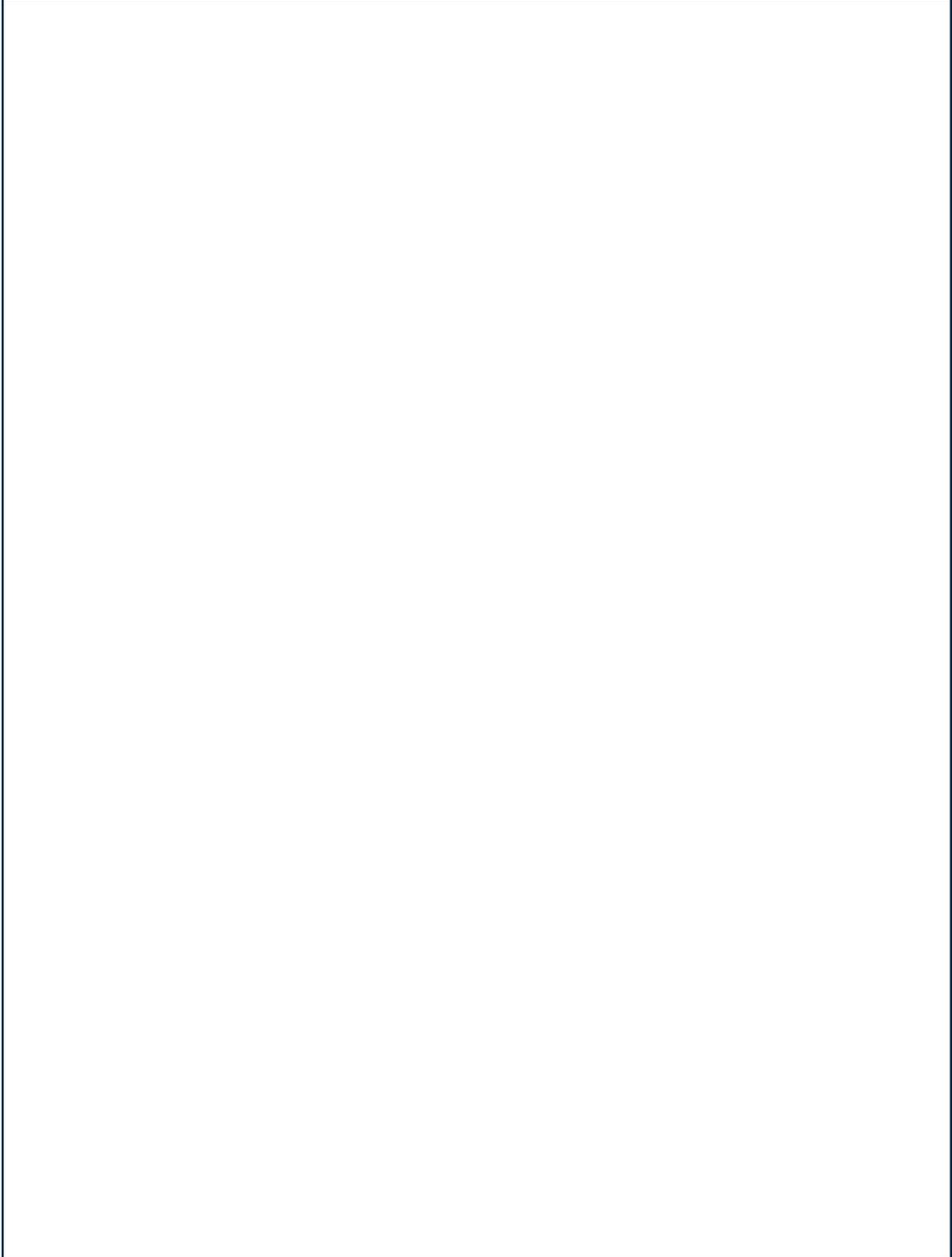


ON-DEMAND

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FACILITATOR'S GUIDE

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