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## Achieving Excellent Culture

### A Relentless Commitment To Excellence

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## **Achieving Excellent Culture**

A Relentless Commitment To Excellence

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# Course Overview

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**Notes:**

## Table Discussions

### Deepen Your Learning

### Living Your New Culture



## Meet the Culture Monster

He's a cunning little fellow who like an unintentional or default culture in your business or team, appears quite warm and cuddly but in reality is sneaky, sinister and devious. Seeming harmless, he lurks beneath the surface remaining undetected. Then suddenly, without warning, he sneaks up and consumes your creative ideas, devours your team spirit and eats your best strategies for breakfast all while remaining almost totally undetected. In most cases however, he's just the dark side of our own human nature, popping up when we're worn out, overtired, or just plain not paying close enough attention to what really matters.

His best hiding places are in cultures where leadership believes that "we have a pretty good culture around here." He thrives on this denial because it allows him to remain undetected and frees him to drive sneaky corporate politics, passive backstabbing, issue avoidance, secret meetings at the water cooler and kissing up to bosses and team leaders. He gets away with it all in the name of healthy internal competition but leaves a wake of hidden destruction as he slithers from hiding spot to hiding spot.

He excels at inspiring undetected selfishness, narcissism, greed and manipulation while smiling cutely and snuggling up to anyone who will tolerate his warm and fuzzy, feely-touchy exterior. His arch enemies are Truth and Excellence, Service, Transparency and Team spirit. Because he's a sneak, he's hiding somewhere in every business, team or organization. **Can you find him in yours (remember, he's all of us when we're at our worst)?**

## Unit 1

# WHAT IS CULTURE ?

## Learning Objectives

1. Understand what Culture is and isn't.
2. Gain clarity on the 2 basic types of Organizational Culture.
3. Learn how our cultural mindsets affect our perception of reality.
4. Learn the 3 Warning Signs of an Unskilled or Unintentional Culture.
5. Identify the Characteristics of an Excellent Culture.
6. Find out how to Win the Culture Clash.

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**Notes:**



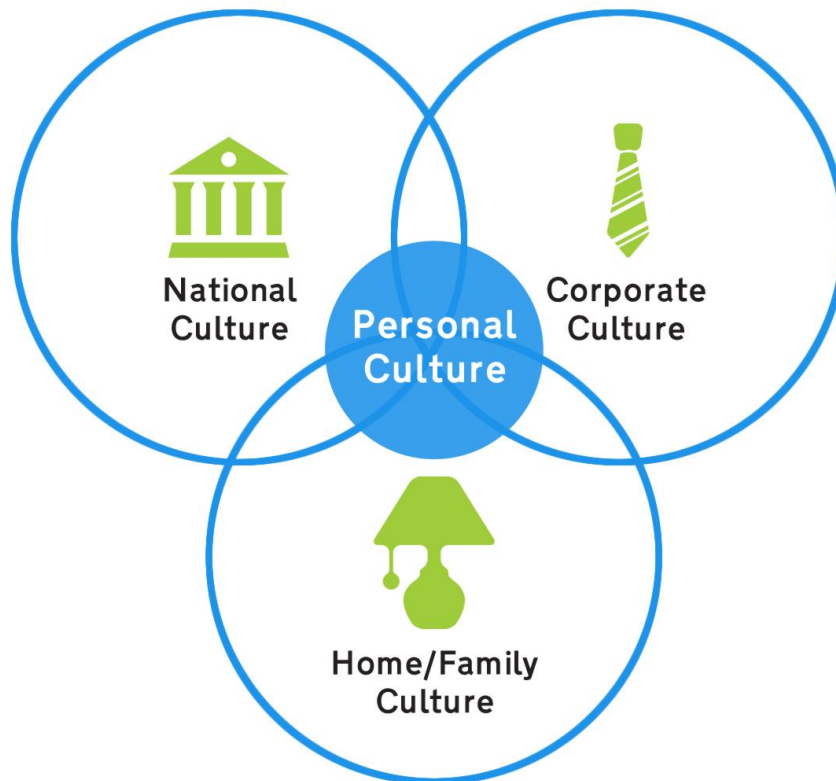
**Capture your thoughts in writing:**

## Introduction

Whether we know it or not, we were all born into a culture. Culture is the shared beliefs, mindsets, values, habits, communication styles and behaviors that are practiced, taught and accepted wherever we were born and grew up. We all carry a culture in our minds and hearts wherever we go and whatever we do.

### Collective Cultures Include:

1. National Culture is the culture of the nation we call our home.
2. Corporate Culture is the culture where we work.
3. Home or Family Culture is the culture where we live.
4. Personal Culture is the culture that's a combination of all of the above combined with everything else we believe, embrace and live out either by intent or by accident.



When we get together, we bring our personal culture with us and form collective cultures. Culture is the driving force behind good or bad, excellent or mediocre and behind every system, process or strategy we embrace, implement or practice. It's the true root cause of everything that human beings are involved in individually or collectively. It's the big Kahuna of everything the human race holds near and dear. It drives every result or the lack of results. It causes every business, school, government or family to succeed or fail. As culture is the primary driver behind every human thought and behavior, it is the prime factor in determining our futures.

Why do we as individuals spend so much time making New Year's resolutions only see them fade away in few short weeks? Why do our businesses spend so much effort and money developing systems and strategies only to find that many go by the wayside time after time? It could be that we've failed to realize that what Peter Drucker taught is fact: "Culture eats strategy for breakfast."

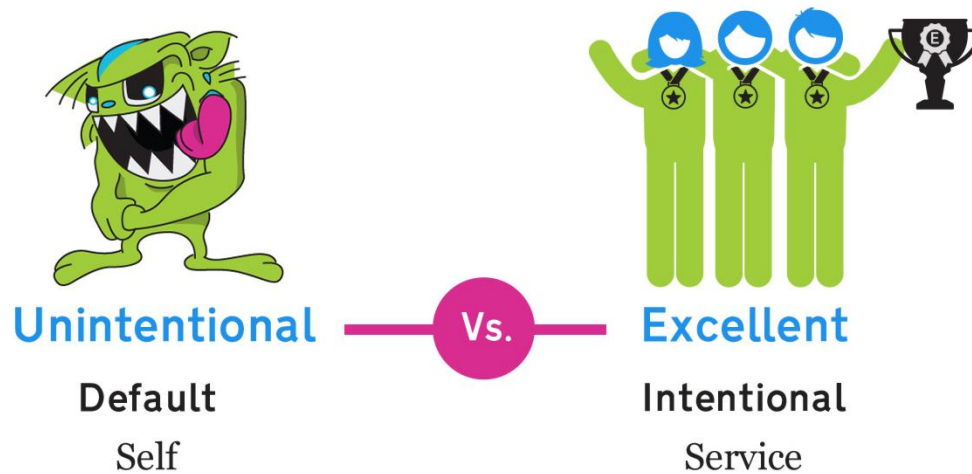
In this workshop, you will learn about culture. You'll learn about your team or corporate culture and you'll learn about your personal culture. You'll learn how to form it, shape it and develop it so that it serves you and your teams well. You'll learn what you can't change, what you can change, and how to achieve the lasting change you desire.

Let's start our discussion with the two basic types of culture that exist: Unintentional and Excellent.

## Unit 1

# WHAT IS CULTURE ?

## THE CULTURE CLASH



Throughout this content we will be referring to the **above diagram**. It portrays the internal and external culture clash constantly occurring.

### Culture Clash:

*We see Collective Cultures when...*

- We travel to different countries, or even different states, territories, and sometimes neighborhoods within our own city and country.
- Two different divisions of the same company come together for projects and deadlines.
- Companies merge.
- Couples get married, split families merge, or new roommates move in.

*We see Personal Cultures when...*

- We have a new goal.
- We're uncomfortable with our circumstance and desire to change.
- Our personal comfort zones are stretched or forced to expand.

**The Unintentional Culture** is a culture that has evolved by default. It is unintentional.

This happens when constituents in communities and organizations fail to intentionally come to a consensus on how they will live, operate, and accomplish their mission.

## **SYMPTOMS OF THE UNINTENTIONAL COLLECTIVE CULTURE:**

- Selfishness
- Manipulation
- Gossip
- Politics
- Greed
- Stagnation
- Good people leave
- Mistakes are hidden or overlooked

## **RESULTS OF THE UNINTENTIONAL COLLECTIVE CULTURE:**

- Temporary success / happiness
- Immature internal competition
- Strained relationships
- Grudges
- Avoidance of people and meetings
- Untapped human and organizational potential

The Unintentional Collective Culture typically shows up where leadership is top-down. We easily fall into this trap of culture and leadership for the following reasons:

1. **It's natural.** Often the natural self prefers to dominate others by trying to amass power over them.
2. **It's traditional.** Historically, autocratic, top-down leadership has been the most commonly practiced method of leadership.
3. **It's easy.** It is much easier to simply tell people what to do than establish and execute more effective leadership styles.

*Where Unintentional Collective Culture Shows Up, Unskilled Leaders Show Up.*

### **The Product of Unskilled Leadership:**

- Poor listening
- Ineffective delegation
- Top down decision-making
- Bureaucratic silos
- Command and control leadership
- Egocentric personalities run rampant
- Sneaky corporate politics
- Abusive authority
- Teams without accountability

---

“The purpose of bureaucracy is to compensate for incompetence and lack of discipline.”

— Jim Collins, *Good to Great*

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**The Unintentional Collective Culture** can exist in any organization or team when leaders don't take the time to look past surface level outcomes of their organizations, businesses or teams to recognize deeper issues.

## How Unintentional Collective Culture Really Works



After setting a new sales record, leadership overlooks the competitive mindset their sales team was developing in their record setting process. This mindset is more focused on beating each other than beating the competition. If not addressed and dealt with, this trend will continue until they have a dog-eat-dog culture filled with back stabbing and internal sabotage.

Once the manufacturing plant achieves their highest ever level of quality and customer satisfaction, the leaders relax. They enjoy their success and the admiration of their colleagues for too long. They fail to notice, that while pushing for the new levels of quality and customer satisfaction, their workforce was becoming dissatisfied and angry. Should this anger continue, it could result in multiple issues with employees planning a labor strike and reaching out to union reps to strike back.

While the Fortune 500 software developer is expanding market share and achieving global dominance, they fail to realize that their operating divisions are forming disruptive silos, distrusting their sister divisions and quietly refusing to collaborate on future initiatives.

A world leader in global technology innovation is rapidly launching a series of successful products, but they miss the fact that their push for excellence is breaking down the trust of their

key leaders. They now have a yes-man culture where leaders are more interested in pleasing the boss than doing what's best for the company, customer, employee or community. The sneaky corporate politics that result continue to grow unnoticed until the company's best talents start leaving to work for the competition.

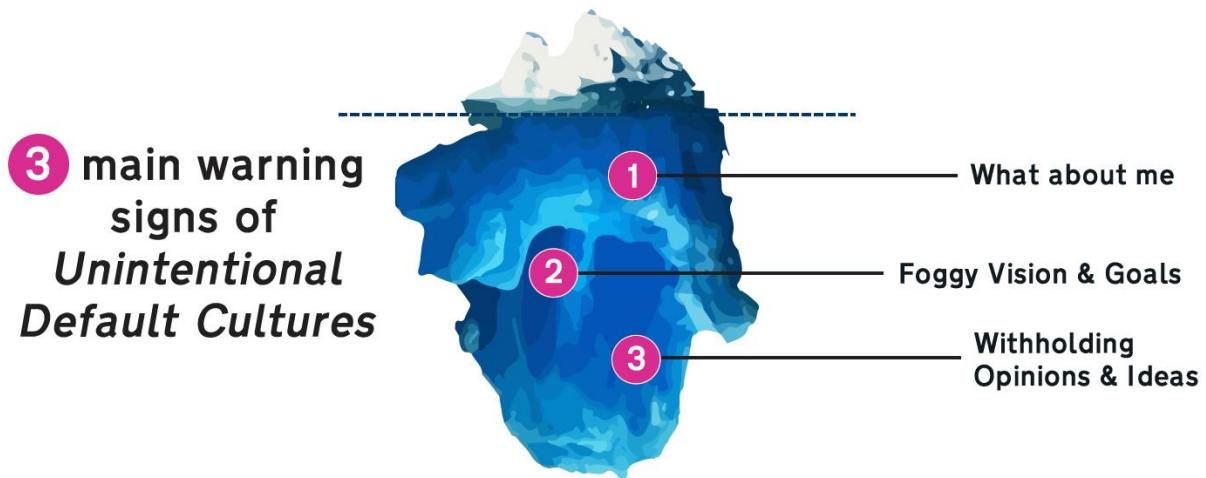
The operating division which just won "best in class" employee engagement scores avoids looking at what's really going on behind the scenes. Managers who scored low on communication in the most recent employee engagement survey go and ask their employees how they can communicate better. The "yes-folks" respond with superficial feedback and withhold the fact that they truly hate working for this boss.

The parents of a millennial generation teenager don't realize that while they are pushing their youth into excellent performance in school and sports, the kid is resisting internally until something inside pops and a disaster occurs.

## THE TITANIC

The Titanic didn't sink because of a rogue iceberg. The Titanic sank because of Unintentional Culture. If you study the historical facts, you'll discover that what truly sunk the big boat and took so many innocent lives was not the big ice cube, it was the cultural mindset of the captain and the crew. They believed that they were running the greatest vessel ever built with the best tech, the thickest hull and the smartest people. They were stuck in a culture of over confidence resulting in arrogance and pride. When you believe that you're the greatest, you lack the motivation to pay attention to the small things that can destroy you and aren't aware or intentional in what you're doing.





The captain and crew of the Titanic had developed a huge blind spot that cost people their lives. We will talk about blinds spots (scotomas), their significance, and how to overcome them in Unit 4.

### **Within Unintentional Collective Cultures we can see three main warning signs:**

#### **1. Team Members with the “What about me?” cancer.**

Entitlement is the enemy of the Excellent Culture. As soon as we believe that we deserve something, it becomes effortless to be self-focused versus team focused. Thoughts, conversations and behaviors begin to sound like:

- Why didn't I get what they got?
- How come they got \_\_\_\_\_ and I didn't?
- When are they going to give me that raise, promotion, bonus etc. that I deserve?

This “what about me” or “what’s in it for me” mindset is very contagious. It is the root of every destructive or dysfunctional component, problem or issue in the overall culture. As soon as one person begins to question what they are getting or not getting, others soon wonder what they are missing out on as well. “What’s in it for me” can become an aggressive organizational or team cancer. If this mindset isn’t detected, addressed, confronted and changed, the performance, innovation, and effectiveness of the team or organization will begin to slip and ultimately fail. “What’s in it for me” destroys excellence and makes mediocrity the order of the day.

## **2. Foggy vision and goals.**

When people don't know where to put their focus, they focus on the strongest voice, image or mindset that presents itself. In the Unintentional Culture, this naturally leans toward self-preservation. People focus on what they want. They forget about what is best for others within the company and ultimately customers outside the company. They routinely stop seeking win-win outcomes.

Vision drift occurs when there isn't a clear explanation of where we're going together. People need to understand what is expected, tolerated, and what is not allowed. If priorities are not well-defined, understood and embraced, it's very difficult for people to stay on task. Not knowing the team's priorities will scatter us to seek our own self-defined priorities. Our own priorities are typically based on past experience rather than on what's best for the team or organization. Leaders need to clearly set expectations and inspect what they expect.

## **3. Team Members delaying or withholding their opinions, thoughts, valuable input, and engagement.**

We know we have an Unintentional Culture in the making when:

- There's a fear of or a delay in speaking candidly about our opinion or feelings.
- There are leaders whose workers don't, won't or can't speak transparently.
- People believe their input doesn't matter.

Too often within this type of "less than excellent" culture, we see meetings after the meetings. People divulging their input in the form of gossip over lunch, coffee, or a cocktail rather than constructive teamwork within the actual meeting. This ultimately leads to lowered productivity, low risk taking and poor performance all around.

**The Excellent Culture** is the desired culture of every leader and every member of a community, family, team or business. Cultures are typically defined by the relationship that exists between the people who create them.

## The Excellent Culture:

[ek-suh-luh-nt]

**Cultures are typically defined by the relationship that exists between the people who make them up.**



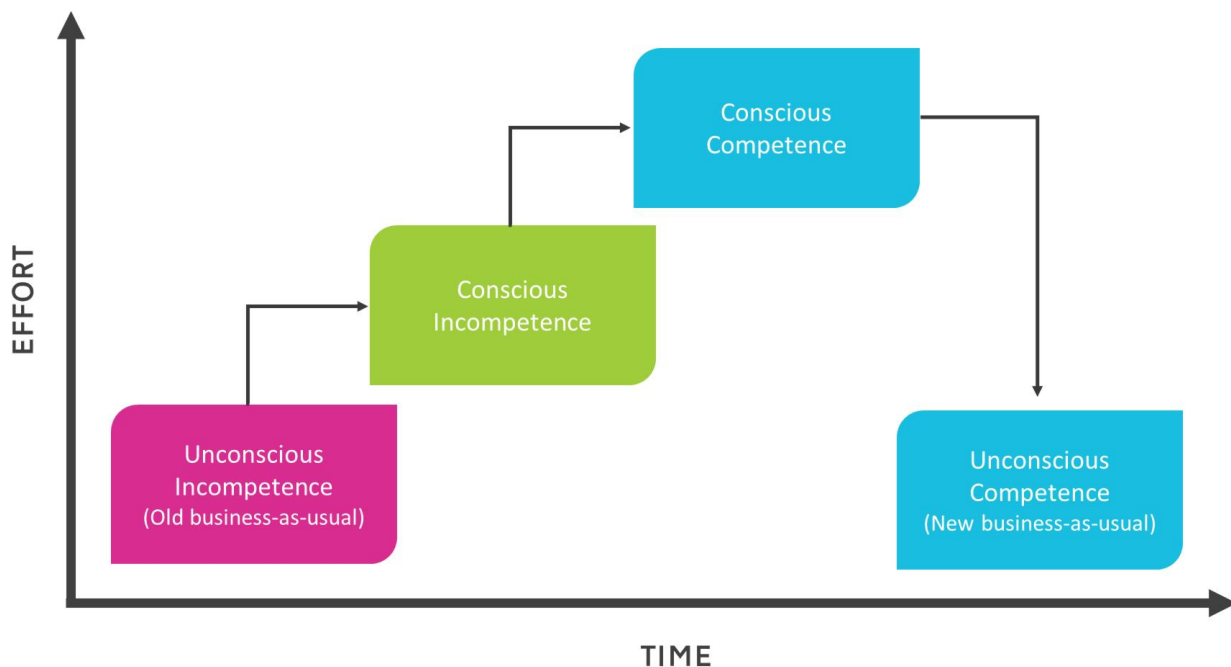
1. Operates on true service and genuine care for team members.
2. Realizes that no one person can produce all the results.
3. Has a high sensitivity towards meeting the needs of others (customers as well as shareholders, managers and team members).
4. Consistently examines the motives of why they do what they do.
5. Makes a habit of frequently asking: "Is the person on my right or left getting the best from me at this given moment?"
6. Presents a Clear Vision and Precise Goals
  - Every Team Member:
    - Knows the vision of where the culture is going and their part in seeing it fulfilled.
    - Agrees with the direction that is being pursued and enjoys making their contribution to see it realized.
    - Is engaged in the cultural transformation and has personal goals and team goals to realize that transformation.
7. Embraces Real (Open/Candid) Communication:
  - Fearlessly:
    - Telling it like it is without worrying about who agrees or disagrees.
    - Knowing that every opinion could be right or wrong, good or bad, but is only an opinion.
    - Accepting differing opinions and points of view.
    - Coming to a clear consensus and sticking with it.

- Implementing and executing together.
- Making and communicating decisions.

## THE CULTURE CLASH: Unintentional Vs. Excellent

Each of us faces the reality of having a default culture that is self-centered, narrow-minded and counter-productive in regards to personal as well as team focus and behavior. There is another way to live and lead, a more effective way. A way to live and lead that draws people in, gives them value, a place to voice opinions and release their creativity. A type of culture and leadership where community is formed and the greater good is always on the forefront of conversation and creativity. This is the culture where superior performance is the order of the day.

When we understand that we naturally live in between cultures it causes us to view our place through the lens of personal reality rather than seeing the big picture of what's best for all. Living in the tension between the default Unintentional Culture and the Excellent Culture is where we find how much we can benefit from serving our teammates and move towards the ideal culture together. It gives us an easy point of reference to evaluate which culture we are operating out of each day. How do we move to Excellent Culture?



**Unconscious Incompetence:** You don't know what you don't know. We have no idea or slight idea of what an Excellent Culture is and we have no skill in building one or even knowing what it means to be in one.

**Conscious Incompetence:** We've become aware of an Excellent Culture and realize we need to learn what it means to be a participant in building it. We have no skill or tools to help us get there, but we want to get started.

**Conscious Competence:** We attain tools to build an Excellent Culture and are consciously engaged in using them. It's slow and we will mess up but we're conscious and aware of the tools and are using them. We purposefully work to continually improve.

**Unconscious Competence:** Our new normal. We are now fluent in the ways of an Excellent Culture and are living them daily with ease.

An Excellent Culture is the result of becoming aware that you're not aware. Admitting where you have been locked into an Unintentional Culture. Being transparent with team members regarding this understanding and your desire to make the necessary changes.

## Unit 1 - Recap

# WHAT IS CULTURE ?

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. The 2 basic types of culture are the \_\_\_\_\_ Culture and the \_\_\_\_\_ Culture.

2. The 3 signs of an Unintentional Culture are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. The 5 characteristics of an Excellent Culture are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

4. The 4 Stages of moving to an Excellent Culture are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## TAKE ACTION ON CHANGING YOUR CULTURE

5. Think of a place you worked with good culture. How did it make you feel? What picture comes to mind? What was your energy level on a 1 to 10 scale (10 high)?

6. Think of a place you worked with Unintentional Culture. How did it make you feel? What picture comes to mind? What was your energy level on a 1 to 10 scale (10 high)?

7. List the areas where you see the signs of Unintentional Culture around you.

8. What are some examples of Excellent Cultures that you would like to emulate?

9. List 3 actions that you are willing to take now to improve your culture.

IN YOUR PERSONAL CULTURE:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

IN YOUR COLLECTIVE CULTURE:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Table Discussions

## Deepen Your Learning

## Living Your New Culture

## Unit 2

# OWNING YOUR PART IN THE CULTURE CLASH

## Learning Objectives

1. Understand your part in the Culture Clash.
2. Learn the 3 major components that make up your personal culture.
3. Identify why and where you are resisting change.
4. Learn what you can and cannot change.
5. Understand the difference between the two basic types of attitudes.
6. Learn how habits, attitudes and beliefs are formed.

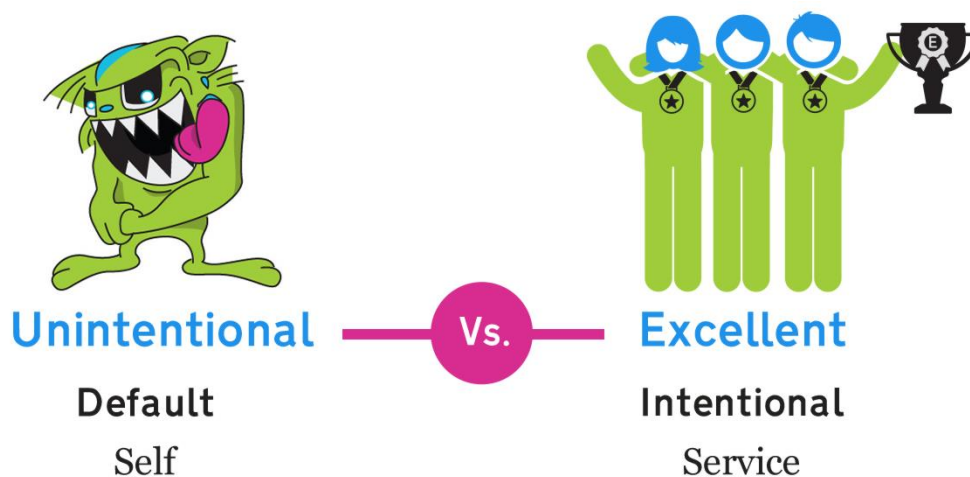
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**Notes:**

**Capture Your Thoughts in Writing:**

## Unit 2

# OWNING YOUR PART IN THE CULTURE CLASH



## YOUR PART IN THE CULTURE CLASH

We all have a part to play within our society, culture, and organizations. No matter what environment we're in, being confronted with the hard truth that we have control over our own Personal Culture is rarely an easy pill to swallow. We may be a part of a team with a coach that makes Bobby Knight look like Mickey Mouse, but nonetheless we all have control over how we respond in our Personal and Collective culture.

Our response to an Unintentional Collective Culture may be to just leave. Others may try to put up with it by clocking their time cards and plodding through each day.

What about the inner culture that resides within each of us? Our Personal Culture. We each have the ability within to build our own Personal Culture to change, to grow or to be different.

We either live in the Unintentional Culture or the Excellent Culture.

## THINKING

“If you think you are beaten, you are;  
If you think you dare not, you don't.  
If you'd like to win, but think you can't,  
it's almost a cinch you won't.  
If you think you'll lose, you've lost.  
For out in the world we find  
Success being with a fellow's will;  
it's all in the state of mind.

If you think you're outclassed, you are:  
You've got to think high to rise.  
You've got to be sure of yourself before  
You can ever win a prize.  
Life's battles don't always go  
To the stronger or faster man,  
But soon or late the man who wins  
Is the one who thinks he can.”

— Walter D. Wintle

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## THREE MAJOR COMPONENTS THAT MAKE UP YOUR PERSONAL CULTURE

**Attitudes:** An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols."<sup>i</sup>

**Habits:** A habit can be thought of as a link between a stimulus and a reaction. It serves as a mental connection between a trigger, thought or event (stimulus) and our reaction to that trigger. Repeating this connection time and again forms a habit and affects all subsequent

decisions and actions. If repeated often enough, this connection becomes nearly permanent unless we take conscious action to change it. If we don't like the result of our reaction, we must produce a thoughtful, intentional response.

**Beliefs:** A belief defines an idea or principle that we judge to be true.



## BEFORE CHANGE IS POSSIBLE - ADDRESS YOUR FEARS

The primary reason we “resist change” is that learning a new behavior requires some unlearning that we may be unwilling or unable to do. Adult learning is fundamentally different from childhood learning, where everything learned is new. A model for learning and change that will work for us must take into account resistance to change and its underlying reason.

It is human nature to avoid unpredictability and uncertainty; therefore we naturally create cultures that do the same. The basic argument for adult learning is that we need new stimulus to upset the equilibrium. All too often the new stimulus that upsets our equilibrium and starts our transformation processes are crises beyond our control.

In many businesses the change process begins when the organization experiences **problems**. Their systems aren't working anymore. Their turnover is continually too high. The same is often true for our personal cultures.

We call these problems **crisis catalysts**.

## CRISIS CATALYSTS

Something is perceived or felt that is not expected and it upsets some of our beliefs or assumptions. Whether we feel it consciously or not, **crisis catalysts** create “survival anxiety”—that something bad will happen if we don’t change—or “guilt”—we realize that we are not achieving our own desired ideals or goals.<sup>ii</sup>

This is a good thing! It starts us on a path for change.

A **crisis catalyst** can involve any or all of the following categories:

1. An economic threat—unless you change, you will go out of business, lose market share, or suffer some other loss.
2. A political threat—unless you change, a more powerful group will win over you or gain some advantage.
3. A technological threat—unless you change, you will be obsolete.
4. A legal threat—unless you change, you will go to jail, be sued or pay heavy fines.
5. A moral threat—unless you change, you will be seen as selfish, evil, or socially irresponsible.
6. **An internal discomfort**—unless you change, you will not achieve your own goals and ideals.<sup>iii</sup>

This last force, the internal discomfort, is often thought of as the basis for “spontaneous” or natural learning, in that we seem to be able to motivate ourselves. We have a desire to do better, to achieve some ideal. In our experience, such spontaneously motivated learning is almost always triggered by new information that signals failure to achieve our own goals and ideals. I “spontaneously” decide to take some tennis lessons to improve my net game, but I realize that the reason for this decision is that someone whom I regularly beat is suddenly beating me.

Resistance to change especially applies to cultural assumptions. Once cultural elements have stabilized in an organization, they provide meaning, predictability and security to its members. If a culture change program is announced, discomfort and anxiety will be the immediate result

because organization members will realize they may have to give up some beliefs, attitudes, values, and assumptions—as well as discover some new ideals.

Making a conscious list of our personal fears regarding change will assist us in overcoming the personal habits, attitudes, or beliefs that create resistance to change. The next big step is to transparently share those fears with others for the purpose of getting input and gaining insight as we engage in the change together.

## HOW DO I CHANGE MY PERSONAL CULTURE? WHATS MY PART?

Identifying your own roadblocks is the beginning of change. Ownership then becomes the empowering factor that initiates, sustains and promotes future change.

### WHAT CAN I CONTROL? **The components that form my Personal Culture.**

You can create your own *internal discomfort* to produce change. We do not have to wait for a crisis to engage us in transformation. We can begin our own change process by creating our own *crisis catalysts*. Intentionality is the tool. Some call it being purpose driven.

Too often we have a tendency to shift blame. When we do not take accountability for what we have control over, we miss opportunities for breakthroughs. Each of us has a Personal Culture we are living out either by default or by intention. Just like our *collective cultures*, it's either unintentional or *intentionally changing*.

Change is easier than you think when you understand how your mind and body function in any change situation. In many ways our fear of change is a fear of failure, a fear of the unknown, or a fear of not having what it takes to put forth new or more effort.

Let's put those barriers to personal change to rest. It's not so much putting forth more effort as it is being **more intentional** in how you think and then act. In fact, you'll discover as you complete this workshop that in many cases, the more effort that you invest, the harder it is to make the changes you want. Sports psychologists have proven this truth time and time again. Practice makes permanent, not perfect. When athletes have ingrained the right mechanics for



their sport, it's actually relaxation that produces better results than trying. **Willpower always fails to provide lasting change because it is our dominant attitudes and beliefs that ultimately guide us. That's why New Year's Resolutions typically last just past the second week in January.**

Whether we realize it or not, we each have been given free will to choose our attitudes, habits, and beliefs. High performing people understand this and operate accordingly.

## THE STRUCTURE OF ATTITUDES: How attitudes are formed

Attitude structure can be described in terms of **three components**:

1. **Affective Component:** this involves a person's feelings / emotions about the attitude object.
  - For example: ***"I am scared of spiders."***
2. **Behavioral Component:** the way the attitude we have influences how we act or behave.
  - For example: ***"I will avoid spiders and scream if I see one."***
3. **Cognitive Component:** this involves a person's belief / knowledge about an attitude object.
  - For example: ***"I believe spiders are dangerous."***

Attitudes begin with emotions, feelings, or assumptions that could be fact, or it could just be fact as you see it. The **Affective Component** is truly just a feeling. It doesn't reflect truth or fact. For example, dreams that are not genuine or real affect your emotions whether they are fact or fiction.

Soon the **Affective Component** of your attitude begins to rule your actions and the decisions you make. You have now given ownership of your free will to something or someone else. In the case of the above example, the human being has given over their personal culture to be governed by a spider. This giving over of the will is called the **Behavioral Component** of your attitude. Lastly, as you've given up accountability of your free will to the spider, then comes the **Cognitive Component** of your attitude, your belief. Once an attitude has become a belief, a person becomes deeply ruled by this new belief and it forms their habits.

- **Affective Component:** “I am scared of spiders.”
- **Behavioral Component:** “I will avoid spiders and scream if I see one.”
- **Cognitive Component:** “I believe spiders are dangerous.”

In an aircraft, the attitude indicator is the key instrument that tells the pilot which way the aircraft is leaning relative to the horizon or flat line where the sky appears to meet the land. Attitude in an aircraft is a critical element in ensuring that the pilot and passengers reach their desired destination safely. Attitude is the orientation of an aircraft, relative to the direction of travel.

Within a human being, attitudes are a settled way of thinking or feeling about someone or something, typically reflected in a person's behavior or an organization's behavior or culture. Like the aircraft, the human attitude is the direction a person is leaning compared to their desired outcome or goal. It's a belief that is the basis of an opinion, relative to a desired outcome or goal.

## Two Basic Types of Attitudes

1. **POSITIVE ATTITUDE:** Leaning towards the goal or desired outcome
2. **NEGATIVE ATTITUDE:** Leaning away from goal or desired outcome

The right attitude for the desired outcome is everything. Individuals who succeed against overwhelming odds have something in common -- an attitude that causes them to lean or gravitate toward their desired goal. When you have a predetermined or defined purpose, the power of your attitudes toward that purpose are enormous.

## HOW ATTITUDES ARE FORMED

Our attitudes are within the control of each us. We don't have to give control of our lives to spiders. Choice means we can create an Excellent Culture within our lives and within our organizations.

Oftentimes in organizations or on teams we hold on to attitudes that were once good, but have deteriorated over time. To maximize the success of your culture or each individual within the culture, all of the attitudes must be properly managed by each individual so they remain aligned and focused toward the desired outcome.

For example, if you were a young child growing up in the 50's or 60's, in an effort to protect you from danger, your parents would reinforce that the "water in the pool or lake is dangerous and can kill you." With repeated reinforcement of this belief, an attitude is formed by the child.

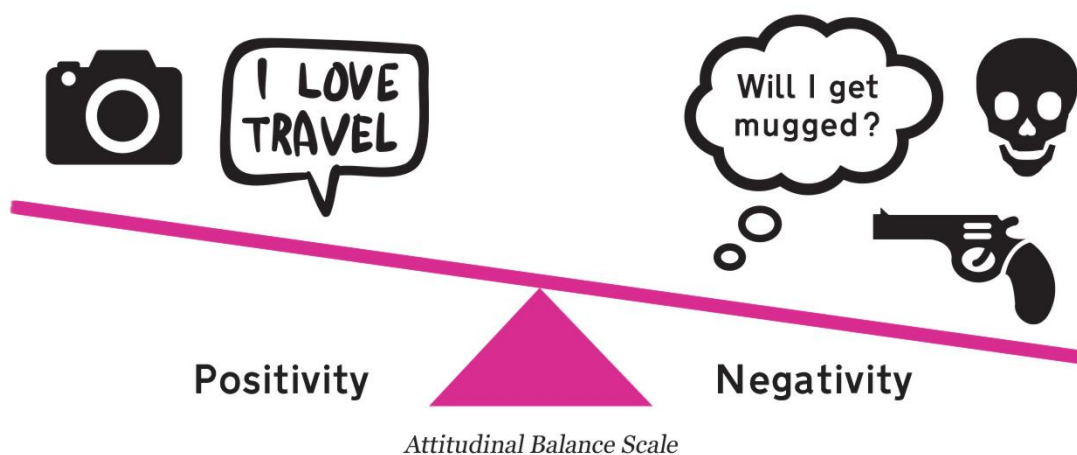
With the definition you just learned, is this attitude positive or negative? You might say negative. What if the goal or desired outcome is to preserve the life of the child, but the culture and technology in the 50's or 60's didn't embrace children learning to swim at a very young age as would be the case today? Then of course the attitude would be positive because it contributes toward the safety and well-being of the child in that time frame and culture.

What would be the case if a child with this attitude grew up, afraid of bodies of water larger than a bucket-full, and became a parent who wanted to protect their child from this danger? They would teach this same attitude to the child. In a time and culture where children can learn to swim as infants, this same "life-saving" attitude now becomes a debilitating, negative attitude. Why? Because the goal or desired outcome changed, the culture changed, the technology changed, the available base of knowledge changed, etc. If the attitude doesn't change to keep up, then the child now an adult, is stuck with the belief that water can kill them. They may resist learning to swim and subsequently lead their children to have the same attitude.

This same phenomenon takes place with companies, businesses and organizations. When the company is a new start-up, the entrepreneurial founder knows that no one can do the job better than they can. They experience lots of success living out this attitude (which in this time is a very positive one). Then time passes, the business or organization grows, more people come on board only to get stuck because of a micromanaging boss who refuses to delegate. And so the cycle repeats itself.

*Every attitude was formed in this same manner, individually and corporately.*

The way attitudes are formed is similar to putting weights on a balance scale, playground see-saw or teeter-totter. The more weight you put on one side or the other with a thought or statement, the more the scale or see-saw leans in that direction. Each time we think a thought, hold a mental image, embrace a vision or talk to ourselves, we put a weight on the scale. Each weight causes the scale to lean in one direction or the other based on where we place the weights with our own thoughts and opinions. The stronger the words, thoughts, images or emotions associated with the thought, the stronger the attitude or belief associated with the attitude becomes.



## YOU ARE IN CONTROL

We've already discussed how you are in control of your attitudes. You are also in control of what you choose to allow to become a belief, and consequently what you allow to become a habit.

### Beliefs

Believe it or not, we choose what we believe. We allow or create attitudes that we don't like certain things, certain people or certain brands, not because our beliefs are true, but because our perception is that our beliefs are true. If this belief is held onto it will warp our expectations for good, bad, or ugly.

## Expectations

When beliefs are held, they begin to form our expectations. These expectations (good or bad) are what our mind chooses to envision. Our mental image then begins to shape our expectations based on the dominant belief or attitude.

## Habits

Habits are actions that follow well ingrained attitudes. Good habits produce good results without a lot of effort, while bad habits do the opposite with almost no effort at all. All habits are repetitive patterns of thinking or doing that can be good, bad, or ugly.

Since we are naturally built to move towards that which we expect or focus on, we start heading in that direction and don't even realize it. As beliefs and expectations are formed, our perceptions and emotions kick in to formulate our attitudes.

In the units ahead, you'll learn to become very skilled at building attitudes which will draw greatness out of you and the people you lead. You'll learn that the only way to change negative attitudes is by putting positive weights on the other side of the scale and begin moving in the direction of your ideal ***Excellent Culture***.

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"No one can make you feel inferior without your consent."

- Eleanor Roosevelt

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## Unit 2 - Recap

# OWNING YOUR PART IN THE CULTURE CLASH

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. The 3 components that make up my Personal Culture are my

\_\_\_\_\_, my \_\_\_\_\_ and my \_\_\_\_\_.

2. List some areas where you are resisting change:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Why are you resistant to these changes?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. The two basic types of attitudes and their definitions are:

a. \_\_\_\_\_

b. \_\_\_\_\_

## TAKE ACTION ON CHANGING YOUR CULTURE

5. Based on what you've learned about what can and cannot be changed, make a list of what positive changes you'd like to make in your:

a. Personal Culture

b. Team or Organizational Culture

6. Make a list of positive attitudes that you want to develop in your:

a. Personal Culture

b. Team or Organizational Culture

7. Make a list of suggested actions to take in order to improve your:

a. Personal Culture

b. Team or Organizational Culture

8. Identify 3 actions that you are willing to take right away to improve your culture.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



# Table Discussions

## Deepen Your Learning

## Living Your New Culture

## Unit 3

# CHANGE TAKES INTENTIONALITY

## Learning Objectives

1. Understand the difference between effective and ineffective effort.
2. Fully understand the Learning and Change Process to build the kind of personal, team, and organizational culture that you desire.
3. Learn how to become an "unconscious competent" in the areas where you want to grow or improve.
4. Understand the process of "unlearning" en route to "learning."
5. Gain the knowledge of how our minds work to either help or hurt us and our cultures based on how we manage them.
6. Capture the "Set-it and then Forget-it" principle for high performance.
7. Clarify where our efforts can be most effective.

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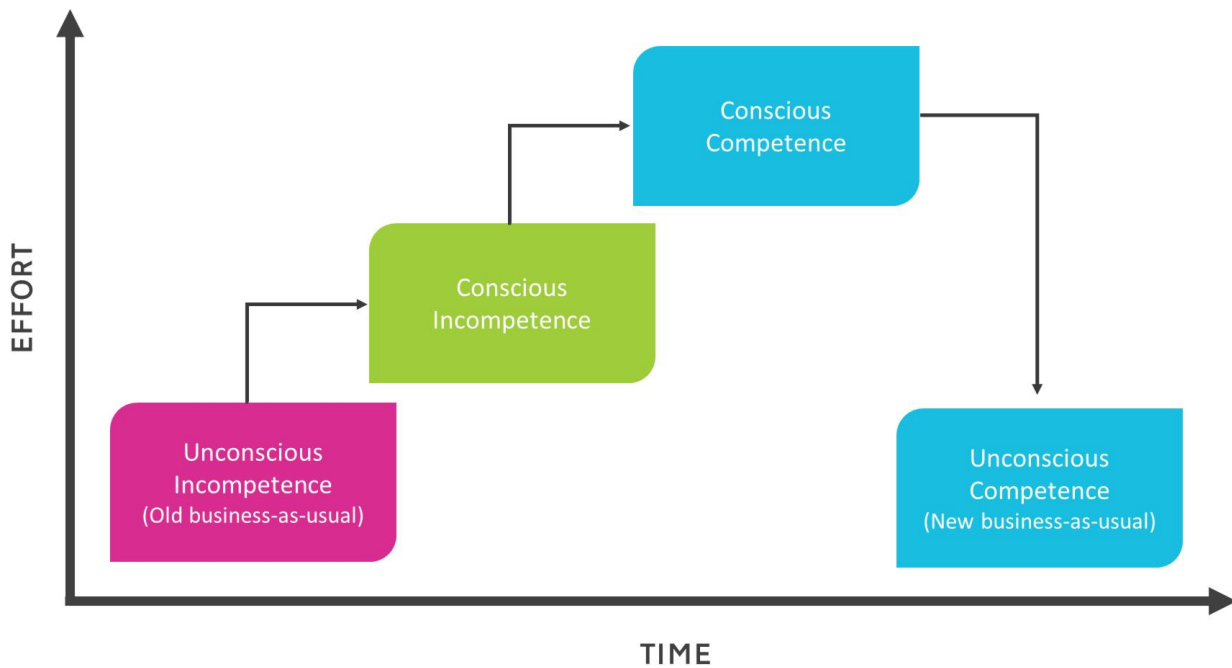
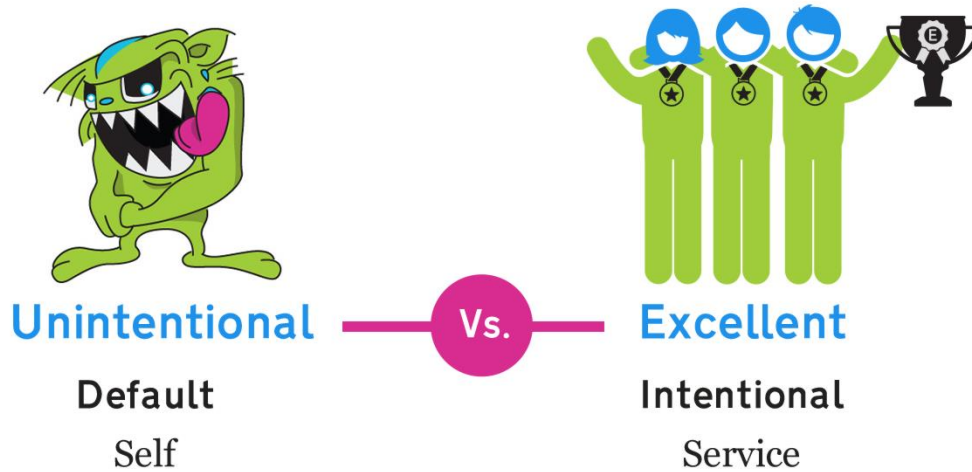
**Notes:**

**Capture Your Thoughts in Writing:**

### Unit 3

## CHANGE TAKES INTENTIONALITY

### THE CULTURE CLASH & THE PROCESS OF THOUGHT



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“The quality of your commitments will determine the course of your life.”

– Ralph Marston

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## INTENTIONAL EFFORT

When we are beginning the process of change from an Unintentional Culture to an Intentional Culture, there is a season of intentional step by step effort that is required to move us through the learning and change process. Remember when you learned to tie your shoe? You may have learned the loop, swoop, and pull method, or maybe you learned to chase the bunny around the tree. Either way, when you began as an **unconscious incompetent** shoe tier you were taught a method to tie your shoe. To put that method into effect you had to use effort to move through the learning and change process and become a **conscious incompetent** shoe tier.

This was really tough at first. You had to remember each step of the process and individually implement each step until your goal of a tied shoe was reached. Soon you became a **conscious competent** tier of shoes. You could fly through each conscious step with great accuracy and speed, but you hadn't become a professional at it yet. Now, no matter what your age, you most likely have become an **unconscious competent** shoe tier. So much so, that if you have a phone headset, you can tie your shoes while talking on the phone or watching TV while the kids are screaming in the background. You don't have to think about how to tie your shoes anymore, you just tie them. That's what **unconscious competents** do. They operate in the automatic mode to achieve their goals.

## PUSHING THE RESET BUTTON

Almost all change requires deliberate discarding of many things you have learned. You can expect adults to bring vast amounts of prior knowledge to the classroom, and children to bring their limitless enthusiasm and curiosity. We never hear child learners say things like, “This teacher is crazy, I’ve tried this before and it didn’t work.” But many adult learners say it frequently (especially about their leaders or managers). As adults, this creates an extra step in our learning process. Before we can learn something new and change, we must often unlearn what we previously learned.

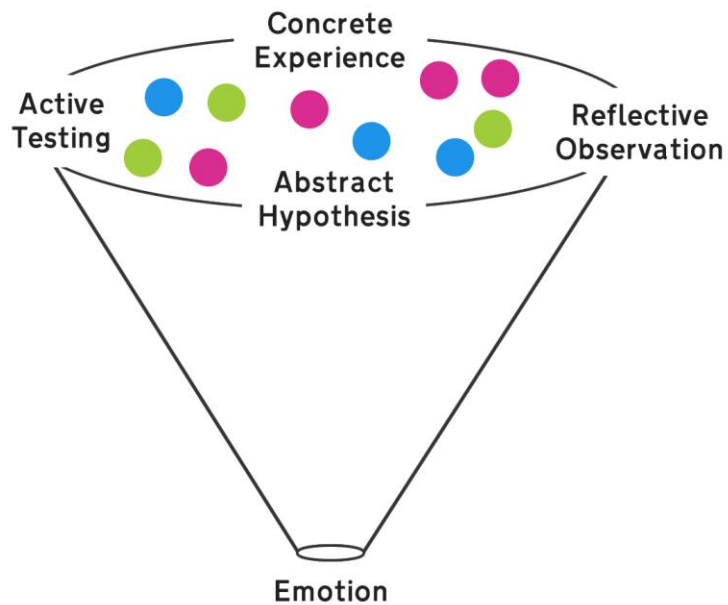
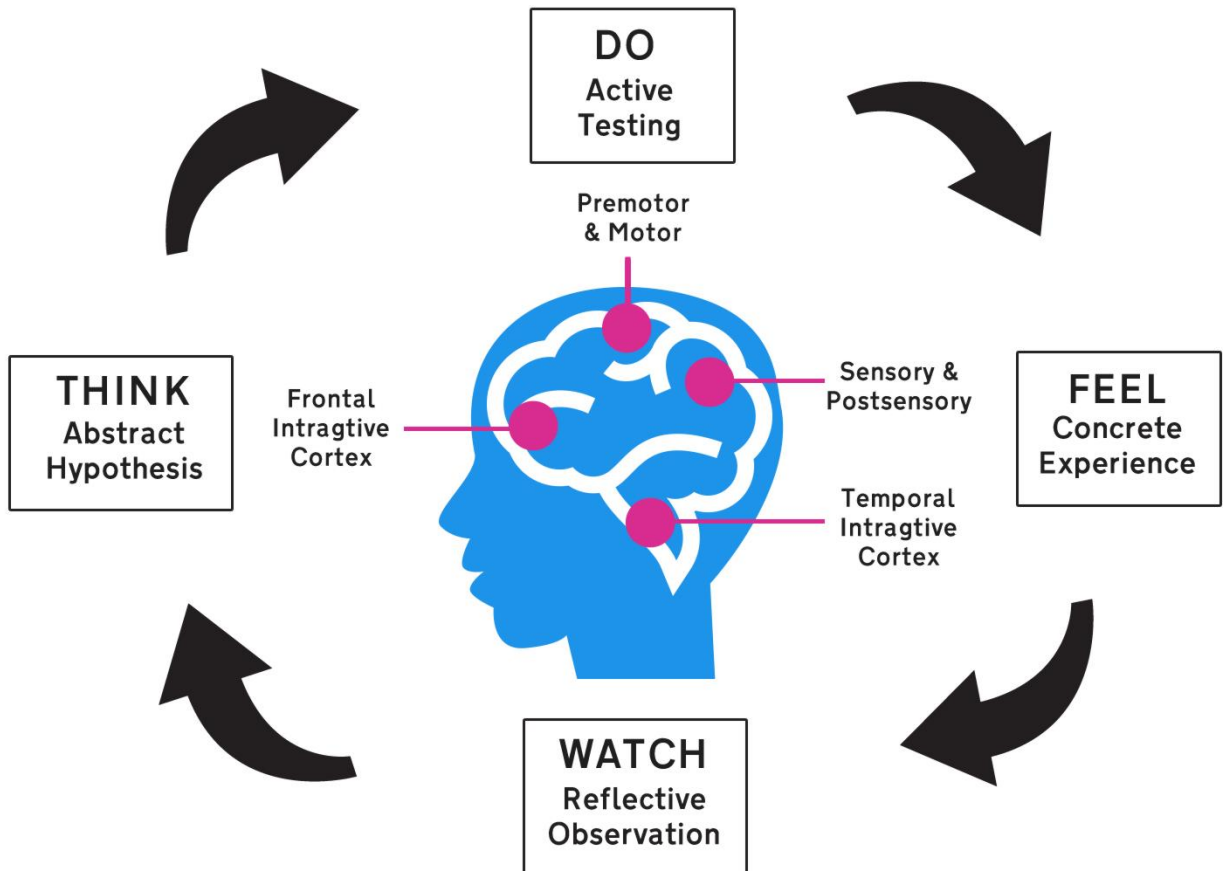
Pushing the reset button takes the trust and transparency of your team for you to:

1. Verbalize your fears or reservations regarding change.
2. Recall your past challenges.
3. Provide time to think through new options.
4. Encourage and activate the change.

In *The Art of Changing the Brain*, Dr. James Zull shares that there are four stages of the Learning Cycle:<sup>vi</sup>

Neuro-speak	Translation
We have a concrete experience.	Something happens.
We engage in reflective observation and create new connections.	We watch and reflect.
We generate abstract hypotheses.	We think about it.
We do active testing of hypotheses, have a new concrete experience and a new learning cycle ensues.	We move into action, something happens and the cycle begins again.

## The Art of Changing the Brain:



Change is no doubt emotional for all of us. With every change there is an unlearning process which means we are putting something down to pick up something new. This is why effort is necessary.

## HOW EFFECTIVE EFFORT IS DEVELOPED

Like attitude, in all endeavors we are given the free will to choose the amount of effort we put forth. Often, "effort" is not a word we subconsciously embrace. Thoughts of school teachers, sports coaches, bosses, or parents screaming at us to "try harder," or the all too real, "...you have so much potential, if only you'd TRY HARDER," or "If only you'd only apply yourself."

Ask any professional athlete out there if doing more, trying harder, and putting forth more effort is an effective way of being successful in their given sport. The effort comes before the performance. The effort to practice the right moves, study the given plays, get into the right shape all comes before successful competition. When it's time to be on the field it's time to stop trying and let your body naturally respond to the circumstances that it is given. Your intentional mental training automatically comes out on the field of play. This is ***unconscious competence***.

So then ***effective effort*** is not something to be applied to daily life, but to the preparation for daily life, leadership, relationships, and work. Many of us waste time "trying harder" to change or be different utilizing ***ineffective effort***. ***Ineffective effort*** is effort put forth without the mental practice that produces unconscious competence. ***Ineffective effort*** only produces temporary effectiveness at best, and carries huge amounts of stress, anxiety and frustration.

## BOOTSTRAPS VS. RUBBER BANDS

Our natural perception of effort often comes from our childhood. When we were school age and did not perform as well as others, we were often told that we had potential but weren't putting forth as much effort as other students, athletes, musicians, etc. This lack of effort was supposedly the cause of our poor performance.



We do understand that there may be some truth to the fact that more effort produces better results in some things, but this explanation is completely false in most cases.

If success in education is measured by grades, then there are many students that are extremely successful while putting forth very little effort. Many students succeed in our school systems because they learn best in the way our school system teaches, while others fail because their specific learning styles are different from that which is used.

So effort can often be better defined by using the term intentionality, which is often more of a change of direction, than of willpower, exerted into strenuous effort.

## BOOTSTRAPS

We all know the phrase, “Pulling yourself up by your bootstraps.” Meaning to muster up your own strength, ability, and know-how, and improve your situation by your own efforts.

The origin of this descriptive phrase isn't known. It refers to boots and their straps and to the imagined feat of lifting oneself off the ground by pulling on one's bootstraps. This impossible task is supposed to exemplify the achievement in getting out of a difficult situation by one's own efforts.

It was known by the early 20th century. James Joyce alluded to it in *Ulysses*, 1922:

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"There were others who had forced their way to the top from the lowest rung by the aid of their bootstraps."

—James Joyce

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A more explicit use of the phrase comes a little later, from Kunitz & Haycraft's British Authors of the 19th Century:

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"A poet who lifted himself by his own boot-straps from an obscure versifier to the ranks of real poetry."

—Kunitz & Haycraft's British Authors of the 19<sup>th</sup> Century

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Some early computers used a process called bootstrapping which alludes to this phrase. This involved loading a small amount of code which was then used to progressively load more complex code until the machine was ready for use. This has led to use of the term 'booting' to mean starting up a computer.

This is a tough way to live and requires constant, self-imposed force that no human can continuously exert. What if there were another way? The reference we've made to how athletes prepare and perform is the secret. Live by intentionality! Work by intentionality! We can put forth effort everywhere in every manner if we choose, but to be most effective requires putting forth the effort it where it matters most. Many call this working *smart* instead of working *hard*.

## RUBBERBANDS

We all remember shooting each other with rubber bands when we were young (or in the office last week for some of us). You position the rubber band on the tip of your finger, aim that finger at your unsuspecting target, pull back on the elastic ammunition and fire away. You hope that you've judged the distance and tension of the rubber band bullet accurately enough to give your victim at least a notice of your shooting prowess, or at maximum a good sting in the rear.

The slingshot was an even more accurate way to attack pesky neighborhood squirrels, the neighbor's cat, or your sister's backside. This example just went down a boyish trail, but the

visual of putting your effort into the preparation of the rubber band shot so that you can release the ammunition knowing you did what was in your control. Knowing that the rest was now up to physics, not you, is an example of a beautiful way to live, work and perform at our best. How can we develop a personal culture that can change our lives and the lives of those around us as well as our teams or organizations utilizing this principle?

Maybe you remember the Ronco® Product, Showtime Rotisserie Oven, or better yet, the infomercial.

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“First you set it, then you FORGET IT.”

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This phrase was so simple and easy to remember. It was to show you how the TV infomercial oven was going to make your life easier. You could bake a turkey and then kick back and watch football or your favorite soap, play with the kids, read a book or do the laundry until it was done.

This is our focus: Learning how you can set and release your personal and team intentionality to achieve maximum results.

[in-ten-shuh-nl]  
**Be intentional with your  
efforts. Set up & release for  
maximum results.**

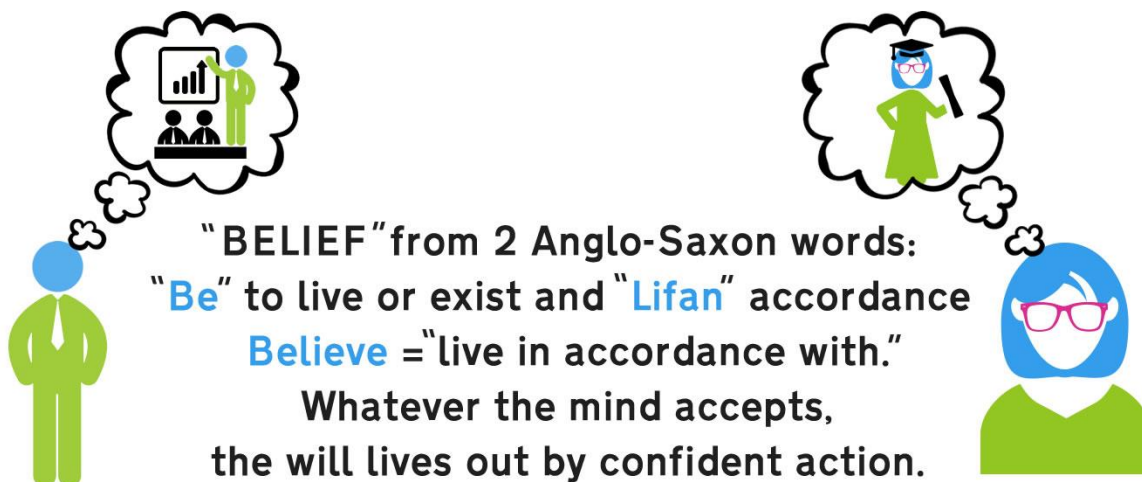


## HOW YOUR MIND WORKS TO SABOTAGE OR MAXIMIZE YOUR EFFORT: THE PROCESS OF THOUGHT

### **The Mind:** How the Human Computer Works

The tension between the Unintentional Culture and Excellent Culture will always be there. We will always have a default mode that wants to drag us back to a selfish existence, fear, and control. We already know this isn't the culture we want. All it produces is the opposite of our desired outcomes, so what tools can we use to change the default programming that exists in all of us?

As we prepare to understand the process of thought, let's begin with the deeper meaning of the word "belief." Few comprehend the primary thought of "belief." It has a two-fold meaning, filled with deep significance. In it are combined two old Anglo-Saxon words: "be," to live or exist; and "lifan," which conveys the thought of accordance. Thus to believe means literally "to live in accordance with" anything. We are accustomed to consider "belief" as simply mental acquiescence with some particular truth. But its root leads us on to action; that which the mind accepts, the will lives out through confident action whether we are consciously aware of it or not. Consider this in light of your understanding of the process of thought.



You have a really powerful brain. So powerful in fact, that it does stuff that we don't even know about. The average brain processes information 6 times faster than we can talk. If we understand how our brain functions, we can put it to work. Most of us try to change by bootstrapping, also known as willpower. But willpower is tiring, and worse yet, it's temporary.

## THE PROCESS OF THOUGHT

We're going to begin with an understanding of how our brain processes thought. The human brain is an extraordinary tool. Imagine knowing how to get the best out of that tool. We will begin with an understanding of how the three primary processes of thought work. These three processes of thought represent one of the amazing ways that our brains function.

### The three primary thought processes

#### 1 The Conscious



The Conscious Process receives what our 5 senses take in through perception.

#### 2 The Subconscious



Once our conscious receives information from our senses, it is stored in our Subconscious - the hard drive of the brain.

#### 3 The Creative Subconscious



The Creative Subconscious is a manager - creating or reducing tension, solving problems & making sure you act like yourself.

## The Conscious

Our five senses are taking in innumerable sensations every moment of every day. The conscious process receives what our five senses take in through perception.

## The Subconscious

Once our conscious has received information from our senses, this information is stored in our subconscious. It is like the brain's hard drive. Our conscious receives data from our senses, our subconscious records and stores the data, the experiences, the emotions, and all that we've perceived. It then automatically initiates our activity and habits based on the data from the conscious.

The subconscious mind is unbiased, makes no judgments or decisions, and simply reacts based on the currently perceived "truth or reality" we have stored. Think of a computer hard drive with an auto save mechanism that automatically stores everything that's fed into it. Psychologists and Computer Scientists call this process "GIGO" which stands for "garbage in, garbage out."

It is important to note at this juncture that the subconscious does not store what we actually perceive. It stores our opinion of what we are perceiving. For example, in the case of seeing a spider, one might record dissecting the creature in biology class. Another might record squishing it. Another would scream merely at the thought of a spider based on their experience watching horror movies involving spiders. So the perception is filtered based upon our belief system or opinion data base before it's recorded.

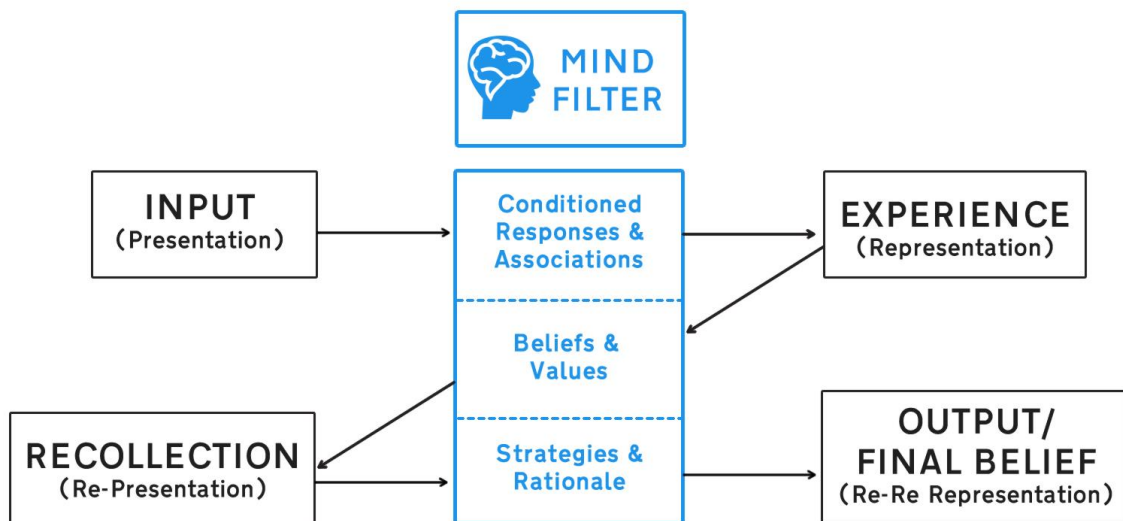
## The Creative Subconscious

The creative subconscious is a "manager." It has the job of creating or reducing tension, solving problems, and making sure that you continue to act like yourself. It provides drive, energy and motivation to maintain whatever your reality or perceived reality is in the best interest of you acting like you. Much like a computer does, it works for you, despite you or against you once it's put into action and it all happens automatically without any conscious thought of activation. If you are a painting, the creative subconscious is the art conservator, finely looking at your painting and restoring you to the artist's (your subconscious) view of you. Your creative subconscious will cause you to be consistent with your current image of your perceived "truth" or "reality." It doesn't know right from wrong, good from bad or up from down. It only knows what's recorded on your subconscious.

By the way, both the subconscious and creative subconscious processes function without your awareness. Like submarine means “beneath the water,” subconscious means “beneath your awareness.” Right now you’re not aware of your heart beating, lungs breathing, food digesting or any other internal body function because your subconscious and creative subconscious are taking care of them for you without your awareness or conscious effort.

Your eyes see a great looking piece of chocolate cake sitting on the refrigerator shelf. Your subconscious immediately takes over as a result of the sight stimulus and begins to evaluate. “Have I ever seen anything like this before?” “What is this leading me toward?” “YUM!” Your creative subconscious takes over and the next thing you know, you just packed on 1000 calories. The entire process takes place internally without your awareness in less than a second or two. That’s how beliefs, habits and attitudes work.

## Understanding Your Thought Process



The input you give to the subconscious determines the output that it will give you. We are the sum total of our dominant thoughts. We are going to move toward and become like the image of reality that we store in our own human hard drives known as our subconscious because our creative subconscious will make sure of it.

## WHERE SHOULD I FOCUS MY EFFORT?

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“I am in control of my attitude and my effort, that’s all that I can control. I cannot control outcomes, the rest of it is in God's hands. No one person can make the end all happen. You can control your attitude and effort, the rest is not in your control.”

- Jack Hollis, Group VP and GM - Toyota Division, former Stanford National Championship team member and Cincinnati Red

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When considering the intentional life of effort we all focus on the things that we have direct control over. Let's use what we've learned to prioritize where our efforts can be most effective:

### **First: Our Attitudes and Beliefs**

We spoke about these in unit two.

**POSITIVE:** Leaning towards our goal or desired outcome

**NEGATIVE:** Leaning away from our goal or desired outcome

The right attitude for the desired outcome is everything. Individuals who succeed against overwhelming odds have something in common- an attitude or dominant belief that causes them to lean or gravitate toward their desired goal or end result. When you have a predetermined or defined purpose, the power of your attitude toward that purpose is exponential.

We all have control over our attitudes.



## Second: Our Habits

Everyone has habits -- some good, some bad and some ugly. Habits are settled or regular tendencies or practices that we engage in to produce results either desired or by default. They are a routine of behavior that is repeated regularly and tend to occur unconsciously. The American Journal of Psychology defines habits as more or less fixed ways of thinking, willing, or feeling acquired through previous repetition of a mental experience.

Though we don't always realize it, we all have control over our habits, our attitudes and our thinking or believing. The problem is that once they become habits, we give up our control. This can work for or against us depending on our goals and the habits we're establishing. Personal habits make up a large amount of your personal culture. Organizational habits are the dominant drivers of organizational or team culture.

## Third: Our Communication to Self and Others

Communication is the exchange of information between individuals and is key to any organizational or personal change. When the change is personal, the majority of the communication happens in our own mind like the chocolate cake example we discussed earlier. This internal communication is called **Self-Talk**. We'll deal with self-talk in greater depth later.

When the desired change is organizational, the effort towards communication is extended to all those that are a part of the organization. Organizational changes work just like the example of the chocolate cake, they simply involve more people, more habits and attitudes, resulting in more widespread consequences.

## Unit 3 - Recap

# CHANGE TAKES INTENTIONALITY

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. The 4 stages of the Learning and Change Process are:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. Describe the primary differences between Effective and Ineffective Effort:

3. List 3 areas where you feel that Cultural Unlearning will be necessary for Cultural Learning to take place:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. The three functions that you brain uses to process thought are:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5. Describe the primary function of each process of thought:

a. Thought Process: \_\_\_\_\_

i. Function \_\_\_\_\_

b. Thought Process: \_\_\_\_\_

i. Function \_\_\_\_\_

c. Thought Process: \_\_\_\_\_

i. Function \_\_\_\_\_

## TAKE ACTION ON CHANGING YOUR CULTURE

6. Based on what you've learned about the "Set-it and Forget-It" principle, identify what you feel are the primary beliefs or attitudes that are holding back your:

a. Personal Culture

b. Team or Organizational Culture

7. What are the primary new beliefs or attitudes that will produce the best results for your:

a. Personal Culture

b. Team or Organizational Culture

# Table Discussions

## Deepen Your Learning

## Living Your New Culture

## Unit 4

# WE GO WHERE WE ARE LOOKING

## Learning Objectives

1. Understand the power of mental images and focused thoughts.
2. Learn the concept of scotomas (blind spots).
3. Learn about the function and use of your Reticular Activation System or RAS.
4. Discover how to powerfully "Lock on" to the goals and culture you desire most while "Locking out" negativity that would distract or sabotage you.
5. Learn to differentiate between powerful goals that are intentionally set and achieved and those that drift into an idle mind from the external environment.
6. Learn how to change what you want to change.

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**Notes:**

**Capture Your Thoughts in Writing:**

## Unit 4

# WE GO WHERE WE ARE LOOKING

## WYSIWYG - What You See is What You Get

A WYSIWYG editor is a computer software in which content (text and graphics) displayed onscreen during editing appears in a form closely corresponding to its appearance when printed or displayed as a finished product, which might be a printed document, web page, or slide presentation. Psychologically speaking we are all made in such a way that we are image oriented in nature. This means that we all move toward the dominant images that we hold in our minds.

Perhaps you have a childhood bike riding or go-kart racing story. I clearly remember the day the neighbor kid next door got a sparkling new NASCAR labeled go-kart. His father was out in the street arrogantly strutting around the new machine as his kid began driving it all over the place. Soon there was a crowd of neighborhood kids all around the shiny race car. He began putting each of us behind the wheel, no instructions, just letting kids drive around the cul-de-sac.

I'll never forget when he got to me. I was scared, unsure of this new experience. I had never driven anything with an engine before. Before I knew it, he put me behind the wheel. It seemed simple enough, until I saw Billy up ahead on his BMX bicycle heading home. All I could think about was, "DON'T HIT BILLY!" But I couldn't get my eyes off of him. No matter what I did, I just couldn't stop staring at Billy. He began to pedal faster and faster, looking behind him as if a ghost was chasing him. It wasn't a ghost. It was a scared kid trying not to hit him. I'll never forget when I saw the bumper of the go-kart hit his back tire. He hit the pavement. I closed my eyes. That cocky dad started screaming at me, and I ran home crying.

## Blind Spots (Scotomas)

Psychologists and brain scientists have proven that human perception is actually physically impaired by mental beliefs that are unknowingly inconsistent with the desired outcome of the individual, leader, or team. A **Scotoma** is a mental barrier or an impairment of the brain's



thinking processes. Due to the belief system of an individual or team, the brain actually blocks what is being perceived through the physical senses and allows them to see only what they want. This **confirmation bias** is extremely harmful to growth and change because it causes us to only see what we want to see, not what is actually there or possible.<sup>vii</sup>

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“If one were to attempt to identify a single problematic aspect of human reasoning that deserves attention above all others, the confirmation bias would have to be among the candidates for consideration. Many have written about this bias, and it appears to be sufficiently strong and pervasive that one is led to wonder whether the bias, by itself, might account for a significant fraction of the disputes, altercations, and misunderstandings that occur among individuals, groups, and nations.”

- Raymond S. Nickerson

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Why is it that we can't see the  
trees in our own forests?  
**BLIND SPOTS.**



“Whenever your opinions or beliefs are so intertwined with your self-image you couldn’t pull them away without damaging your core concepts of self, you avoid situations which may cause harm to those beliefs.”

– *David McRaney*

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Everyone remembers a time when you were convinced that you’d lost your keys, wallet or purse and no matter how hard you tried, you couldn't seem to locate the missing item. When you have a **scotoma** or **confirmation bias**, the harder you try the worse it gets. You placed yourself under tremendous stress looking for the missing item, only to have a friend or family member point it out easily and effortlessly. Once you found it, you couldn’t help but fixate on it while you were kicking yourself internally for acting so stupidly.

Psychologists identify one of the primary driving factors of human behavior as the desire to “maintain sanity” or “prove we’re not crazy for believing what we believe.” If you believe that the item was lost, your brain actually blocks the sensory input from your eyes, ears or other sensory preceptors to prove that “You’re right.”

Why is it that we can’t see the trees in our own forests? SCOTOMAS. Why can’t the child who believes he’s not good at math understand his math teacher? SCOTOMAS. What sank the Titanic? SCOTOMAS. What’s causes Unintentional Cultures to self-sabotage? SCOTOMAS.

A further element of this phenomena of **scotomas** and the human brain working in overdrive to maintain sanity, trying to prove that they’re not crazy for believing what they believe, can be understood by the functionality of the **Reticular Activation System** or **RAS**. The **RAS** is actually a physical location in the brain that controls awareness (what we’re allowed to receive or not receive through our senses).

The RAS monitors what’s allowed into our memory system through the use of Scotomas focused on two primary factors:

1. Information perceived to have a high level of personal pay value or opportunity
2. Information perceived to be a threat to our safety, security or well-being.

For example: The mother with a sleeping child, blocks out the high decibel sounds of trains or planes and thunderstorms, but hears and immediately responds to the slightest whimper of the child all the way down the hall. Love for the child is has powerful subconscious value, so the sounds of the child get right through the RAS while much noisier planes, trains and thunderstorms are filtered out.

**Reticular Activation System (RAS)**  
The RAS filters and prioritizes sensory information to let the mind be focused and alert.



The exception would be when the thunderstorm presents a significant threat as in high storm or tornado prone areas. When fear or threat are dominant factors, the sound of the storm gets right through just like the baby's cry. The mom can also hear the baby's father quietly sneaking in at 3AM no matter how quiet he is. Yes, all forms of threats get right through while everything else is blocked out.

Another major component of the RAS function is perceived responsibility or accountability. While the mother wakes up when the child cries, the dad sleeps soundly because he knows she'll wake up and take care of the child. If the mom is away visiting her sister, the dad wakes up because his subconscious knows that he's now responsible for the well-being of the child.

Jim Collins did a wonderful job of proving these points in his bestselling work “Good to Great.” Jim’s research has shown us that the hardest cultures to make into great cultures are the ones who believe that they are already good.<sup>viii</sup> Good guys lack the motivation, drive, energy and grit to become great guys because good is frankly too comfortable. The collective RAS mechanisms in these good cultures block out opportunities for greatness. Greatness has little value when individuals or teams are comfortable with mediocrity. Unintentional Cultures can become mediocre cultures quickly. Believing they are in a good place, Unintentional Cultures fail to recognize that they are declining, until it’s too late. We’ll learn more about how the RAS and scotomas function later.

## PAINT YOUR OWN PICTURE

Being image oriented, we gravitate toward our focus whether positive or negative. Even more unique is the fact that we actually gravitate towards what we are told not to do or the things we don’t want. This happens when our minds focus on pictures or images derived from the words that we hear rather than the words themselves. If we paint a picture of "don't do," we begin to focus on what we want to avoid, rather than what we want to achieve. As a result, we naturally begin to go in the opposite direction of the path we truly desire.

Psychologists tell us that the human brain rarely recognizes negative suggestions, such as, “*Don’t touch the stove.*” Words trigger pictures in our minds. When you hear the phrase, “*Don’t touch the stove*”, what image does it create in your mind? Well, touching a stove.

Amateur golfers think of the water that's in front of them and end up splashing multiple golf balls. Pros think of the beautiful green fairway beyond the water hazard and end up there. Unintentional parents tell their children how messy their rooms are or what terrible students they are and then wonder why behaviors or grades don’t improve.

We are capable of intentionally pursuing our goals when we clearly define what we’re seeking and create a vivid image of the desired result for our subconscious mind. Without clear definition and vivid imagery, the RAS moves toward whatever we perceive in our current environment.

## THE LoLo PRINCIPLE

This brain function is further recognized by what's known as the “**Lock On-Lock Out**” or “**LoLo**” principle. When we lock on to a belief or opinion such as “we have a good culture around here,” we automatically lock out any of the possibilities or strategies for having a better one. By “Lock On” the captain of the Titanic effectively Locked Out items he really needed.

### Examples of The Lock-On/Lock-Out Principle:

**Unintentional Tendency 1:** A person or organization Locks-On to a way of behaving for too long and doesn't make needed adjustments based on a status quo mindset.

**Unintentional Tendency 2:** A person or organization Locks-On to a way of behaving too quickly and makes an unwise decision based on a snap judgment mindset.

**Intentional Tendency 3:** A person or organization Locks-On to a new way of believing and then behaving at just the right time, seizing a competitive edge based on a first rate, excellent thinking mindset.

Too often we settle for good, rather than realizing we can go for what is great. Remember the story of the Fiddler on the Roof? Tevya made tradition his main focus, he sang about it, argued about it, and it blinded him. Later he learned that love is more important than tradition. He learned that family relationships carry a bond and he grew to realize he had to trust his first two daughters. He learned that tradition might be the way things were done, but tradition has to be ignored at times when growth and change are to take place for what is better. Tevya Locked On to tradition, while Locking Out true love.

Political party bias, racial or social class prejudice, hometown teams, corporate nepotism, my favorite pony at the track...you name it. All are examples of the LoLo principle and how it functions in our minds. The stronger the emotional attachment the more we lock on. The more we lock on, the more we lock out any and all information that disagrees with our opinions and then we call it “reality.”

## You can change the brain's structure and functioning.

Neuroscientist Richard J. Davidson's groundbreaking research on Tibetan Buddhist monks at the University of Wisconsin-Madison has found that years of meditative practice can dramatically increase neuroplasticity -- the brain's ability to use new experiences or environments to create structural changes. For example, it can help reorganize itself by creating new neural connections. You choose to LOCK ON to new things.

"The findings from studies in this unusual sample... suggest that, over the course of meditating for tens of thousands of hours, the long-term practitioners had actually altered the structure and function of their brains," Davidson wrote in IEEE Signal Processing Magazine in 2008.

This resource shows that within reason, we can change how we think by changing what we **Lock On** to with our minds. This doesn't mean you will overturn the laws of physics and be able to fly because you paint a picture within your brain of being Superman. However, if you were the Wright Brothers, you may be able to creatively bend the laws of physics in your favor by discovering the law of lift. We can change how we respond to our spouse or significant other, how we see them, and consequently how we react to them and improve our relationships.

What all this means: **you can change if you want to change and if you have the right tools to change.** The number one misuse of our mental imagery (LoLo Principle) is worry. We want to be very careful about what we imagine and **Lock On** to with our minds.

**Cultures and people that are built on rules and policies never reach their peak because they never get to the rubber band principle.** Cultures lead by policy leave no space to build ownership or release creativity. Policy and rule cultures often run into problems, because everyone is focused on *what NOT to do*, which inevitably they end up doing.

**QUICK! Try NOT to think of a PINK ELEPHANT!** What did you think about? BINGO!!!!

## Unit 4 - Recap

# WE GO WHERE WE ARE LOOKING

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. Your brain causes you to move toward what you \_\_\_\_\_.
2. Our culture and mindsets blind us through mental barriers called \_\_\_\_\_ which is actually the same word used for “blindness” in Greek.
3. Our brain has a built-in filtering system called the Reticular Activating System or **RAS**.  
What are the 2 types of information that our RAS lets through to our brain’s awareness?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. According to Jim Collins, author of Good to Great, the hardest cultures to make into great cultures are the ones who believe that they are already \_\_\_\_\_.
  - a. Good cultures lack the motivation, drive, energy and grit to become great because good is frankly too \_\_\_\_\_.
5. The **Lock On-Lock Out** or **LoLo** principle demonstrates how when we lock on to a belief, opinion or point of view, we automatically \_\_\_\_\_ anything to the contrary.
6. When we lock-on to a belief or opinion like “we have a good culture around here,” we automatically lock out \_\_\_\_\_.
7. Scientists have now proven that you can:
  - a. Change the brain’s \_\_\_\_\_
  - b. Expand your capacity for \_\_\_\_\_

c. Increase your \_\_\_\_\_

## TAKE ACTION TO CHANGE YOUR CULTURE

8. Now that you know you can change many elements in your culture, list three primary areas that you'd like to change in your:

a. Personal Culture:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b. Team or Organizational Culture

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_



# Table Discussions

## Deepen Your Learning

## Living Your New Culture

## Table Discussions

### Deepen Your Learning

### Living Your New Culture

## Unit 5

# THE CULTURE PERFORMANCE REGULATOR

## Learning Objectives

1. Understand what Comfort Zones are and how they work for us or against us.
2. Learn how elite military, astronauts, fighter pilots, and professional athletes use imagery and visualization to expand their comfort zones into levels of effortless, stress free superior performance.
3. Understand the language of your human computer and how to use it to expand your comfort zones to levels of increased higher performance for yourself and those you lead and care about.
4. Grasp the power of the affirmations that all of us make consciously or unconsciously all day long.
5. Master the discipline of managing your thoughts to cause previously unprecedented excellence in your personal and team cultures.

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**Notes:**

**Capture Your Thoughts in Writing:**

## Unit 5

# THE CULTURE PERFORMANCE REGULATOR

Our comfort zones work like a thermostat around the dominant set point called our *self image*. This point is set at a specific temperature and our life experiences will rise and fall to meet that temperature.



- **The Culture Regulator** stored in your subconscious.
- The accumulation of all our attitudes, beliefs, and thought rhythms. Real as well as imagined.
- How we view ourselves.
- The range around how you can act or be yourself without stress, anxiety or self-sabotage taking place.

No one has more influence over you than you. No one talks to you more than you. No one puts images and pictures in your mind more than you.

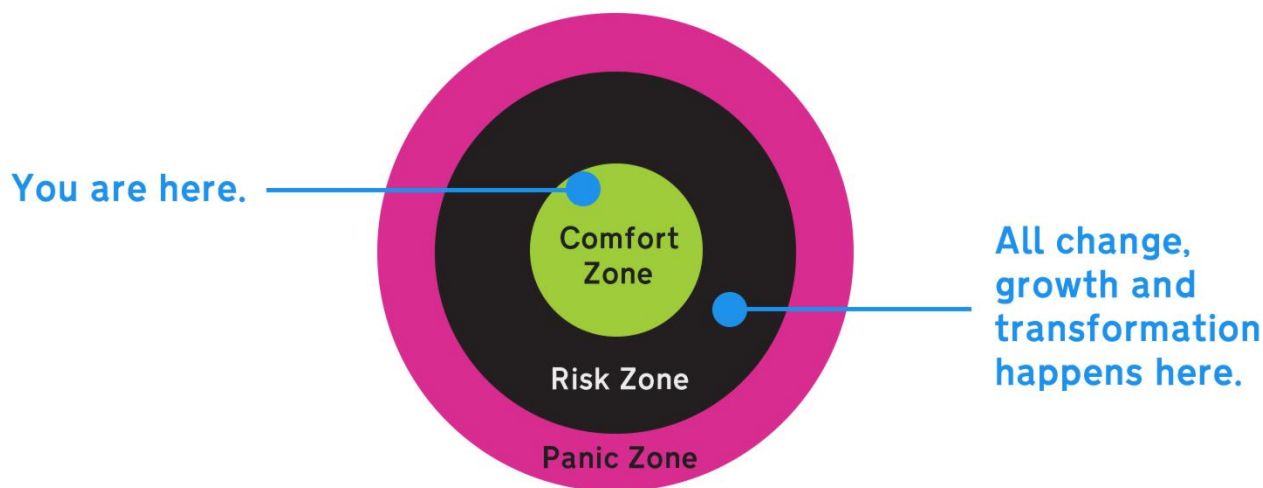
We all have ways we view ourselves as spouses, partners, employees, leaders, athletes, etc. In every area of life we have a way of looking at ourselves -- a picture of how we believe we are in that specific area.

## COMFORT ZONES

In addition to the dominant images that we hold of ourselves in all areas, we each have Comfort Zones or ranges around those areas. This is the range of performance that corresponds with our dominant self-image in any given area. When we by choice, or by selection operate outside of that zone, anxiety or tension feedback occurs to pull us back into our zones. It's important to

realize that this anxiety or tension feedback takes place whether we are performing above our normal level or below it.

Your Comfort Zone is the range of performance where you feel most comfortable; it corresponds with your current self-image in any given area. When you are outside this zone, anxiety or tension feedback are created as a natural alerting mechanism. When this tension occurs, your creative subconscious takes over to recreate the conditions that existed in the comfort zone in order to "get back to where you belong."



## How Do Your Self-Image and Comfort Zone Work Together to Become Your Culture Regulator ?

Our Comfort Zones work like a thermostat around the dominant set point called our self-image. This point is set at a specific temperature, and our life experience will rise and fall to meet that temperature. When we succeed beyond any given self-image, dominant belief or area of performance, we experience deep emotions of surprise or shock, stress, tightness of muscles, anxiety, or tension feedback. As a result, our creative subconscious takes over to bring us back into a more comfortable range (business as usual). When we try hard to achieve or behave in a manner that our dominant self-image knows is NOT like us, the mechanism kicks in to "get us back where we belong." As a result, we actually sabotage our own performance or success unknowingly.

Imagine the third grader (or junior executive for that matter) who's asked to speak in front of the class for the first time. Even though they can speak very fluently around the dinner table at home or at school lunch, just thinking about being in front of the class starts their head pounding as a result of increased blood pressure. As their blood pressure rises, they begin to sweat, their upper body muscles begin to tighten and you got it, THEY FREEZE. You see, your body actually corresponds physically as well as your mind emotionally to being out of your comfort zone. In sports it's called choking. Just like the last time you as an 86 golfer weren't keeping track of your score on the front nine were reminded by your partner that you actually had a 36 on the front 9. Your mind begins to add up 36 and 36. "Why this will be a 72." "This will be my best round ever." NO IT WON'T. Why not? Because your upper body will tighten up, your hands will sweat causing the club to slip in your grip and you'll come in with a 51 on the back 9. Not because that's your potential as a golfer, but because 86 is your comfort zone.

The same thing occurs with sales people who have a great first half of the month or year, moving the corporate headquarters to a new location, promoting a middle manager to junior executive, your kindergartener's first day at school, moving from middle school to high school, your first real college class, a dance lesson or your first date. Your palms get sweaty, your upper body muscles tighten causing your blood pressure to rise and your head to pound, your throat muscles tighten causing your voice to squeak and you choke. Not because you can't... because you're out of your Comfort Zone.

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"We don't get what we want, we get what we subconsciously expect to get."

- Excellent Cultures

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Our Comfort Zone stretches or contracts as our self-image changes. Now you're starting to realize that the research on the Buddhist monks we previously reviewed, has proven we have many tools to adjust, raise, and lower our self-image and the comfort zones that surround it.

Amazingly, all of these tools are thought processes we naturally use every single day, but may be using them in an unskilled or unknowing way.

## TOOLS TO STRETCH COMFORT ZONES

- Imagination
- Management of Self-Talk
- Visualization
- Managing our Attitudes
- Adjusting our Beliefs

The number one misuse of our natural imagery is worry. We want to be very careful about what we **Lock On** to and imagine. We've learned that we can choose what we imagine, dwell on, dream about or mediate on.

Virtual reality has been adopted by the military and used to train pilots and astronauts in simulators for years. This is particularly useful in training soldiers for combat situations or other dangerous settings where they have to learn how to react in an appropriate manner without panicking or stressing out.

Virtual reality simulation enables them to be there in their minds but without the risk of death or a serious injury. They can re-enact a particular scenario, for example engagement with an enemy, in an environment in which they experience this without the real world risks. Through repetition of the mental simulation exercises, Comfort Zones are expanded and normal human beings are able to do what they never thought they could do. The new level of performance actually becomes NORMAL, and the stress or fear vanishes. This has proven to be safer and less costly than traditional training methods and is used by every branch of the elite military for training pilots, astronauts, professional athletes, you name it.

Military uses of virtual reality:

- Flight simulation
- Battlefield simulation



- Battlefield Medic training
- Vehicle simulation
- Virtual boot camp

Virtual reality is also used to treat Post-Traumatic Stress Disorder. Soldiers suffering from battlefield trauma and other psychological conditions can learn how to deal with their symptoms in a 'safe' environment. The idea is for them to be exposed to the triggers of their condition and gradually adjust. This has the effect of decreasing their symptoms and enabling them to cope in new or unexpected situations.

With each simulation the men and women in the military are given a glimpse of real life situations. They're able to perform in those situations and react in a safe way. As they do this they are enlarging their Comfort Zones because they're able to practice their reactions to potential dangers in a safe environment. They are raising their level to a **new normal**. The result is that their subconscious becomes so familiar with the dangerous situation that it is no longer dangerous to them and they are able to perform flawlessly and effortlessly at the new level of excellence. They have expanded their **Comfort Zone** to the **desired new normal**.

## HOW IT WORKS

Here's how it works: by clarifying your desired outcomes with specific words accurately depicting the outcome that you desire, you're able to develop the skill to start managing your human computer so that it works for you instead of against you.

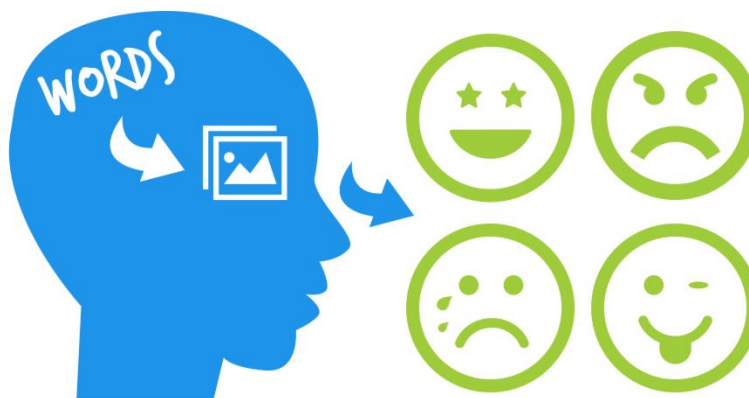
Just like computer developers speak the language or code of the software program and operating system, you can learn to speak the language of your human computer. The human computer code is called **Self Talk**.

**The human computer language of Self Talk operates in 3 dimensions:**

1. Words
2. Pictures and Images
3. Feelings and Emotions

## Self Talk

- 1 Words (trigger)
- 2 Pictures (which bring on)
- 3 Emotions (feelings)



This is very easy to understand if you simply say or think the words: “I love my child, spouse or significant other.” Once you say the words, if you pause for a second you’ll recognize a picture, memory, or image in your mind of yourself with the person for whom you care deeply. If you hold onto the picture or image for a few seconds you’ll feel the rush of emotion that follows the words that triggered the picture. That’s it. So simple.

~~IMPOSSIBLE~~

~~UNABLE~~

Just like we learned earlier, when our **Self-Talk** was evaluating the chocolate cake with “Have I ever seen anything like this before.” And, “What is this probably leading me toward,” our Self-Talk typically runs in two directions: “That’s Like Me” or “That’s Not Like Me.” It can also have just about any conversation that you want based on your ability to converse and understand any language in which you’re fluent.

One example is when you're playing golf and you approach the hole with the large pond in the middle of your desired ball flight path. On the way up to the tee box, your Self-Talk is blabbing away. "Well you know this is the water hole." "You know that this is where you always lose your golf ball in the water." The golfer unskilled in Self-Talk, begins to agree and say, "Yep that's like me, I always hit it in the water here." He then takes out a ball to prepare for the drama. As he stands over the ball, all he sees in his mind is water, water, water. All he can feel is stress, stress, stress. Of course his tightened upper body causes him to choke and splash one ball if not more. That's what poor self-talk does. Then after it's finished, the conversation starts all over again with "You knew you were going to hit those balls in the water. You always do." He then thinks to himself "I know; I don't know why I can't quit."

So goes the saga with the dancer, the pianist, the social prude, the new junior executive, the mom with her first child on the first day of kindergarten, the accident prone driver, the dad at his daughter's first date and you know the rest by now.

Conversely, the excellent performer immediately quiets the first sentence with "Nope. That's not like me. I'm a pro. I hit it on the left side of the green 2 feet from the flag on this hole." And so he does. If he happens to make a rare mistake he says, "That's not like me. I always do well on this hole." Then he hits the flag with the next one. So goes the language of Self-Talk.

The process begins with either a thought or an out loud thought called an **affirmation**. "I've never been very good at public speaking." "Our family has never been good at math." "We've always just barely gotten by." "I don't know why I can't ever seem to save any money." "You know how dad is."

The words of affirmation trigger whatever dominant image or mental picture that vividly depicts the words you allow. Then comes the emotional impact and you know that you just put one large weight on the attitudinal balance scale we discussed earlier. You dwell on it, talk about it some more, tell your friends about it, and can't figure out why you're in such a slump.

The more you repeat the image in your mind and feel the emotion, the stronger the belief or attitude becomes. You carry out your own self-fulfilling prophecy by doing the action and reaffirming it to yourself and others, and the process starts all over again.

What's extremely interesting is that this process always works. It will either work for you or against you and you're in control of it. Great artists in Self Talk have mastered the discipline of managing their minds, and you can too. All it takes is effort and practice on the skills that you're learning.

So what do you think the elite military, astronauts, fighter pilots and world class athletes do with their Self-Talk? Do they dwell on all the horrible, fearful disasters that could occur, or focus intensely on positive visual images, outcomes and emotions that define their greatest moment? In the units ahead you'll learn to master the art of managing your Self-Talk and the Self-Talk of your team and culture.

## Unit 5 - Recap

# THE CULTURE PERFORMANCE REGULATOR

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. The dominant images we hold in our minds that describe how we view ourselves are called \_\_\_\_\_ Images.
  
2. Around every self-image that we hold in our minds, there exists a \_\_\_\_\_ Zone.
  
3. Our Comfort Zones are like a dead space around which no \_\_\_\_\_ or anxiety exist. Yet when we go above or below our Comfort Zones our bodies react by creating \_\_\_\_\_ and \_\_\_\_\_. These internally caused phenomena manifest in physical symptoms of:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  
4. All of us are constantly carrying on a conversation in our minds about ourselves and what's taking place around us. This conversation is called \_\_\_\_\_.

5. The process of Self-Talk typically begins with either a thought or an out loud thought or statement of perceived fact called an \_\_\_\_\_.

6. These statements of perceived fact about ourselves or others typically run in two veins:

a. " \_\_\_\_\_ "

b. " \_\_\_\_\_ "

7. The elite military, astronauts, professional athletes and actors use \_\_\_\_\_ to train them to prepare for high performance in difficult or dangerous circumstances.

These \_\_\_\_\_ prepare them mentally by expanding their \_\_\_\_\_ so that they can perform effortlessly and in a relaxed manner in situations of high danger or threat without choking. Five tools to stretch Comfort Zones used by the military in virtual reality:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

## TAKE ACTION ON CHANGING YOUR CULTURE

8. Identify 3 areas each where narrow Comfort Zones are limiting your:

a. Personal Culture:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b. Organizational or Team Culture:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

9. Identify a simulation exercise that will help you expand your Comfort Zones in each of the areas identified above:

a. Personal Culture:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

b. Organizational or Team Culture:

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

## Table Discussions

### Deepen Your Learning

### Living Your New Culture



## Unit 6

# WHY? WHY CHANGE? WHY GROW?

## Learning Objectives

1. Learn why changing and growing is a way of life whether we want it to be or not.
2. Get clear on the definition of identity and its connection to our success and performance individually and collectively.
3. Understand the difference between healthy self-esteem and narcissism.
4. Understand how Confirmation Bias may make us feel good but sabotages our success.
5. Learn the characteristics of Intentionally Excellent Teams in depth.
6. Understand the stages of successful team growth and how to make the most of them for your team.

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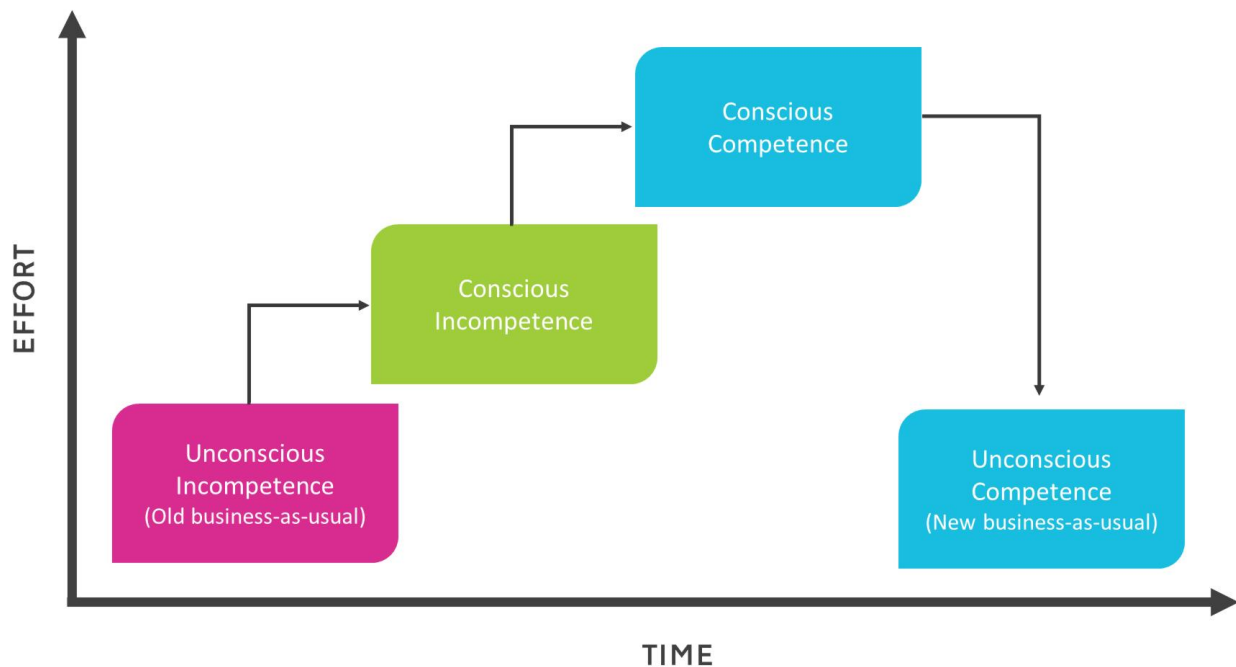
**Notes:**

**Capture Your Thoughts in Writing:**

## Unit 6

# WHY? WHY CHANGE? WHY GROW?

Why does all of this matter? There's no doubt that by now you have already begun to have some awakening moments. In many ways you may have moved from **Unconscious Incompetence** to **Conscious Incompetence** in a number of **Personal Culture** as well as **Collective Culture** areas. Our next goal will be to move together toward **Conscious Competence**.



We have talked about **self-image** and **Self-Talk** and how important they are to your growth and development, stretching to new **Comfort Zones** and new areas of reality, performance, and living. There is no doubt that you matter to your family, your company and hopefully, most importantly, to yourself. But there is great reality we often forget. You matter to the Collective Culture in this workplace.

Now that you understand self, applying it for the greater good of the team is where we begin to see and reach new collective heights. Unity is an amazing prerequisite to group success and Excellent Collective Culture.

## IDENTITY - Self-Image Is Not All About Self.

There is a psychological gap between what I do and who I am that requires further examination:

*“Does what I do make me who I am?  
Or am I someone before I do?”*

Of course we could engage in a “nurture versus nature” discussion here, but we’d rather deal with scientific fact to grow your personal culture and performance.

If you have spent your whole life getting praise and even trophies just for showing up and being you, what is going to make your specialness come to an end? Will it be a change of scenery now that you're at work instead of in the classroom or little league park? If you have never really had to accept the consequences of your bad behavior or poor performance, how will you respond when the boss wants to discipline you or even discuss your most recent screw-up?

There is a great difference between who a human being is versus what a human being does. My identity is who I am, despite my actions. My actions categorize what I do, but do not always exemplify who I am. For instance, many of us can recall a time where our anger with a pet led us to hit the pet, but shortly who you are took over and you decided you would never do that again and you have kept that promise to yourself. Does that incident make you a cruel person? Does it make you a brutalizer of animals? No! In fact your identity showed after the incident, not before.

We can begin to recognize things in life that we have let become our identity when we are challenged. When we are challenged on the job and we find ourselves fighting back and arguing about the way we have performed, we have let performance become our identity. We must know who we are, and what things to allow our identity to hold to. When our performance is challenged we embrace it as an opportunity to grow, rather than something to defend.

A goal of this curriculum is to give you tools to take intentions into actionable life experiences, and thus, help you bring out more of who you really are, which will increase your performances and life experiences.

The healthy self-image has been characterized as possessing realistic self-esteem without being cut-off from a shared emotional life. This is a direct contrast to the unhealthy narcissistic point of view. There must be a healthy distance created from self in order for our growth to maximize. By the way, the short definition of narcissism is a psychological disorder that is characterized by the pursuit of gratification from vanity or egotistic admiration of one's own attributes that derive from arrogant pride. Sounds pretty ugly, huh?

This healthy distance happens in teams. Working together in teams creates positive tension caused by different perspectives. Working in close, transparent teams keeps us from becoming narcissistic. Failing to grow because of **Confirmation Bias** will lead us to only be with people who agree with us. This may lead to less tension, but hinders growth and creativity because it causes you to stay only within your own **Comfort Zone**.

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“Thanks to Google, we can instantly seek out support for the most bizarre idea imaginable. If our initial search fails to turn up the results we want, we don’t give it a second thought, rather we just try out a different query and search again.”

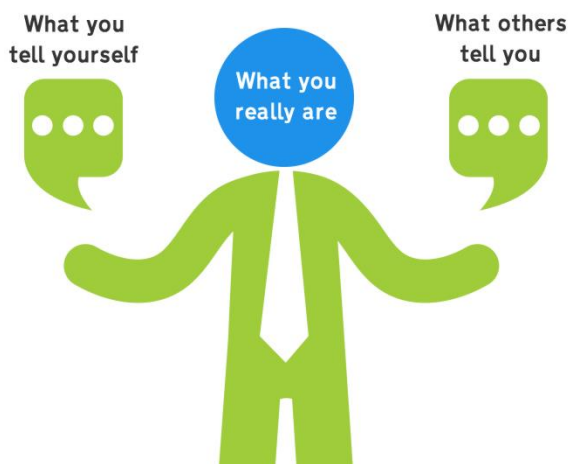
- Justin Owings

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Who we really are cannot be seen by ourselves or perceived from our own Self-Talk. Psychological isolation produces narcissists rather than healthy human beings. We need the input of others. We need the input of our team.

## What you REALLY ARE

The average, mature personality - created by others but partially created by you.



## Symptoms of Narcissistic Personality Disorder

In order for individuals to be diagnosed with narcissistic personality disorder (NPD) they must meet five or more of the following symptoms:

1. **Has a grandiose sense of self-importance** (e.g., exaggerates achievements and talents, expects to be recognized as superior without commensurate achievements).
2. Is preoccupied with fantasies of unlimited success, power, brilliance, beauty, or ideal love.
3. **Believes that he or she is “special” and unique** and can only be understood by, or should associate with, other special or high-status people (or institutions).
4. Requires excessive admiration.
5. **Has a very strong sense of entitlement**, e.g., unreasonable expectations of especially favorable treatment or automatic compliance with his or her expectations.
6. **Is exploitative of others**, e.g., takes advantage of others to achieve his or her own ends.
7. **Lacks empathy**, e.g., is unwilling to recognize or identify with the feelings and needs of others.
8. **Is often envious of others** or believes that others are envious of him or her.
9. Regularly shows arrogant, haughty behaviors or attitudes.<sup>ix</sup>

Narcissists are what we become in isolation. Collaborative success stories are what we become when we engage growth and change within a team. We need trustworthy, honest, outside input to be able to see the truth about ourselves -- input from team members who care about you as an

individual and have only one agenda: to see you succeed. We even need input from enemies and competitors to see ourselves as honestly as possible. Why do we often ignore this type of input and settle for **Confirmation Bias**? Because it doesn't hurt. Confirmation Bias is easy, it doesn't cause you to change, or even see the truth past your own **scotomas** (blind spots).

In unit 9 we will begin working on the **More of Less of (MoLo) Process**. It will give you and your team the tools necessary to begin your transparent and unified growth culture together. Getting and giving transparent feedback to one another is a key to growing into the **Excellent Culture** that together you're **intentionally** working toward.

What does the Excellent Culture team look like as opposed to the Narcissistic self-centered team?

## 9 Characteristics of Intentionally Excellent Teams:

1. True shared values and goals (that are more than statements on the company website or a gold framed artifact in the lobby). Trustworthy.
2. Transparent.
3. Open and honest with each other and about themselves.
4. Operate based on service and compassion for each other above self.
5. Realize that no one person can make the end all happen alone.
6. High sensitivity towards meeting the needs of others (customers as well as shareholders and constituents).
7. Consistently examine the motives of why they do what they do.
8. Clear and precise vision and goals. All members:
  - a. Know the vision of where the culture is going.
  - b. Agree with where the culture is going and love contributing their part to it.
  - c. Want to go where the culture is going and have personal goals to get themselves and others to that place.
9. Candid and fearless communication. All members:
  - a. Tell it like it is without worrying about who does or doesn't agree.

- b. Know that every opinion could be right or wrong, good or bad but is only an opinion.
- c. Accept differing opinions and points of view.
- d. Come to clear consensus and stick with it.
- e. Implement and execute together.

## GROWING TOGETHER

Growing together is hard. It takes work and intentionality, and is often greatly challenging -- but the performance and ROI are worth it. As you engage this new culture and grow from **Unconscious Incompetence** to **Conscious Incompetence** to **Conscious Competence** and then **Unconscious Competence** remember this: You will be outside your Comfort Zone and everyone on your team is having the same experience. This is how teams grow together.

## STAGES OF TEAM GROWTH

According to *The Team Handbook*<sup>x</sup>, teams go through fairly predictable stages of growth as they learn to work effectively together. The following subsections briefly describe each stage.

### Stage 1: Forming

Team members are exploring the boundaries of acceptable group behavior and are trying to establish their positions and status within the team. While being somewhat excited about the opportunity to be on a team, they may be suspicious and anxious about the job ahead. It is normal at this stage to see little progress. The team may complain about the task and have lofty, abstract discussions which cause some members to become impatient.

### Stage 2: Storming

Team members realize the task is different and more difficult than first imagined. Some may become impatient with the lack of progress and begin to assert their ideas, resisting the need to collaborate. Some simply withdraw as discussions become contentious and argumentative. They are beginning to understand one another and realize how different communication and



social styles are affecting them. Storming takes on many different forms, but it almost always occurs before progress can begin.

### **Stage 3: Norming**

This is the stage team members begin to accept the individuality of each person, trust the ground rules to maintain equality in the process, and realize competitiveness must yield to cooperation. They look forward to the contribution of others on the team, and a sense of team spirit and dedication to a common goal unfolds. With this shift in team energy, they start to make significant progress.

### **Stage 4: Performing**

Team members now have insights into personal and group processes in this stage. They recognize, and even anticipate, how they can each contribute to the mission. They quickly identify and resolve interpersonal communication problems and develop a synergy that enables rapid progress.

### **Stage 5: Adjourning (and Transforming)**

In 1977, Tuckman, jointly with Mary Ann Jensen, added a fifth stage to the 4 stages: adjourning, that involves the process of "unforming" the group, letting go of the group structure and moving on. Some authors describe this stage as "Deforming and Mourning," recognizing the sense of loss sometimes felt by team members. Adjourning involves dissolution. It entails the termination of roles, the completion of tasks and reduction of dependency. The process can be stressful, particularly when the dissolution is unplanned.

Evidence about the characteristics of successful teams can be gleaned from understanding the pitfalls associated with failure. In the *Risk of Quality Team Project Failure Index (RTFI)*, the following characteristics can be extrapolated as correlating with success or failure of the team:

1. Training regarding teamwork, quality methods, and problem solving sequences.
2. Facilitation skills.

3. Measurable objectives.
4. Visible senior leadership support.
5. Regular meetings (at minimum monthly).
6. High percentage of team member attendance at every meeting.
7. Small tests of change that can be successfully implemented in a short time.
8. Disciplined to follow change methodology.

As we go through these stages of growth within a team with **intentionality**, we ultimately build transparent trust and unity which in turn creates Collaborative Culture and Collaborative Success while Personal Culture goals are reached and success is celebrated together.

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“Just like it takes a village to raise a child, it takes a team to fully realize and live your personal potential.”

– Excellent Cultures

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## Unit 6 - Recap

# WHY? WHY CHANGE? WHY GROW?

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. Changing and growing are a way of life because

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2. Does what I \_\_\_\_\_ make me who I \_\_\_\_\_? Or am I something before I \_\_\_\_\_?

3. The healthy self-image has been characterized as possessing: \_\_\_\_\_ self-esteem without being cut-off from a \_\_\_\_\_ emotional life, as the unhealthy \_\_\_\_\_ tends to be.

4. The short definition of narcissism is a \_\_\_\_\_ disorder that is characterized by the pursuit of \_\_\_\_\_ from vanity, or egotistic \_\_\_\_\_ of one's own attributes, that derive from arrogant \_\_\_\_\_.

5. Working together in teams creates \_\_\_\_\_ tension caused by different perspectives. Working in \_\_\_\_\_, \_\_\_\_\_ teams keeps us from becoming narcissistic. Failing to grow because of **Confirmation Bias** will lead us to only be with people that \_\_\_\_\_ with us. This may lead to less tension but hinders growth and creativity because it causes you to stay only within your own \_\_\_\_\_.

6. 9 Characteristics of Intentionally Excellent Teams:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

7. The four stages of successful team growth are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_

## TAKE ACTION ON CHANGING YOUR CULTURE

8. Define the difference between healthy self-esteem and narcissism in your own words.
  
  
  
  
  
  
  
  
  
  
9. Every human being battles to stay out of the default narcissistic "it's all about me-what's in it for me" culture. Identify three instances where you've seen this "all about me" mindset taking hold in your own team or organization
  
  
  
  
  
  
  
  
  
  
10. Make three recommendations that you and your teammates can follow to avoid narcissism and stay on track with a true culture of "service" over "self."

## Table Discussions

### Deepen Your Learning

### Living Your New Culture

## Unit 7

# STEERING THE CHANGE: Motivation, Values and Goal Setting

## Learning Objectives

1. Understand the definition and concept of Motivation.
2. Learn the difference between the types of effective and ineffective motivation and how to maximize them.
3. Learn the value of values.
4. Identify key values that will make a positive difference in your personal and your team cultures.
5. Establish the importance of clearly defined written goals.
6. Learn how to properly set and achieve goals.
7. Clarify and write the goals that are most meaningful to you and your team.

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**Notes:**

**Capture Your Thoughts in Writing:**



## Unit 7

# STEERING THE CHANGE: Motivation, Values and Goal Setting

## HOW TO CHANGE YOUR PERSONAL CULTURE *(Marketing to make your Personal Culture a reality)*

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“Motivation is the fire from within. If someone else tries to light that fire under you, chances are that it will burn briefly.”

- Stephen R Covey

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## MOTIVATION

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to take action, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term *motivation* is frequently used to describe *why* a person does something. For example, you might say that a student is so motivated to get into a clinical psychology program that he or she spends every night studying.

Marketers have a unique role in our society. Their purpose is to persuade us, the consumer. They capture our attention and cause us to vividly imagine the emotional joys created by their product. Then they sell us the specific product they want us to buy. Why do you think these marketing companies spend millions on psychological studies? They want to know how our brain works so they can capitalize on that information.

Through the knowledge and experience you are gaining from this workshop, you can begin to do the same thing for yourself and your team. Together you can build the culture you desire. When a product fills a need in a society, the marketers' job is easy. They concentrate on what they want you to see. They know that your **creative-subconscious** will do what it needs to do to make sure you get this product because your inner motivation for the product already exists.

But what if you don't need it? Then they need to convince you that you do, so that motivation will come from your creative-subconscious to go and get it.

Motivation is the incentive or drive that fuels and propels us forward. We can be motivated externally by the words or actions of others. We can also motivate ourselves internally by using our thoughts, Self-Talk, habits, attitudes and beliefs.



**Restrictive Motivation**

**Vs.**

**Constructive Motivation**

**Negative**

Temporary

**Positive**

Ignition

Depending on our Self-Talk, we are either constructively or restrictively motivated.

**Constructive Motivation** is easily identified by a clear vision of the desired outcome.

Constructive Motivation produces a Self-Talk stream of “I want to because”, “I want this because”, “I choose this”, “I like this” or “I love this”.

**Restrictive Motivation** is always attached to a negative, “I have to or else” or “You have to or else”. The differences between Constructive Motivation and Restrictive Motivation can mean the difference between joyful achievement and unhappy repetitive failure. At its best, changes

produced by Restrictive Motivation are short term and temporary. Human beings are naturally resistant to change. The more we feel pushed, the more we subconsciously push back.

This fundamental component of our human nature is quite evident when we consider that the surgeon's greatest fear in performing an organ transplant is rejection of the transplanted organ. Our bodies as well as our minds are built to resist unwanted or foreign change. Organ transplants become successful through the science of proper anti-rejection medications and careful adherence to a proven criteria of organ acceptance. It's the same with our minds.

**Constructive Motivation** is the proven criteria for acceptance of change.

**Restrictive**, forced, or mandated “**have to**” changes are resisted and temporary.

**Constructive**, desired, sought after “**want to**” changes are easily embraced. This principle is clearly understood by looking back on the mountain of failed New Year's resolutions. Whether it's an external force pushing on you or you pushing on you, the end result is the same: PUSH-BACK. Understanding the way our minds respond and how PUSH-BACK is caused establishes the high value of using constructive motivation to attain desired results.

Motivation is your call to action. It's the ‘why’ in life. When you decide that there is something you really want, motivation is what provides the direction, drive, and energy to achieve it.

Motivation encourages people to go the extra distance. It's a skill you can learn.

We are not always motivated by the logic of our needs. We are primarily motivated by emotions. Being able to motivate yourself and inspire others around you is a crucial skill. Motivation comes from inspiration, which is powered by purpose. Washington Irwin said, “Great minds have purposes; others have wishes.”

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“Great minds discuss ideas. Average minds discuss events. Small minds discuss people.”

— *Eleanor Roosevelt*

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Dr. Raj Persaud has aptly said, “The key is for you to be in charge of your motivation, rather than for it to be in control of you.” The Latin root of the word “motive” is “motivus” which means ‘moving’. Hence in this basic sense, the study of motivation is the study of action. In life you are always moving toward something or away from something.

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“Dreaming, after all, is a form of planning.”

— Gloria Steinem

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At the physical level, our Motivation Direction means moving away from pain and toward comfort. At the levels of thoughts and feelings it means moving away from or toward values. A crucial point here is that when people become disconnected from their values, they lose them.

Motivation is related more to ‘wanting’ than ‘needing’. Remember -- what we want is not always what we need. Needing alerts us, but motivation directs us. Motivation is the process of putting a label on a need. We tend to ‘feel’ our needs and ‘express’ our wants.

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term *motivation* is frequently used to describe *why* a person does something.

"The term motivation refers to factors that activate, direct, and sustain goal-directed behavior... Motives are the "whys" of behavior - the needs or wants that drive behavior and explain what we do. We don't actually observe a motive; rather, we infer that one exists based on the behavior we observe."<sup>xi</sup>

Though ignition comes from inside, you still need outside forces to reinforce that ignition. This is why the team dynamic is so important. The energy of optimism has to be grounded in a basic

belief that things will turn out well. When motivation is not tied with a specific goal, it rapidly disintegrates into inertia, becoming activity without purpose. **When motivation becomes focused on a well-defined goal based on solid, meaningful values, it becomes a powerful force for success and achievement.**

## THE VALUE OF VALUES

Values are qualities that define us, our teams, and organizations at their most basic level. They establish a foundation on which expectations and trust (or distrust) are built.

Effective leaders take responsibility for the organizational values their products, services, and employees demonstrate. The clarification of these values allows organizations to plan their collaborative culture and reputation with confidence.

### What Values Do

Today most organizations have written defined values or guiding principles. Unfortunately, they can become common place and viewed as a set of meaningless words that take up space on our walls and websites. Having values has become the price of admission, but **Demonstrating** or **Living** your values is winning the Super Bowl. **Demonstrating Values** is the basis for many strategic decisions. Once values are defined, shared and clearly understood, they should simplify and accelerate all other business decisions. These benefits occur when Organizational Values are truly **Lived**. **Lived Values** will also ensure consistency of information and implementation. For example:

- Values should be considered as part of the decision-making, the product / service design, and the customer care process when developing new products / services.
- Values assist in the development of the organization's (and department's) **vision statement** and value statement.
- Values can support the **core competencies** of the organization, the unique value proposition.

- Values serve as the starting ground for all marketing and advertising strategies and messages.
- Values required for performance (customer service for example), can be looked for within the values of the people you consider hiring.

It is equally important to define our personal values. They define, direct, and motivate us in our desired course of life. Values can motivate us to move outside of our Comfort Zones and into the place of growth.

Values are living (not static) traits or qualities that help define the organization and us. Integrating these values must be a priority for everyone. Therefore, include everyone in the decision making process.

Your motivation, actions, and life will be directed by your values. Whether they are written or not, you have values. You are responsible for determining your values. When you determine them, they determine you. If you don't determine them on purpose, then the people and environment around you determine them for you.

Now that we're starting to understand how culture and our minds work, effective goal setting can become a distinctive advantage in building a great culture as well as a great life. If we're going to ignite our fire of motivation, we are going to need these goal setting tools.

## **DEFINING THE VALUES OF YOUR PERSONAL CULTURE**

It's important to recognize and identify all of the aspects of your life and be able to apply your core values to each of them. No matter how hard we try to compartmentalize our lives, the reality is that we cannot. We are complex beings who cannot be compartmentalized or separated within ourselves.

Our inability to truly compartmentalize our lives into neat little pieces of a pie chart exemplifies the truth that our core values bleed into every area of our lives. The center of the pie chart is

your core values. We must realize that these core values are also the filling within each piece of the pie.

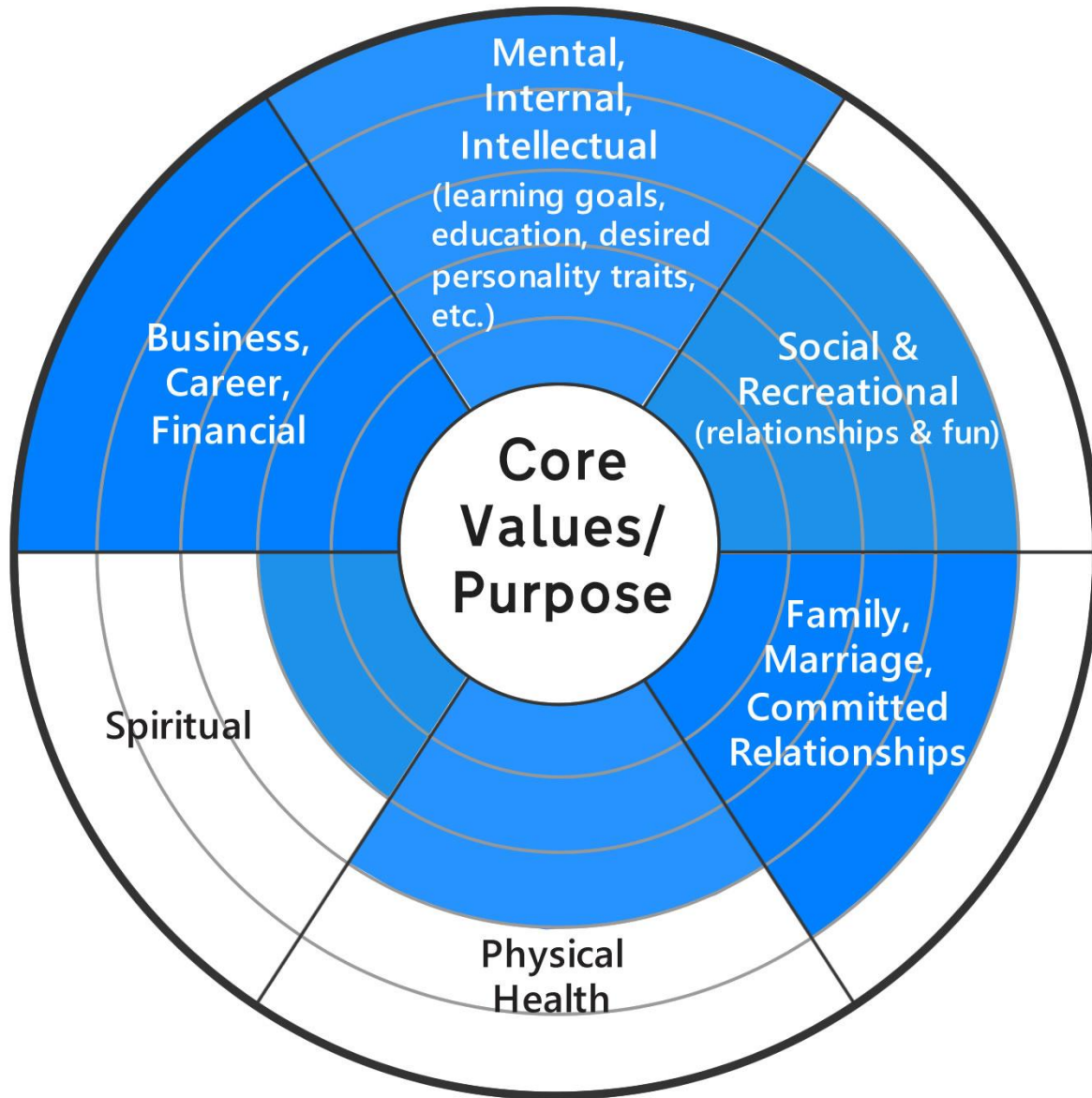
We'll take some time for you to clarify your core values at the end of this unit. Then you and your significant relationships, the team that helps you, can determine what each piece of the pie is in your life. When you're clear on the values that you choose to live by, you can begin writing goals for each piece of the pie.

## SOME EXAMPLES OF VALUES

**Note:** Many can apply to both Personal and Team or Organizational Culture

ambition, competency, individuality, equality, integrity, service, responsibility, accuracy, respect, dedication, diversity, improvement, enjoyment/fun, loyalty, credibility, honesty, innovativeness, teamwork, excellence, accountability, empowerment, quality, efficiency, dignity, collaboration, stewardship, empathy, accomplishment, courage, wisdom, independence, security, challenge, influence, learning, compassion, friendliness, discipline/order, generosity, persistency, optimism, dependability, flexibility

## Your Life Balance Wheel Core Values & Goals





## GOALS

Merriam Webster defined goals simply as "something that you are trying to do or achieve." Google's top definition as of this writing is "the object of a person's ambition or effort; an aim or desired result."

Goals differ from values in that they are about achievement. We learned earlier that goals are so essential to the human psyche that our minds automatically gravitate toward whatever we hold as the dominant image or thought in our mind. The discipline of staying focused on what we want is critical to our success. Basically, every thought held or embraced becomes a goal whether we want it to or not. For this reason, clearly defined written goals are essential to the success of any individual or team who truly wants to be all they can be. *The following was taken from Forbes magazine, reported in April of 2014:*

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"There was a fascinating study conducted on the 1979 Harvard MBA program where graduate students were asked "have you set clear, written goals for your future and made plans to accomplish them?" The result, only 3% had written goals and plans, 13% had goals but they weren't in writing and 84% had no goals at all. Ten years later, the same group was interviewed again and the result was absolutely mind-blowing.

The 13% of the class who had goals, but did not write them down was earning twice the amount of the 84% who had no goals. The 3% who had written goals were earning, on average, ten times as much as the other 97% of the class combined! While this study only looks at earnings to quantify success, I still find it to be an extremely motivating example of why creating clear and measurable goals and writing them down is a key to success."

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Now that you've learned how powerful your thoughts, Self-Talk, words, and mental images are at influencing your future success and that of your team, you'll be able to relate to these guidelines for writing your goals in the most effective manner possible.

## WRITING DOWN YOUR GOALS

Putting your goals in writing is key to reaching your goals. Imagine what would happen at the end of your team meetings if no one took down the minutes of the meeting? How would we hold each other accountable to the tasks and team goals we decided on together?

## 10 GUIDELINES FOR EFFECTIVE GOAL SETTING

1. **BASE YOUR GOALS ON YOUR PREVIOUSLY DEFINED IDEAL VALUES AND PRIORITIES**
  - This is a good place to use your previously defined Ideal Culture
2. **BALANCE YOUR GOALS**
  - Balance is critical for maximum effectiveness and to prevent burnout
  - Make at least half service based over self
3. **SET SPECIFIC GOALS IN EACH AREA**
  - Business, Career, Financial
  - Mental, Internal, Intellectual (learning goals, education, desired personality traits etc.)
  - Social & Recreational (relationships & fun)
  - Spiritual
  - Physical Health
  - Family / Marriage / Committed Relationships
4. **PRIORITIZE YOUR GOALS**
  - Your personal values make some goals have higher importance.
5. **STATE YOUR GOALS IN ALIGNMENT WITH EXCELLENT CULTURE**
  - Paint mental pictures of desired outcomes
6. **CLARIFY YOUR WORDS AND MENTAL IMAGES**
  - Be specific

- Clearly define with vivid imagery
  - Generate positive emotional impact
  - Review on a regular basis
7. PAINT THE PICTURE OF THE END RESULT YOU DESIRE
- You don't need to know how you are going to get there to set the goal
  - Set it and forget it (Remember how your Creative Subconscious works)
  - Avoid time limits on goals wherever possible (Time limits not only limit us and our creativity, but often bring heaviness to our goals)
  - Write goals in 1<sup>st</sup> person, present tense
  - Each goal may have sub-goals
8. KEEP YOUR GOALS CONFIDENTIAL
- Restrictive motivation happens when we share our goals with others who are not in a position to help us achieve them
  - By sharing our goals we build the tension of "have to," instead of "want to"
  - Sharing your goals with others will let the air out of your mental balloon releasing excitement and emotion before it's time
9. UPDATE YOUR GOALS REGULARLY
- Time and circumstance are always changing
  - Make sure your goals change with the times
  - Continue to set new goals as you successfully reach your current goals to help you maintain momentum
10. SET YOUR GOALS HIGH
- We rarely exceed our own expectations
  - Recall our Reticular Activation System (RAS) and the importance of making sure your goal is challenging and exciting
  - High stretch goals are actually easier to achieve
  - Strong excitement and emotions are generated when high goals are imprinted into your subconscious

## Unit 7 - Recap

# STEERING THE CHANGE: Motivation, Values and Goal Setting

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. Motivation is defined as the process that \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ goal-oriented behaviors. Motivation is what causes us to take \_\_\_\_\_.
2. Motivation is the \_\_\_\_\_ or drive that fuels and propels us \_\_\_\_\_. We can be motivated externally by the \_\_\_\_\_ or \_\_\_\_\_ of others. Or, we can motivate ourselves \_\_\_\_\_ by using our thoughts, self-talk, habits, attitudes and beliefs.
3. The two types of motivation are:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
4. Constructive Motivation always has the words or thoughts: I \_\_\_\_\_ to or I \_\_\_\_\_ to because attached to it.
5. Restrictive Motivation always has the words or thoughts: I \_\_\_\_\_ to or you \_\_\_\_\_ to or else attached to it.
6. When motivation is not tied with a specific \_\_\_\_\_, it rapidly disintegrates into inertia. ***But when motivation becomes focused on a well \_\_\_\_\_ goal***

***based on solid \_\_\_\_\_ values it becomes a powerful force for  
\_\_\_\_\_ and \_\_\_\_\_.***

7. \_\_\_\_\_ are qualities that define us and our teams or organizations at their most basic level. They establish a foundation onto which \_\_\_\_\_ and \_\_\_\_\_ (or \_\_\_\_\_), are built.

8. Your motivation, actions, and life will be directed by your \_\_\_\_\_. They already are whether your values are \_\_\_\_\_ and \_\_\_\_\_ or not. You and you alone determine your values. You determine them and then they \_\_\_\_\_. If you don't determine them on \_\_\_\_\_, then the people and \_\_\_\_\_ around you determine them for you whether you realize it or not.

9. Write down your top 5 Personal Culture Core Values:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

10. Write down your top 5 Team or Organizational Culture Core Values:

1. \_\_\_\_\_

- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

11. Write down one high priority goal for each of the six areas on your personal culture wheel. (Remember to review each goal in light of the 10 guidelines for Effective Goals Setting we just learned):

1. *Business, Career, Financial:*

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2. *Mental, Internal, Intellectual (learning goals, education, desired personality traits etc.)*

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3. *Social & Recreational (relationships & fun)*

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4. *Spiritual*

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5. *Physical Health*

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6. *Family / Marriage / Committed Relationships*

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12. In light of what you've learned thus far, write down three high priority team goals that you believe are important for your team to go after (Remember to review each goal in light of the 10 guidelines for Effective Goals Setting we just learned):

a. 

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b. 

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c. 

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## TAKE ACTION ON CHANGING YOUR CULTURE

13. Rate yourself and your team on a 1 to 10 scale (10 high) with respect to how well you live your team or corporate core values.

14. List 5 specific recommendations that can be implemented for improving your scores:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



# Table Discussions

## Deepen Your Learning

## Living Your New Culture

## UNIT 8

# DEFINE AND CREATE THE CHANGE: Goals, Affirmations, and Self-Talk

### Learning Objectives

1. Revisit the concept of Self-Talk as it relates to helping us improve our leadership, success, and performance.
2. Clearly understand how our minds function to form new beliefs and self-images.
3. Use everything we've learned thus far to formulate our goals and turn them into powerful triggers to inspire, motivate, and focus our success.
4. Become effective at the skill of Self-Management.
5. Learn the steps to improve your self-image.
6. Become an effective affirmation writer.
7. Master the healthiest and most effective ways to improve what you want to improve and change what you want to change for yourself and your team.

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### NOTES

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**Capture Your Thoughts in Writing:**

## UNIT 8

# DEFINE & CREATE THE CHANGE: Goals, Affirmations, and Self-Talk

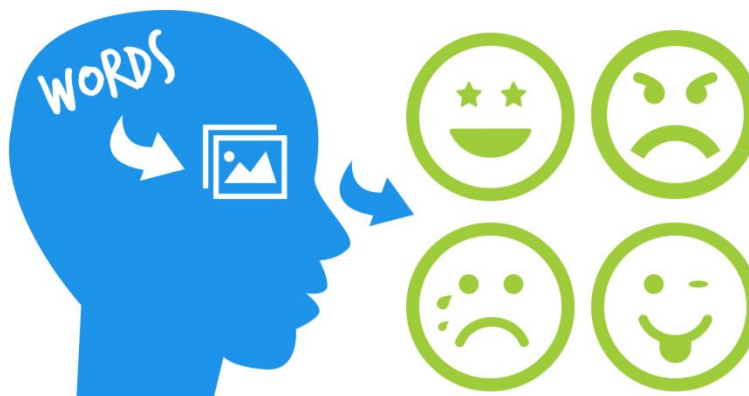
## SELF-TALK

*No one is more influential in your life than you are, because no one talks to you more than you do.*

You'll recall from our earlier discussion that the conversation we all have with ourselves is called "Self-Talk." Self-Talk is three dimensional: **words, which trigger pictures or mental images in our minds, that together produce feelings and emotions** based on the words and images used.

### Self Talk

- 1 Words (trigger)
- 2 Pictures (which bring on)
- 3 Emotions (feelings)



For example, if you're a golfer who knows that you hit a lot of balls in the water, the conversation you have with yourself on the way up to the tee of the water hole might be something like, "OH NO...ANOTHER WATER HOLE...I ALWAYS LOOSE A BALL OR TWO ON THESE HOLES." These words produce an image of you hitting the ball into the water. In fact, unless you're very skilled at the discipline possessed by excellent golfers, all you can see in your mind is WATER. All you can feel is the stress of losing another ball in the water. The strong mental image of the water causes your muscles to tighten up at the appropriate moment and you hit the ball into the water. After the experience, this image is vividly recorded in the neuron cells of our brain, along

with the corresponding emotion of anger or frustration with yourself. Once the damage is done, you then have a conversation with your friends and with yourself about always losing your golf balls on water holes, further reinforcing this dominant belief.

Attitudes toward desired outcomes are created and controlled by managing three personal areas:

1. Words (trigger)
2. Pictures (which bring on)
3. Emotions (feelings)

Reflecting back on our example of the golfer who programs himself to fail, it's important to recognize that very skilled golfers have learned the mental discipline of:

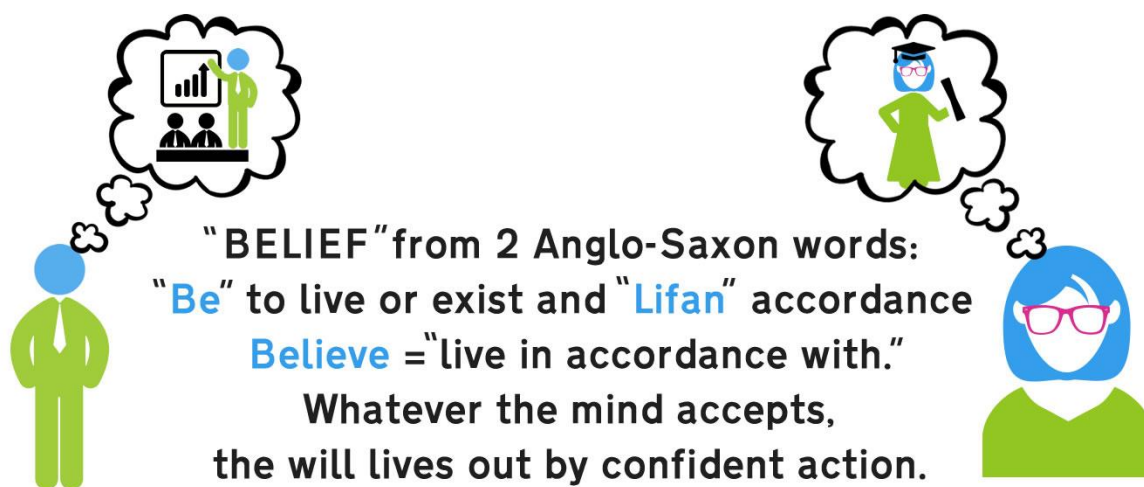
1. **LoLo -- Lock On Lock Out.** We learned about this. Focusing on what they want instead of what they do not want. (The Excellent Personal Culture determines what is allowed to be mentally rehearsed and repeated and what is not.)
2. **Directing their Self-Talk** so that they manage what weights they put on their attitudinal balance scale. (We learned this as well.)
3. **Correcting mistakes in a manner that builds beliefs and attitudes** which produce the positive outcomes that they desire rather than the opposite.

Imagine working for a boss or coach who's constantly telling you where you messed up and how messed up you are... constantly correcting you with vivid images of the mistake you just made... words that are so real that you relive the mistakes again and again until all you can do is make them again and again. Ready to quit this boss and find a better one? Of course you are. Yet, the boss that was just described is you. Still want to fire your boss? You should! Most of us manage ourselves by constantly reliving past mistakes, criticizing our children, our employees, others, and ourselves, and then wonder why such poor results perpetuate themselves.

It can be different. With proper tools, you will grow to a point of **Unconscious Competence**, forming new habits in your Self-Talk.

## AFFIRMATIONS: The Tool of Self-Talk Management

Reflecting back on what we learned in Unit 3 about the deeper meaning of the word “belief,” you’ll recall that it has a two-fold meaning, filled with deep significance. The two old Anglo-Saxon words: “be,” to live or exist; and “lifan,” which conveys the thought of accordance make up our current word “belief.” We learned that to believe means literally “to live in accordance with” anything. While we have been accustomed to consider “belief” as simply mental acquiescence with some particular truth, we learned that real “belief” leads us on to action. That which the mind accepts, the will lives out through confident action whether we are consciously aware of it or not. Thus, the intentionality of utilizing our thoughts and words to build beliefs that are consistent with the outcomes that we desire is a critical component of achieving any change, goal or desired outcome.



The Self-Talk process begins with either a thought or an out loud thought called an **affirmation**. “I’ve never been very good at public speaking.” “Our family has never been good at math.” “We’ve always just barely gotten by.” “I don’t know why I can’t ever seem to save any money.” “You know how Dad is.” All of these are examples of affirmations that we make many times a day out loud or in the quietness of our own internal Self-Talk.

These words of affirmation then trigger dominant images or mental pictures that vividly depict the words we allow. Then comes the emotional impact and we know that we just put one large

weight on our own **attitudinal balance scale** that we discussed earlier. Then we dwell on it, talk about it some more, tell our friends about it, and can't figure out why we get into such a slump.

The more we repeat the image in our mind and feel the emotion, the stronger the belief or attitude becomes. We carry out our own self-fulfilling prophecy by doing the action. We reaffirm it by talking about it to ourself and others, and the process starts all over again.

What's interesting is that this process always works, it can work for us or against us, and we're in control of it. Great artists in Self-Talk have mastered this discipline, and their mental discretion produces affirmative habits and actions. You can have the same experience. All it takes is intentionality and practice on the skills you're learning. The next time you head out to the golf course, try playing a different game. Play Self-Talk instead of golf, and observe the differences in your game. Try the same thing the next time you look at your kid's report card or see that extra piece of homemade chocolate cake in the fridge.

## BUILDING YOUR AFFIRMATIONS

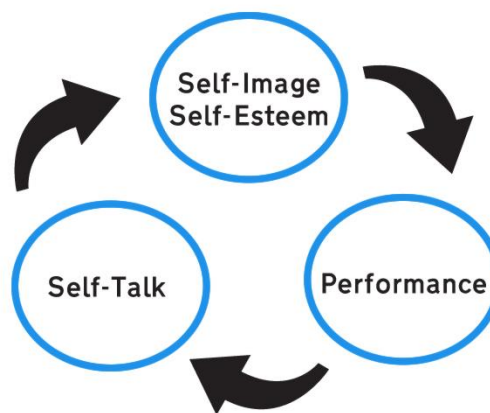
By now we've learned that all meaningful and lasting change begins on the inside and works its way out. This is the case with individuals, teams, organizations, nations, and societies. We've also learned that forced **restrictive changes** work against the natural order of our minds and our human nature. They are resisted and only temporary at best. (If they ever get that far.) Lasting change never happens through restrictive motivation or behavioral modification. Lasting change happens from within and works its way out. Consider the Self-Management cycle:

## SELF-MANAGEMENT CYCLE

The image of the **Self-Management Cycle** represents the normal course for someone in an **Unintentional Culture**. The current performance perpetuates itself. This can be great if you are performing well and your performance or the performance of your team measures up to your potential. But what if your performance slips? Then your Self-Talk begins self-regulating like we learned earlier. It reinforces your dominant self-image and the cycle continues. Once you fall

into this pattern, you tend to go deeper and deeper into the mire of “this is the way it’s always been and always will be.” As you slide down this slippery slope, you are well on your way to depression, frustration, and eventually breakdown. This pattern is the same for teams, organizations and individuals.

## Self Management Cycle of someone in an Unintentional Culture.



The deeper issue here is that our personal performance is not a worthy ally on which to base our personal identity. It is fickle, overly critical, and will never be worthy of the greatness you truly have within you. Imagine the baseball player who makes millions of dollars failing 70% of the time. The greatest hitters of all time have a batting average around .300. That means that 70% of the time they fail. What would their self-image, psyche, and Personal Culture be like after failing so often? It’s devastating to think about what damaged individuals they would be if they rested their identity and self-worth on their performance.

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Once after striking out, Babe Ruth was interviewed by a reporter...

“What were you thinking about during that strike out Babe?”

Babe Ruth replied, “Hitting a Home Run.”

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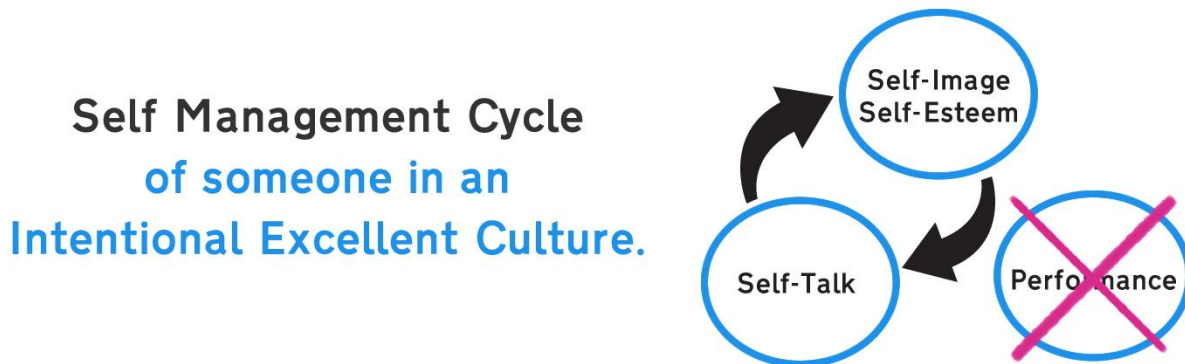
Remember that self-image is not about self. In fact, you can’t raise your performance by looking at your performance. The more you look at your performance, the more you reinforce it. We increase our outcomes and grow our internal measurement of self-image by monitoring and managing our Self-Talk. The key is for us to tender the middle ground of narcissism and self-doubt. What do we mean?



For the performance of the team you lead to improve, whether it be your family, your work team, or your sports team, it's essential to realize that their input matters. Those who will be honest with you and transparent about your flaws, are your biggest allies when waging the battle of the **Culture Clash**.

## THE RESPONSIBLE CYCLE FOR POSITIVE CHANGE

In order to raise our performance, we need to move from our current performance and the critics (outside of the trustworthy critics who we give permission to help us improve) and focus on the outcomes we desire. Taking responsibility and accountability for our inside image, beliefs, habits, and attitudes result in changing our self-image, and ultimately changing our performance. Change the Self-Talk and you change the self-image. Change the self-image and you change the performance.



All effective, meaningful, and lasting performance improvement begins with focus on our Self-Talk and inner self-image. You can improve your performance by controlling your Self-Talk and designing your own personal database. Design this database as you want your subconscious to function, rather than its current performance. This begins to improve your self-image, making it easier to improve your Self-Talk. This causes a repetitive productive cycle, which begins to raise performance. The best performance regulators are Self-Talk and self-image.

In Unit 3 we spoke about the computer-programming concept GIGO which stands for Garbage-In/Garbage-Out. The same holds true for information. Good mental managers monitor the

input that goes into their minds. Growth is an inside job. Choose not to wait for others to give you feedback based on performance. Begin to affirm your own abilities without the evidence of performance.

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“I ignore the thoughts which are not making me strong.”

- Jason Mraz, Living in the Moment, Album LOVE

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*Performance is a by-product not a goal.*

## SELF-TALK: Your Personal Ad Campaign

### Steps for Improving / Changing Self-Image

1. Lock out untrustworthy critics (including yourself)
  - Critics provide necessary feedback when we are initially looking to upgrade our performance. If we allow their feedback to turn our Self-Talk imagery against us, it has lost its usefulness.
  - Don't sanction others if their comments are not contributing to the goal.
2. Learn to dispose of current performance quickly (undesired performance)
  - Your current performance only becomes useful as a benchmark of how far you have come after you have reached your desired goal. So dispose of current performances quickly, and Lock Onto the new goal.
3. Monitor your Self-Talk
  - No one has more influence on you than you, because no one talks to you more than you do. Monitoring your Self-Talk is a key component to changing, progressing, and expanding your current performance and Comfort Zones.
4. Design your own advertising campaign. (goals and Affirmations)
  - If we don't allow performance to control our Self-Talk, then what does? We do!

5. Mentally rehearse the new desired performance (recite & vividly imagine your Affirmations)
  - Our Self-Talk drives our imagination. What we speak and what we imagine form our self-image and subsequently our actions. Remember, the words that we use in our Self-Talk trigger the images or pictures that our subconscious minds record. As these images generate emotions, new information is stored in our human hard drives much like software is loaded on a computer.

## Designing Your Self-Talk Advertising Campaign - Affirmations

Remember that affirmations are statements of fact or perceived fact that we make about ourselves, our teammates, our organizations, and the circumstances around us. These “that’s like me” or “that’s not like me” statements are the triggers for what is stored in our subconscious and become our self-image. These images are what monitor and drive our performance and internal motivation.

We also learned earlier that through the use of the principle and the management of our **Reticular Activation System (RAS)**, what we believe and how we think are powerful triggers to how we perceive or pass by opportunities. These triggers control what we allow ourselves to see or not see, learn or ignore, embrace or let go by. The opportunities for breakthrough that we see or miss are all based upon our belief system. Our belief system makes up our self-image and our self-image is formed by our self-talk (the affirmations we make all day long about who we are or are not, what we’re capable of doing or not doing, etc.). They also control what percentage of our potential we actively use or allow to lie dormant.

Using carefully selected word tracks, affirmations remind you of the outcome or performance you desire. These reminders and statements promote productive mental imagery that creates and perpetuates a snowball effect within your subconscious. This gives you new autopilot settings which control the items we’ve addressed thus far. As we discussed earlier, these techniques are used in training elite military, astronauts, pilots, and professional athletes alike to rehearse and practice their skills in their minds until they become perfection in actual performance.

**Auto Pilot** settings work with your subconscious to give perpetual reminders which promote positive, productive mental rehearsal.



**An affirmation is a new habit, attitude, belief, or goal stated as though it has already happened.** The subconscious brain is the key component to change. Affirmations form our reality whether we carefully manage them or allow them to carelessly drift into our imaginations from the people and circumstances around us in daily living.

We now realize the critical importance of being cautious in our use of affirmations to program or reprogram our human computer or subconscious mind. Change is most effectively produced within a team of relationships you trust. Those who value you as a person can help you create affirmations which are helpful to your transformation, but not damaging by building false realities in your mind.

Science has shown us the benefits of affirmations for self-image growth as well as higher performance. It has also shown us that when done in isolation away from intimate relationships, people can use affirmations in a manner which creates unrealistic expectations and a false self-image. Together, these can cause aggressive defense mechanisms when they feel the “new self-image” they’ve created in isolation is challenged or questioned by friends, coworkers, and loved ones.

Affirmations are most effective when working with a coach who has expertise in the behavioral sciences, or in groups of teams where honest feedback is given and received. This is one reason why working in an **Excellent Culture** is so critical to individual, team, and organizational success.

## How to write affirmations

You've always talked to yourself using **words** that have triggered **pictures** bringing about **images** and **emotions**. So affirmations are not new to you. Now you will be learning to do it by intent rather than accident. You will become the designer of your **Personal Culture** to gain **conscious competence** en route to **unconscious competency**.

You can design your Self-Talk by forming specific phrases or affirmations which will trigger **positive mental rehearsal** and cause your subconscious to begin setting new expectations and Comfort Zones. These will in turn create new habits and levels of performance.

To gain powerful emotional impact you may use existing memories that you **re-run** from a positive experience in your past. Gather that emotion, and attach it to the event, behavior, or performance you are mentally rehearsing. It takes practice, but before long you will find yourself in a rhythm of creating affirmations of the goals, behaviors, attitudes, thoughts, opinions, and outcomes that you desire. These affirmations are imprinted on your subconscious and expanded as your performance changes, not because of effort towards performance, but because of new comfort zones being formed internally. We call this reaching **unconscious competence** in an Excellent Culture, in which you have a new normal, a new "business as usual," new habits, and as a by-product, new performance.

## Steps for writing affirmations

1. Have a clear and vivid picture of the desired end result, habit, performance, attitude, or belief.
2. Write them in first person narrative. (I am)
3. Write them in present tense, as if your desired end result has already occurred.
4. Use excessive adjectives and adverbs that describe and trigger positive emotions.
5. Use words like "consistently" and "regularly" when describing how often.
6. Be balanced. Have affirmations, coaching, and accountability for every area of your life. (See Life Balance Wheel that we reviewed in Unit 7 and incorporate your team accountability.)
7. Be specific and clear about your desired results.

8. Avoid comparative words like more, better, or best and negative words like not, don't, or can't.

## Reminders of things you control

- Your vision
- Your Self-Talk
- Your habits
- Your attitudes
- Your beliefs
- Your effort

## Reminders of things you do not control

- The decisions or choices of others
- The emotions of others
- The actions of others
- The habits of others
- The attitudes of others

## SAMPLE AFFIRMATIONS

- I live and lead in such a way that I always have time for others. I joyfully listen with transparent compassion and courageously lead with personal honesty.
- Each moment is an opportunity for learning. This is ongoing. From the moment of my birth to the moment of my death, I have innumerable opportunities to grow, choose, and shape myself anew.
- I am a constructive leader -- looking daily to lift the human spirit and help others realize their ability to soar and be all that they can be.
- I enjoy being an affirmer of people, conveying my warm personality, and a caring and compassionate attitude.

- I am a model of the culture we desire, and a strong proponent of the culture that others need most to raise their level of worth and personal success.

### **The healthiest and most effective way to improve / change:**

1. Have a trusted community, friend, family member, counselor, or coach join in your journey to provide candid feedback.
2. Look to your team to help you acknowledge poor performance, bad habits, and negative Self-Talk that can be improved.
3. Form a clear vision of your desired end result, performance, habits, or self-image.
4. Write affirmations that describe this new desire with great vividness and imagination in first person present tense form.
5. Focus on these new affirmations in the mornings, evenings, and when you are tempted to think negatively or mentally soak on the undesirables.
6. Use the five step affirmation imprinting process to internalize the goals and changes that you desire most:
  - a. **Read the words** of your well written affirmation.
  - b. **Vividly Picture or imagine** the image that is triggered by the words.
  - c. **Hold on to the image until you can feel the emotional impact** letting you know that the affirmation has made the positive impression that you desire.
  - d. **Repeat the process daily** until you see the changes become reality.
  - e. **Modify the words and images** of your affirmations as you progress to keep your growth process alive and ongoing.

## UNIT 8 - Recap

# DEFINE & CREATE THE CHANGE Goals, Affirmations, and Self-Talk

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. Self-Talk is \_\_\_\_\_ dimensional: \_\_\_\_\_, which trigger \_\_\_\_\_ or \_\_\_\_\_ images in our minds, that together produce \_\_\_\_\_ based on the words and images that are used.
2. The Self-Talk process begins with either a thought or an out loud thought called an \_\_\_\_\_.
3. The three elements of the Self-Management Cycle are:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
4. All effective, \_\_\_\_\_ and \_\_\_\_\_ performance improvement begins with focus on our \_\_\_\_\_ and inner \_\_\_\_\_.
5. You can improve your performance by controlling your \_\_\_\_\_ and designing your own personal \_\_\_\_\_; the database that you want your



\_\_\_\_\_ to function on rather than the one that \_\_\_\_\_  
\_\_\_\_\_.

6. An affirmation is a new \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or  
\_\_\_\_\_ stated as though it has already \_\_\_\_\_.

7. The Five Steps for Improving / Changing Self-Image:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

8. The 8 Steps for Writing Affirmations:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

9. The five step process for Imprinting your affirmations:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## TAKE ACTION ON CHANGING YOUR CULTURE

10. Go back to the goals you wrote in Exercise 11 in Unit 7. Using goals from 3 different areas on your personal culture wheel, write an affirmation for each goal selected. Remember to use the 7 steps for writing affirmations that you clarified in exercise #8 above.

1. *Business, Career, Financial:*

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2. *Mental, Internal, Intellectual (learning goals, education, desired personality traits etc.)*

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3. *Social & Recreational (relationships & fun)*

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4. *Spiritual*

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5. *Physical Health*

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6. *Family / Marriage / Committed Relationships*

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11. Do the same with 2 of the team goals that you wrote in exercise 12, Unit 7:

1. Team Affirmation:

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2. Team Affirmation:

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12. Review each of these affirmations with your table team members using the seven steps to writing affirmations that you clarified in Exercise #8. Use sample affirmations in your affirmation wallet and improve on your work. Ask your facilitator for assistance as needed.

13. Transfer your finalized affirmations to your affirmation wallet cards or file on your mobile device, pad, or computer for imprinting later.

# Table Discussions

## Deepen Your Learning

## Living Your New Culture

## UNIT 9

# BUILDING A CULTURE OF ACCOUNTABILITY

### Learning Objectives

1. Understand the concept of True Accountability
2. Learn how to produce voluntary Team Co-Accountability
3. Master the More-of-Less-of or MoLo Process for producing maximized team performance and leadership effectiveness
4. Start building your MoLo Action Plan for improving your effectiveness as a leader as well as your team's overall performance

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### NOTES

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**Capture Your Thoughts in Writing:**

## UNIT 9

# BUILDING A CULTURE OF ACCOUNTABILITY

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“A body of men holding themselves accountable to nobody ought not to be trusted by anybody.”

— Thomas Paine

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Are people on your team raising their hands, volunteering for tasks, and asking you and their teammates to please hold them accountable for that task or responsibility? Is “I’ll do that and you can hold me accountable for it” heard frequently where you live or work? If that is happening on your team, then you have an Excellent Culture. If not, then your culture is back to the unintentional, default self-driven culture again.

Leading people who are accountable seems to be quite high on the list of most leaders. Frequently we hear leaders speaking of “Holding People Accountable.” “You know, you’ve gotta hold ‘em accountable,” has just about become a leadership mantra in corporate America or with any responsible parent of a teenager. Everyone wants to hold someone else accountable. Bosses want to hold their workforce accountable. Parents want to hold their kids accountable. Teachers want to hold their students accountable. Why, you even want to hold the guy who bumps your cart at the grocery store accountable.

How unintentional, default, self-focused is that? People only have to be “Held Accountable” when they don’t want to be accountable. People in Excellent Cultures love being held accountable by their teammates as well as their bosses because it means that they can now expect the same in return. Thus, you end up with a culture full of trust, service, and natural intrinsic, constructive motivation.



Remember what we learned in Unit 7 about Constructive vs. Restrictive Motivation: Constructive "want to, like it, love it," compared to restrictive "have to or else" motivation loaded with passive or aggressive defensive push back and resistance.

When team members *trust* the team to the extent that they can be vulnerable, welcome being held accountable, admit their shortcomings and ask for help toward future growth, the culture moves toward excellent.

When team members show *desire* and *motivation* to grow, welcome the challenge from their boss and fellow teammates to improve and achieve in their given role, this is the excellent culture.

If you have team members with this attitude and habit, you have a culture of accountability. **Trust, Desire, and Natural Internal Motivation** are the key factors to true accountability.

Holding people accountable with "you have to or else" is the unintentional, default, selfish culture. The Culture Monster thrives in this kind of environment. Reflect back on the difference in your attitude, behavior, and motivation when it's time to file your tax return and you know you have a large refund coming versus when you know that you're going to owe big brother a bunch. Which of these types of culture do you want to thrive in your organization or family?

Accountability is often thought of as policing. If accountability on your team or in your family is about policing, then you're working or living a high stress, temporary results, and low performance life. True Accountability is one the most needed forms of service we can provide for our teams, our customers, and those closest to us.

What does a culture of True Accountability look like?

It looks like a culture where peers hold peers accountable and see the process as beneficial for everyone. Peers hold their bosses and their leader accountable. They even hold their fellow team members or their customers accountable, and everyone views this practice as beneficial.

**What true accountability is not... Holding Someone Else Accountable** against their will (even if they put up with it). The kind of accountability that power driven leaders who are trying to force others to do their bidding. This is where the Culture Monster thrives. While that kind of accountability can get quick results, they are minimal and temporary at best. True accountability is not policing one another, it's serving one another and collectively contributing to the success of the team.

**What true accountability is...** Understanding that being held accountable by your teammates is what helps you be all that you can be, and correspondingly helps the team be all it can be. In an Excellent Culture, accountability is about service, not self. This kind of co-accountable service, based on voluntary co-accountability is what fuels peak performance and continuous, sustainable improvement.

True accountability happens when every team member has a strong grasp of who they are, the talents they bring to the team, and what role they play on the team. True accountability happens because everyone is more concerned with scoring the goal than they are with who gets the credit. True accountability happens because everyone grasps and desires to live their values. True accountability happens when everyone knows the direction the team is going and wants to be going that direction. True accountability happens because people care about each other and trust one another. True accountability happens when team members serve one another, own their mistakes as well as their success, and see correction as a benefit rather than a punishment. **Excellent Culture** is the root and first cause of genuine customer service.

The foundation of a culture of true accountability begins with constructive "want to" motivation. What does everyone want to accomplish? Remember **Constructive Motivation** is easily identified by a clear vision of the *desired* outcome. Constructive Motivation produces a Self-Talk stream of "I want to because" or "I want this because," "I choose this," "I like this," or "I love this."

**Restrictive Motivation** always has a negative "I have to or else," or "You have to or else," attached to it. This is when accountability becomes policing instead of serving. We naturally

resist those who push us into doing things which are their idea, and we quickly run to the unintentional culture when we are pushed to do things outside of what we truly desire.

The differences between Constructive Motivation and Restrictive Motivation driven accountability can mean the difference between joyful achievement and unhappy repetitive failure. At its best, the changes produced by Restrictive Motivation are short-term and temporary.

**Desire, Motivation, and Trust** are what true accountability is built on. If I don't know what you want, how can I hold you accountable? If I don't know who you want to become, how can I serve you by helping you become it? If I don't know where you want to go, how can I serve you by helping you get there?

A great example of this can be seen in the accountability process practiced by the elite US Navy flight team known as the Blue Angels. These pilots fly supersonic fighter planes faster than the speed of sound with such split second precision that a timing error less than an eyelash would be catastrophic. Yet accidents are rare, few and far between.

If you had the opportunity to watch the Angels prepare for a routine, you would see them actively imagining and visualizing every split second move in their minds, mentally practicing in the comfort of prep room chairs, long before the actual live performance.

If you had the opportunity to watch them sitting around a table debriefing after each routine, you'd hear them openly admitting every tiny error made using a process called "Fessing-It and Fixing-It." You'd hear them positively challenging their teammates by pointing out errors, omissions, and areas of improvement. You'd hear them constantly affirm the mantra of "Happy to be here boss," when corrected. These elite military fighter pilots actually make it a conscious competent practice to outwardly admit their mistakes to the rest of the team, followed by a promise to "fix-it" the next time around, inviting their teammates to hold them accountable. This kind of co-accountability is what produces real excellence in a culture.

When was the last time someone fessed it and fixed it on your team? Is fessing and fixing an unconsciously competent practice where you work or live? If not, it sure can be.

## **AFFIRMATION:**

*“Accountability is something I truly value because I know it serves me well, keeps me on track, and empowers me to serve others encouraging them towards their success as well as our team's success.”*

## **PHASE GOALS TOWARD A CULTURE OF TRUE ACCOUNTABILITY**

Like we've discussed earlier, reaching and sustaining a culture of true accountability takes effort and it takes intentionality. It doesn't just happen. The unintentional, default, self-driven culture just happens. The Excellent Culture is built with effort and intentionality. Given that this is the case, consider these five Phase Goals toward building a culture of True Accountability where you work or live:

### **PHASE 1**

People are aligned with their unique talents and gifts. They are celebrated for who they are and what they do best, and have the desire and motivation to fulfill their role toward the team's goals by contributing their unique gifts and talents. They derive great internal joy from operating in a manner that allows them to make a contribution to the larger team while utilizing their individual talents and gifts. Because they are uniquely qualified, they are energized and able to simply be who they are as they work toward the unified goals of the team.

### **PHASE 2**

Leadership respects and values the unique talents and gifts of each team member, and sees how they all fit into the big picture. Because the leader honors and respects individual talents and gifts in each team member, he or she finds imaginative and creative ways to position people in the right place at the right time. There they can enjoy being who they are while contributing to the overall success of the team. Nothing slows a team down more than frustrated people trying

hard to do something that they don't have the talent or ability to do. Worse yet is a team member with natural talents or gifts in one area spending time and energy trying to excel in another area because of its perceived value or glory.

### **PHASE 3**

Team members who first of all know who they are and who they want to become, see the organization or team as the ideal fit for them to excel and help their teammates do the same. This requires unselfish maturity, wisdom and insight on the part of leadership to evaluate who people are and align them based on who they are and want to become, instead of what the team or organization has need of at any given moment. This type of leader has great faith in how well the team will do when everyone is excelling at who they are and doing what they do best, and at the same time honoring and allowing others, with different capabilities, to play their respective roles being who they are and doing what they do best. This phase can also only work well with a true team where the focus is more on serving others than one's self.

### **PHASE 4**

Each person has respect and admiration for each other's unique talents and gifts, acknowledging and utilizing the value added by the talents and gifts of the other. They see the personalized role that everyone plays and celebrates each one's part, while focusing on their own individual task and getting it done. Each team member is able to see the big picture and realize that it takes the entire team being who they are and doing what they are uniquely talented and gifted to do in harmony while serving each other. They know their role so well that they have great joy in passing the ball to their teammates and seeing them excel at what they do best. This unselfish type of team behavior can only take place when the excellent culture is embraced by the entire team, and is willing to trust their future in the hands of their teammates doing what they do best. Focusing on succeeding in their own role and staying out of their teammates' lane or area of expertise is critical to the success of the team as well as every individual member.

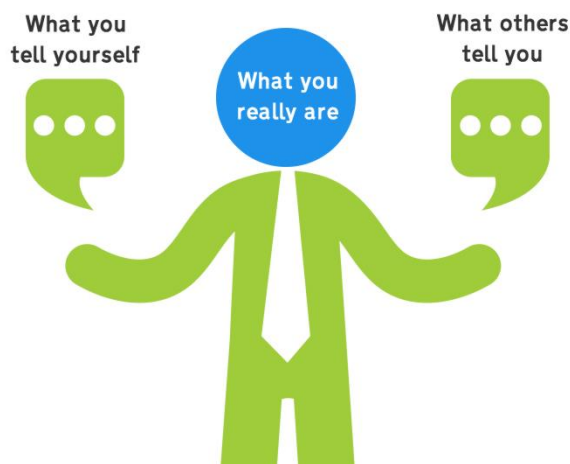
## PHASE 5

Once Phases 1-4 are in place, leadership can focus on leading by asking questions of team members and facilitating the robust dialogue and communication that drives meetings and the team's overall success. Leaders can now concentrate on hearing the needs of the team and equipping everyone to be successful in their respective roles. Leadership guides the direction of the team by simply asking questions: "Who wants to do this?" "Who will be accountable for that?" "Why do you guys think we're struggling so much this quarter?" "How can we fix it?" "What can I do more of as your leader to help each of you succeed?" "What can I do less of?" Team members respond by making contributions, taking ownership, fessing and fixing, and holding each other as well as their leaders accountable for their contributions or the lack thereof. This is the excellent culture of true accountability -- all based on voluntary "want-to" instead of "you have to-or else." Initiative and creativity soar. Energy and passion go through the roof, the Culture Monster is squashed, and performance is second to none.

## EFFECTIVE LEADERSHIP COMMUNICATION & DIALOGUE

If you're serious about creating and contributing to a culture of true accountability where you work or where you live, Fess It and Fix It and real accountability are what help you balance the process. We learned earlier that what you really are, mixed only with what you tell yourself, can not only create imbalance, it can create a false perception of self and ultimately a narcissistic or self-focused culture around you. When you mix knowing who you are and what you tell yourself with what others tell you about you, you're able to mature in a manner that balances the effectiveness of your own growth and development with that of your team, as well as what's best for your overall organization. This type of balanced focus is best operationalized by a process we call the More-of Less-of or MoLo process.

**What you REALLY ARE**  
The average, mature  
personality - created by  
others but partially  
created by you.



## Destructive Criticism versus Positive Actionable Feedback

We've all heard of the value of **Constructive Criticism**. Yet, if criticism is so constructive, then why is the result of it typically so **destructive**? The answer is based on what we've already learned. People don't always truly understand what you're saying in the manner in which you're saying it. Typically they hear what they think you said based on their previously recorded scenarios of "Have I ever heard anything like this before?" and "What is this probably leading me toward?" If the previous experience is emotionally charged, then you can almost always guarantee miscommunication, misunderstanding, and results that are negative or opposite the desired outcome. So as a leader, while you may be doing your best to properly correct new team members so they understand how to quickly become successful members of your team, that's not always what they understand. Unfortunately, when they finish comparing your coaching feedback with their previously recorded experiences, they may be hearing how terrible they are and how you have no confidence in their ability to succeed on your team, even though that's not even close to what you said. While criticism may be intended to be constructive, insuring that it is so, is another matter entirely.

To be most effective, let's define **Constructive Criticism**: It is a form of feedback that's properly received by the individual to whom it's directed and causes positive corresponding action in the same manner its originator intended. For example, if the feedback was designed to help team members realize the critical importance of getting to meetings on time, you know it's working when they not only make increased effort to show up to meetings on time, but they

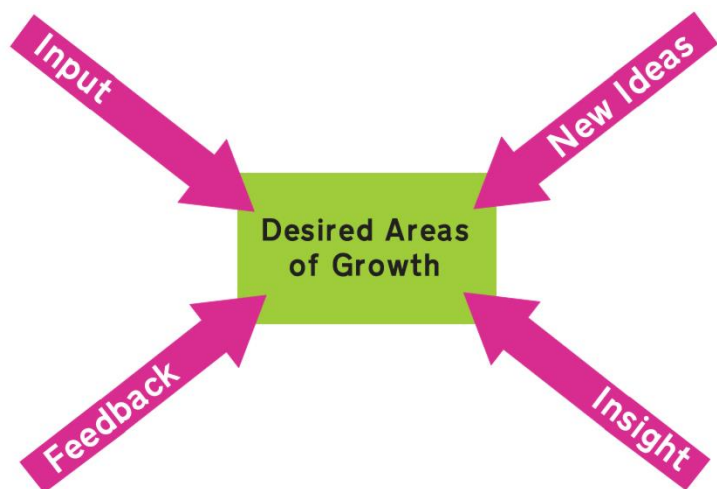
actually show up on time. In addition, they show up eager to contribute and support the team, not dragging their feet out of fear of retribution for not being punctual. We call this **Positive Actionable Feedback**.

## The MoLo Process (More-of-Less-Of)

**Positive Actionable Feedback** is simply feedback which causes the positive corresponding actions desired by the individual who sent it. The More-of Less-of or **MoLo** process is designed to do just that; ensure that feedback is received in the same manner which it is given, and causes the positive action which it was intended to cause. This simple yet extremely effective way of keeping us in tune with who we really are is not based on our isolated self-image, but on how well we can help each other improve to be our best. It's based on the assistance of our trusted team members and high quality relationships.

We learned earlier about scotomas and our inability to see the trees in our own forests. Thus, team members using the MoLo process to help other team members see what they don't see alone are critical to the success of any Excellent Culture team as well as the individuals on the team. Refocusing each other in the direction of the greater team and our collective success is even more critical. Both of these elements lie at the heart of the MoLo process.

**MoLo: More-of-Less-of**  
This process refocuses  
us for the greater good  
of the team for  
collective success.



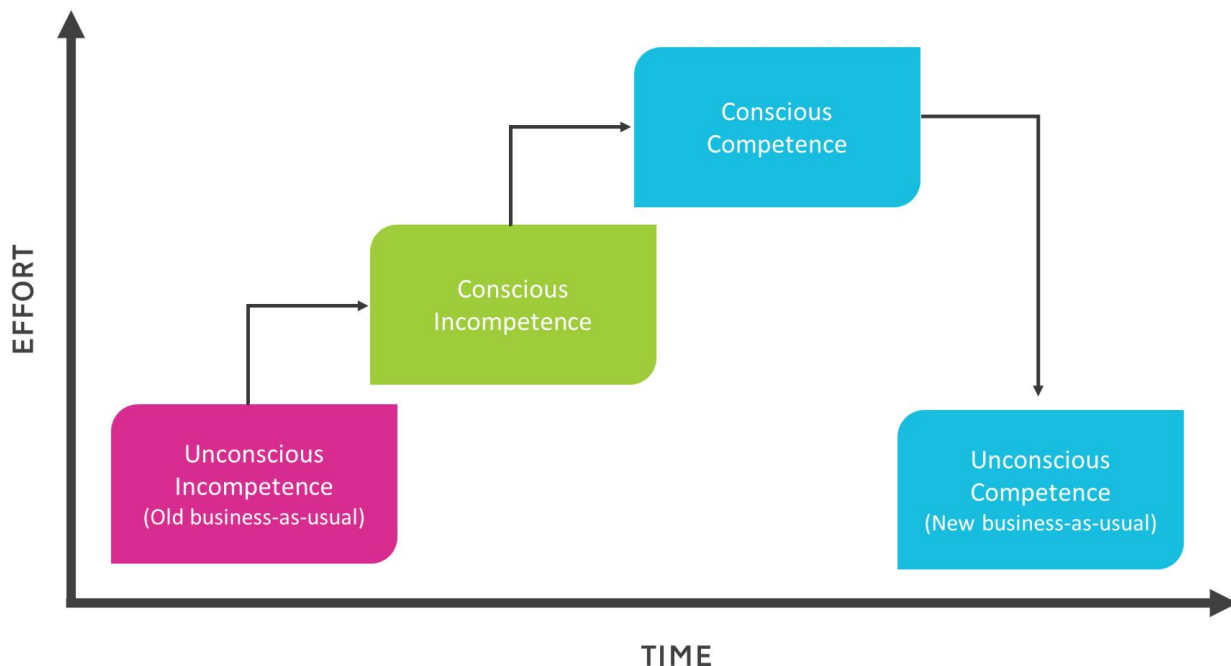


The MoLo Process brings true accountability to your desired change or improvement. It draws on individuals who are willing to help you change not only for their benefit, but for your own as well as your team's. Here is how it works...

The "More of Less of" (MoLo) Investigation is a process that digs deeper into specific areas of each participating leader's capacity to lead in a manner that creates the desired kind of behavior and culture. While the process is most effective if you have access to a data driven anonymous assessment tool like the Excellent Cultures' Leadership Calibration Assessment & Coaching, it will work effectively with any method that draws accurate, honest, and sincere feedback from leaders' teammates. This type of candid, actionable feedback helps all participating leaders who understand that they have **Scotomas**, improve their own actions and behaviors.

What we're talking about here is not a warm and fuzzy 360 review where everyone is politically correct and tells each other what they think the other wants to hear. We're looking for a brutally honest, 180 feedback which gives each participating leader candid feedback on what effect their leadership is actually having on the behavior and performance of their followers. This way, leaders are able to cut to the chase of what's truly being received and what effect it's having on those who are responding as a result of their leadership.

The MoLo process is about getting to the root of what effect each leader's leadership is having on each individual they are leading as well as on their collective team. It's truly a "Find-it, Fess-it and Fix-it" on steroids. To be effective, it begins with gathering specific input in a safe, constructive and proactive manner, typically using a trusted coach, facilitator or neutral third party. For best results, an anonymous assessment tool like the Excellent Cultures Leadership Calibration. The MoLo Process is a way for all leaders who truly want to improve their leadership, as well as the performance of their team, to put in place our foundational basic 4 step model where your work and live.



## The Coach's Job

The coach and/or assessment tool's job is to gather candid, actionable feedback regarding how your leadership is effecting each of your followers as well as your collective team. It also helps immensely to provide a basis of comparison against your desired leadership outcome. So if your desire is for your leadership to produce happy, high achieving team players who truly care about their customers and each other, and to out perform your competition the feedback should assess how well you are doing at producing these outcomes in your people.

For ideal actionable results, the feedback should also identify the specific gaps that exist between your desired outcomes and the actual outcome that's taking place in the eyes and opinions of your followers. Once the feedback is processed and you have a clear understanding of what gaps are desirable to close, it's time for the MoLo Process to begin.

## Effective MoLo Prerequisites:

1. A leader who truly wants to improve the effectiveness of their leadership.
2. A leader who wants to improve badly enough to listen deeply to feedback without responding defensively or aggressively.
  - a. This is especially critical when given feedback that's painfully opposite from what was expected.
  - b. In most cases, the more painfully opposite the feedback that's given, the more effective the process and resulting positive outcomes will be.
3. Leaders who are truly sincere about their desire to improve and see being held accountable by their followers for areas that are seen as ideal improvement hot spots.
4. A trusted and respected facilitator / coach who is good at:
  - a. Coaching the leader in how to develop and demonstrate the attitudes and beliefs noted above.
  - b. Effective in drawing followers out of their shells to take risks on providing accurate feedback that's not politically sugar coated.

## Leader's Goals:

1. Willingness to change and eliminate scotomas.
2. Receive candid and constructive input.
3. Increase effectiveness through Constructive Leadership.
4. Utilize the MoLo Meeting and Process as a communication tool to:
  - a. Improve the level of trust between you and each member of your team.
  - b. Significantly increase co-accountability for targeted outcomes between you and your team.
  - c. Touch the hearts and minds of your team with your desire as a leader to truly lead in a manner that improves the overall culture and performance of the team as well as each individual.
  - d. Share your sincere desire to improve the performance of your team by learning their view of what you can do More-Of or Less-Of as a leader to improve.
  - e. Gain clarified actionable feedback on what can be done by you as a leader to increase these areas of performance.

- f. Establish an ongoing feedback loop between you and your team that will result in sustainable improvements in trust, co-accountability and performance results.

If you're the leader who's reviewing these Prerequisites and Goals trying to make the most of what you're learning, your self-talk is most likely in high gear right about now. It's either resisting all the changes that you'll need to make in order to maximize the success of this phase of your Excellent Culture development process or aggressively writing attitude change affirmations and goals that you'll want to achieve to make the most of your MoLo process.

If you're experiencing the normal resistance that comes about in all of us when confronted with the big "C" word, then flip back to Units 2 and 3 and revisit what you can and cannot change and how to change what you want to change. You'll also want to revisit Unit 6 and clarify why you want to change or grow and of course Units 7 and 8 to develop the motivation you'll need to make the changes you want to make and refocus your human computer on the outcomes that are most meaningful to you as a leader. Is it about your team, your loved ones, your customers, your clients or is it all about you? Is it the Excellent Culture or the Culture Monster? Only you can make this decision and the choices that accompany it.

### Effective MoLo Process Guidelines:

1. Gather candid input
2. Identify trusted person to facilitate MoLo meetings
3. Generate meaningful discussion topics using the Feedback Assessment Report
4. Conduct MoLo Meeting
5. Debrief Leader on summarized feedback
6. Incorporate MoLo information into Action Plan, Affirmations, Affirmative Reminders and Trigger Tools

**Bottom Line:** If the feedback received is causing desired positive actionable results that you can measure over time, then the MoLo Process is working. For best results, you'll want to consult with your Excellent Cultures Coach to make sure you're accessing the best assessment, feedback process and proper professional coaching to achieve the results you desire.

## UNIT 9 - Recap

# BUILDING A CULTURE OF ACCOUNTABILITY: The MoLo Process

## Culture in Action

### Critical Focus Points (use your notes and workbook)

1. Leading people who are \_\_\_\_\_ seems to be quite high on the list of most leaders.
2. Holding people accountable produces \_\_\_\_\_ motivation and results in \_\_\_\_\_.
3. If holding people accountable is this ineffective at producing positive results, then why are there so many leaders who spend so much time and energy trying to do it?  
\_\_\_\_\_.
4. The MoLo process is about getting to the \_\_\_\_\_ of what effect each leader's \_\_\_\_\_ is truly having on each person that they are leading as well as on their collective team of followers.
5. For the MoLo process to be effective the leader must truly \_\_\_\_\_ to improve the \_\_\_\_\_ of their \_\_\_\_\_.
6. The MoLo Meeting and Process is utilized as a communication tool to:
  - a. Improve the level of \_\_\_\_\_ between you and each member of \_\_\_\_\_ team.
  - b. Significantly increase \_\_\_\_\_ for clarified outcomes between you and your \_\_\_\_\_.

- c. Touch the \_\_\_\_\_ and minds of your \_\_\_\_\_ with your \_\_\_\_\_ as a leader to truly lead in a manner that improves the overall \_\_\_\_\_ and \_\_\_\_\_ of the team as well as each individual.
- d. Share your \_\_\_\_\_ desire to improve the \_\_\_\_\_ of your team by learning their view of what \_\_\_\_\_ can do More-Of or Less-Of as a leader to improve.
- e. Gain clarified \_\_\_\_\_ feedback on what can be done by you as a \_\_\_\_\_ to increase these areas of \_\_\_\_\_.
- f. Establish an ongoing \_\_\_\_\_ loop between you and your team that will result in sustainable improvements in \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ results.

## TAKE ACTION ON CHANGING YOUR CULTURE

- 7. Make a list of accountability partners who you trust well enough and deep enough to implement a true and meaningful MoLo Process. Tell why you're choosing them:

Who:	Why:
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____

8. Go back and review the process in this unit and identify the first 5 steps you plan to take en route to making your MoLo Process a meaningful and effective reality.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

## Table Discussions

### Deepen Your Learning

### Living Your New Culture



## UNIT 10

# OPERATIONALIZING TRANSFORMATIONAL CHANGE

### Learning Objectives

1. A quick review of all you've learned thus far with focus on putting it all together to sustain the changes you desire
2. Learn how to operationalize everything you've learned thus far to create the powerful drive and energy it will take to bring about meaningful lasting change
3. Clarifying the Building Blocks to Operationalizing Positive Change
4. Bringing Sustainable Transformation to the rest of your team
5. Creating an Action Plan to facilitate the changes that you desire most for yourself as well as your team

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### NOTES

**Capture Your Thoughts in Writing:**

## UNIT 10

# OPERATIONALIZING TRANSFORMATIONAL CHANGE

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“Culture does not change because we desire to change it. Culture changes when the organization is transformed; the culture reflects the realities of people working together every day.”

- Frances Hesselbein, The Key to Cultural Transformation, Leader to Leader

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So far we've learned what we can change and what we can't change and that positive change is more than possible. It's probable if we are intentional about it and know what we're doing. We've learned how high performance athletes, teams, businesses, and organizations transform and build high performance cultures. We've learned how to manage our minds, build effective teams, set and achieve goals. But how is this change operationalized? In this unit we'll discuss the components needed for change to be operationalized in your team, organization and life.

## THE FOUNDATION FOR OPERATIONALIZING TRANSFORMATIONAL CHANGE

Any time we see clarified steps as guidelines to accomplish a desired change or improvement, our default drive leads us to march through the motions one step at time expecting the instant success that steps imply. Then, when it's all said and done, we wonder why it didn't work for us, or worse yet, why it worked but it didn't last because we couldn't sustain it. For operationalizing positive change to work for you and your team on a sustainable basis, using all that you've learned in this workshop on an ongoing basis will be necessary. With this as your solid foundation, you'll be able to deploy the 5 components in this unit with great success. As the basis for your foundation, thus far we've established that:

- All meaningful and lasting change originates inside on the subconscious level of our personal or organizational culture and then it works its way out.
- As human beings we all live in the battle between the unintentional default self-based culture and the intentional excellent service based culture.
- Our best path of long-term success is the excellent service culture over the unintentional self-based culture.
- Real sustainable change requires effort and intentionality. Our efforts are best used when the focus begins on the inside and then works its way out.
- We all have scotomas that limit us and hold us back. Our RAS when properly focused, can be used to help us see new opportunities we never realized were available.
- While we can use the tools that we've learned to successfully effect positive change individually, they work best in a community.
- Managing our internal and team's comfort zones is critical to achieving and sustaining any type of positive change.
- Positive Change works best in Intentionally Excellent Teams with Intentionally Excellent Cultures.
- We now have a solid basis to set goals and generate the drive, energy, and motivation to achieve them.
- Effective self-management and ongoing improvement contribute significantly to our individual success as well as that of our teams and organizations.
- Everything comes together when we have true free will driven accountability, and use what we've learned to activate and sustain it.

## The Basis for Meaningful Lasting Change

Since transformational change takes effort and intentionality, we've learned that just working hard at doing the same things we've always done will only result in more of the same results that we've always gotten. Add to that the extra stress and anxiety that come from exerting ineffective effort and intentionality. The Set It and Forget It Principle we learned in Unit 3 taught us that our intentional efforts can best be applied to changing the core culture or self-image of ourselves or our teams. The subconscious autopilot that we learned about in Unit 8 taught us the value of investing time in setting the autopilot as opposed to forceful redirection or will power applied to

attain desired end results. Finally, we learned in Units 1,2,3 and 4 that as human beings we all gravitate toward the dominant picture or image in our minds whether we intentionally set it for what we desire or just allow it to be set by the environment around us.

With this knowledge of understanding as our basis, it becomes easy to understand the concept of Cognitive Dissonance. ***Simply Psychology*** references Psychologist Leon Festinger's Cognitive Dissonance concept as referring "to a situation involving ***conflicting attitudes, beliefs or behaviors***. This produces a *feeling of discomfort* leading to an alteration in one of the attitudes, beliefs or behaviours to reduce the discomfort and restore balance etc. For example, when people smoke (behavior) and they know that smoking causes cancer (cognition).

Festinger's cognitive dissonance theory suggests that we have an inner drive to hold all our attitudes and beliefs in harmony and avoid disharmony (or dissonance) ....According to Festinger, we hold many cognitions about the world and ourselves; when they clash, a discrepancy is evoked, resulting in a state of tension known as **cognitive dissonance**. As the experience of dissonance is unpleasant, **we are motivated to reduce or eliminate it, and achieve consonance (i.e. agreement).**"

So when we envision in our minds the detail of how beautiful our new remodeled kitchen will look, we become increasingly discontent and dissatisfied with the kitchen that's been "just fine" for the last 10 years. In fact every time we even walk in to that old horrible, falling apart, smelly, disgusting old kitchen (which used to be just fine), we just can't stand it anymore. So the more we envision the new, the more we become discontent with the old.

The more chronic smokers envision the joy of breathing clean fresh air at all times, the more they become discontent with these awful, smelly old nasty cigarettes that were just fine for the last 20 years.

Why do you think auto dealers are so focused and getting us to take "demo rides" in the new model? They've studied psychology. They know that the more we experience the beautiful, new, gorgeous current model, the more dissatisfied we become with that rotten, smelly old trade-in we purchased just 14 months ago. And of course, once we trade the old one in and they spruce it

up a little, the guy or gal who purchases our trade loves even the smell of it, and can't stand their old rotten 2 1/2 year old model. Not only that, but when we embrace the new Toyota or Ford strongly enough to invest tens of thousands of our hard earned dollars into it, have you ever noticed that all we see on the road are all those other great new Toyota's or Ford's? It's just us reaffirming how smart we were for making that decision. Then, after we make this big decision, buyer's remorse (called post dissonance) sets in and we begin to question whether or not we made a smart decision. And, of course our Reticular Activation System (RAS) opens up and we see even more beautiful Toyota's or Fords on the road reaffirming how smart we were for making such a "wise" decision. We also notice all the other makes and models that are broken down on the side of the road further affirming our brilliant choice. All this internal self-talk and imagination kills the disharmony (dissonance) and we become comfortable with our decision.

Why do you think that wedding planners schedule the reception line immediately following the marriage? They know that when post dissonance sets in and we're overwhelmed with doubtful self-talk about "whether I made the right decision," the fastest way to kill it is to meet face-to-face with a bunch of friends and family telling us what a lovely couple we are. Of course, the reaffirmation of our trusted friends and family changes our self-talk to "Oh thank God we made a wise decision," and we can enjoy the reception in peace and have fun.

Are you effectively managing your dissonance? Is your team managing theirs? Or, are you overwhelmed and over-stressed with every change that occurs? This is confirmed by the fact that you've come to hate the "C" word and avoid it with every ounce of passive defensive self-talk you can generate. High performance teams, leaders, and people know how to manage their dissonance so that it produces powerful drive, energy, motivation, and enthusiasm toward the achievement of their goals. They know how to manage their dissonance so that it squashes the Culture Monster in his tracks by using their collective Reticular Activation Systems to be in a constant state of inventing new strategies instead of allowing the Monster to devour them for breakfast.

Here's how it works. Internal drive, energy, motivation, innovation, and creativity are the byproduct of high level elite goals and visions. Most people, cultures, and business under perform by constantly setting **Realistic Objectives** and managing to them. Then they wonder

why there is so much resistance to change, stress, frustration, and underperformance. The only thing more boring than **Realistic Objectives** is the leaders who try to lead by them.

High innovation leaders like Apple Computer co-founder Steve Jobs or Microsoft's Bill Gates are famous for dreaming the impossible dream and we know the extraordinary outcomes of their dreams. If this is the case, why do so many leaders, businesses, teams and people constantly underperform by misinterpreting dreams as warm fuzzy stuff and defaulting to boring objectives or no objectives? They do this because they don't understand the psychology behind **Dreaming the Impossible Dream** and where it connects with Peter Drucker's **Management by Objectives (MBO)**.

Both philosophies are sound, but the secret to high performance is in the culture that serves as their foundation. While dreaming the impossible dream is not possible in an unintentional default self-driven culture, management by objectives (MBO) will work there to an extent. The problem is that implementing MBO in a Culture Monster friendly organization, takes **Muscle Managers** as leaders. Muscle Managers are leaders who are so focused on the tasks and the objectives at hand that they totally forget that it's the people and the culture existing in the hearts and minds of people that achieve lofty objectives. When their constant rhetoric about the objectives becomes less and less effective, they resort to **"holding people accountable."** We learned how ineffective that is in Unit 7. Of course, the more they pound people for their objectives, the more their people begin to set weak, low and passive objectives just to avoid the fury of the muscle manger who's driving everyone toward them. You already know the result, frustrated stressed out muscle managers trying to lead passive defensive, "not my fault," disengaged team members.

Could this be the cause of the dismal employee engagement numbers in the most recent Gallup Employee Engagement Polls? You decide.

## The Solution

The Solution is **BOTH**. High performance leaders, teams and people have both dreams or goals and objectives. The success of both Jobs and Gates are clear evidence of both practices implemented in harmony and with consistency. Dreams without goals are just dreams. Goals without objectives leave too much room for inconsistency. We need both.

Here's how it works. The effective team, organization or business set objectives and build their budgets around these objectives. To be effective, these objectives need to be **realistic commitments** representing what all team members **willingly** identify as their commitments to the team and **willingly choose to be held accountable** for based on what **they already know how to do**.

Conversely, the high performance team sets goals that far exceed the objectives that they willingly commit to and are willing to be held accountable for. We've learned that for these goals to be effective at generating drive, energy, motivation, innovation and creativity, they need to be clearly defined, embraced and envisioned on a daily basis. Effective goals are **NOT REALISTIC**; they are imagined visions that we currently lack the know-how or strategy to achieve. They are close enough to our current reality that we can clearly imagine ourselves in possession of the end result, yet far enough away that we currently have no idea or strategy of how they will be achieved. They are not commitments to our teammates or leader, they are imagined visions that excite and invigorate us simply by thinking about them. And, as we've learned, it's the disciplined consistent thinking about or affirming them and creating **Constant Dissonance** that:

- Produces internal Drive, Energy and Motivation
- Simulates Creativity and Innovation
- Opens our **RAS** to finding and **Inventing** New Strategies that we've never even dreamed about
- Fosters free-will-driven self-actualization and continuous improvement
- Fuels the energy of the Excellent Culture



**As a result:**

- The Unintentional, Default Self-Driven team lives in a narrow world of boring, fear driven objectives that are avoided rather than embraced. They are led by frustrated muscle managers who can't figure out why they keep getting out performed by those “willy-nilly, Polly Anna, warm and fuzzy dreamers.”
- The High Performance, Service-Driven, Excellent Culture team lives in two worlds, know-how based objectives set on full free-will accountability and “Invent the How or Strategy” goals based on achieving not currently possible dreams. The combination of the two generates both breakthrough performance and effective, manageable commitments with full accountability.

## **Managing Your Dissonance**

Here's how it works. High performance leaders, teams and team members know well and understand the power of vision, dissonance and their reticular activation system (RAS). So they set ambitious, energizing, exciting goals far above the mark of their current operating objectives. They set goals that stretch their capacity to the place of inventing new strategies for the successful achievement of these new norms.

These newly invented strategies are most likely above and beyond any that they've ever utilized before and in some cases, even considered. Effectively, these high performers challenge their creativity to “invent new how-to's” while simultaneously managing their effective objectives. The only limit to the level of their goals is their capacity to imagine themselves in the possession of the desired goal or outcome as though it had already occurred. The constant reaffirmation of these exciting visions not only creates new drive, energy and enthusiasm, it creates the powerful disharmony of dissonance when confronting the old norms during the process of inventing this “New Normal.”

A great example of this process was demonstrated in the movie recalling the historic journey of Apollo 13. The movie recalls the true story of several unbearably tense days—April 13 to April 17, 1970— the whole world watched as NASA Flight Director Gene Kranz led a team that worked around the clock to rescue Apollo 13 astronauts Jim Lovell, Jack Swigert and Fred Haise. When NASA Flight Director Gene Krantz challenged his team with the visionary command, “I suggest that you gentlemen invent a way to put a square peg in a round hole” he was utilizing this process. History records that the team did invent such a way, saving the lives of the Apollo 13 crew and the mission while giving a whole new meaning to the strategic use of duct tape.

In the process of establishing the new vision, nothing happens until the image in the minds and hearts of participating team members begins to collide with the reality of that which currently exists. The collision of the two produces the extreme disharmony (dissonance) which is the internal driving force from the old to the new. In the process of managing this dissonance, it's critical to recognize that the internal driving force is to eliminate the dissonance, not necessarily achieve the goal. As such, the dissonance can be eliminated in 4 ways, all of which become very familiar when you identify them:

1. Lower the goal.
2. Denial: Hide out or mentally block out the current reality and pretend that it doesn't exist.
3. Give up accountability: blame some external force for the fact that the goal is not being achieved.
4. Achieve the goal.

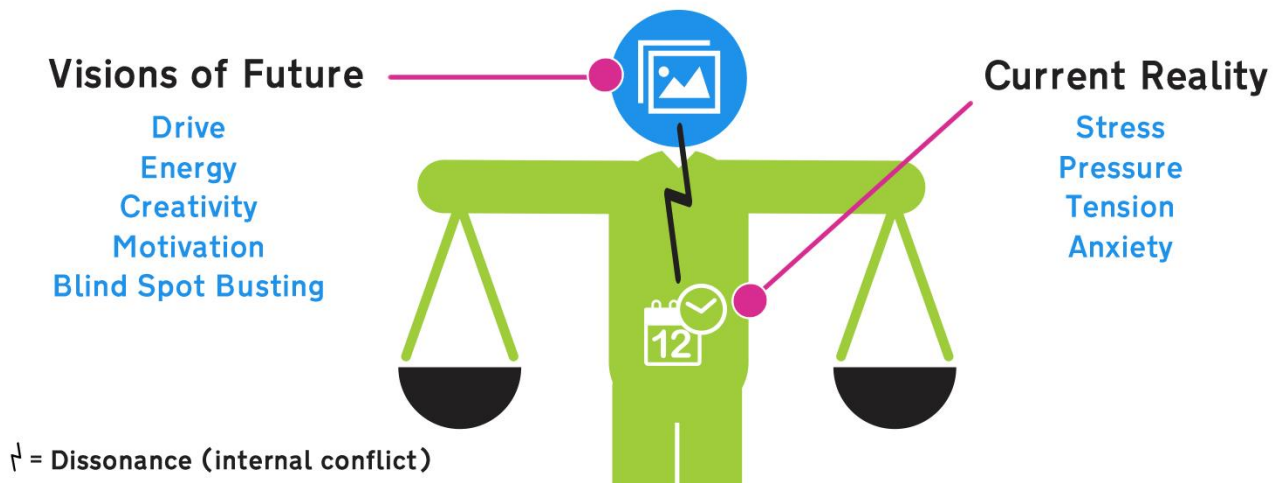
It's critical to realize that while all four of these options eliminate the dissonance and makes things peaceful again, only one results in the desired outcome. That's because the RAS doesn't open up to new creative information, ideas and strategies until the dissonance has reached a tipping point. The tipping point being reached is what causes the RAS to open up and at that moment new strategies begin to be invented.

Effectively managing your dissonance so that it produces drive, energy, creativity, motivation and **scotoma** busting power takes focus, courage and tenacity. Once you start practicing the affirmation, imagery and visualization process, your goals will not only become more real to you,

you will become intensely dissatisfied with any current reality in your life that doesn't line up with the goal you're envisioning. The more dissatisfied you become with the current reality that's contrary to your vision, the more dissonance you produce. The more dissonance you produce, the more pressure there is for either an RAS creative breakthrough (generating new creative strategies to launch you toward the achievement of your goal) or more stress, tension and anxiety along with the frustration of not being in possession of it.

Managing this dissonance so that it results in drive, energy, creativity and scotoma busting power instead of downside stress, pressure, tension and anxiety is all about how focused you are on your vision in the face of adverse current reality feedback. Secondly, it's about your refusal to allow your dissonance to be eliminated by any of the first three options noted above and holding on for the full possession of your goal. It's also about transforming stress, tension and anxiety into goal achieving power by constantly re-affirming and re-focusing on the vision of your goal rather than getting stuck in the stress. High performance goal achievers have become very effective at managing dissonance and refusing to settle for anything short of their goals.

It's also critical to realize that while low performers perceive dissonance as stress, pressure, tension and anxiety, high performers see it as the mechanism that generates drive, energy, creativity, motivation and RAS opening, **scotoma** busting power. This was demonstrated quite effectively in the Apollo 13 experience. It was only after much pressure, when the team decided that failure and the loss of the crew's lives was **NOT AN OPTION**, and that regardless of which engineering error first caused the problem, it was up to them to take accountability. It was then that they were able to invent the way to solve the problem and duct tape became famous. This is how the RAS works.



***How well does your team manage this kind of pressure? How well do you manage it?***

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“It is always darkest just before the Day dawneth”

- Thomas Fuller

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## OPERATIONALIZING TRANSFORMATIONAL CHANGE BUILDING BLOCKS

Now that we've reviewed our foundation and understand that quick fixes don't last, we have the basis for addressing a couple of Step Based Models that will help us operationalize the changes we desire personally and professionally in our teams and organizations. As you work your way through this action planning process with your facilitator, you'll be able to improve and sustain positive changes above and beyond any individual or team which lacks the foundation that you've built inside yourself and your team by achieving your Excellent Culture. Let's get after the process.

## 1. CLEARLY ESTABLISHED VALUES

KNOW YOUR VALUES, LIVE YOUR VALUES: Change will never supersede our personal and collaborative values, or perhaps it is better stated that change shouldn't be engaged in without guiding values. Remember, we're not talking about a list of soupy God, mom and apple pie principles that we display on our websites or in gold framed plaques espousing the mantra of who we say that we are. We're talking about the deep and true values of our heart. What we deeply and truly care about. The intentional effort we are absolutely willing to put forth to become unconsciously competent in living on a daily basis.

Whatever you compromise to gain, in the end you will always lose. All change begins with the foundational values that we cherish the most: those values that we are unwilling to compromise. Knowing who you are and who you aren't is a large part of this. You clarified and wrote down your values in unit 7. Now would be a good time to go back and review what you've written and start a meaningful values alignment conversation with your team. As you do this you'll want to note that more mature organizations have pre-defined values that have been written on the wall and on the website for some time. Does what you wrote in unit 7 align with these? Should it? Now that you know what an Excellent Culture is, do these pre-written values align? Should they be modified?

## 2. A SET DIRECTION (Goals and Affirmations)

Setting the direction of change begins with you and your team clarifying current dissatisfactions or new possible opportunities. Remember that most effective change happens because of **crisis catalysts** or current reality stings that create **dissonance**. Something is perceived or felt that is not expected and it upsets some of our beliefs or assumptions. Whether we feel it consciously or not, **crisis catalysts** create “survival anxiety”—that something bad will happen if we don't change—or “guilt”—we realize that we are not achieving our own desired ideals or goals.<sup>xii</sup>

True change begins to happen at a level of personal and team dissatisfaction or opportunity. When we become so dissatisfied with our current reality that we no longer tolerate it, then we truly begin to have the motivation to change. This is the positive dissonance that drives the positive change we spoke about earlier. When we begin to see a great opportunity that no

competitor is filling, then we collectively or individually become very creative in inventing new products, strategies, or ways of doing things. Dissatisfaction and opportunity create momentum.

Apple co-founder Steve Jobs demonstrated this criteria time and time again. A great example was when he envisioned the concept vision that became known as **1,000 songs in your pocket**. He creatively utilized this vision to create the dissonance to motivate the creative innovation of his team and to cause music lovers everywhere to become dissatisfied with portable cd players. The MP3 player known as the iPod was invented. Remember, the more you envision how beautiful the new wallpaper and kitchen fixtures are going to look in your new kitchen, the more you can't stand even being around the old kitchen.

What does the picture of where we're going look like when it's done?

### 3. A STRATEGY

**PLAN THE ROUTE:** While goals and affirmations focus, motivate, energize and activate us to start finding what we lack and where we want to go, strategies are the vehicles that get us there. When creating the basis for our goals or affirmations, we've learned to not lock on to the strategies that we already know. Locking on to past strategies severely limits future innovation. Nevertheless, strategies are the how-to that we create or invent as the vehicles to get us to our goals. Far too often we confuse mission, values, and goals with strategies. While highly important, those items are not strategies. They are important, they are foundational, but they are not execution. In order to change our goals into action we need a strategy. This is where visionary leaders excel at leading their teams to invent the strategies to achieve their lofty collective visions.

A caution to you highly focused strategic leaders: Research has proven time and again that 70% of organizational change initiatives fail to deliver the results they were designed to deliver. Most common cause: Insufficient focus on people. Most common failure: Smart, forceful type A leaders doing all the work to come up with the desired changes, goals, visions and strategies. Then it becomes about muscle managers either forcing their people to implement them by "holding them accountable" or attempting to sales pitch them into the perceived value of the new way. A short trip back to review Unit 5 on the Culture Regulator, Unit 7 on Motivation, and Unit

9 on True Accountability, will help you ensure that your change strategies succeed. People don't change because they "have-to," they change because they "want-to." They either aggressively resist these perceived "have-tos" or smile and nod while quietly running the other way.

Recall how many "type A" leaders it takes to change a light bulb: Only one, but the bulb has to really *want* to change. There are going to be obstacles and opposition to any change initiative whether personal or collaborative. It's best if we begin to brainstorm these ahead of time so we can plan the appropriate responses to the opposition. Of course not all obstacles are foreseeable, but many are. Remember what we learned in Unit 9 about how the Blue angels prepare their routines with precision and excellence. Considering potential obstacles and how to overcome them is time and energy well spent.

You can typically expect these 2 obstacles, among others, in any change initiative:

- A team member that always resists of any type of change. Preparing ahead of time to help this person is wise.
- Certain policies or procedures that may need to be reevaluated in order for this change to be a reality.

Planning strategies for overcoming known obstacles in advance really helps to move change forward quicker and with less emotional and relational strain on every team member. Mission, vision, values, and goals lay the foundation. When truly owned by the team, they set the course, but action is the engine. Strategy creates the how, and intentional effort provides the rest.

#### **4. A PLAN OF EXECUTION**

The full spectrum of executing change looks something like this:

- a. Knowing and embracing your values.
- b. Determining your new opportunities. (Based on dissatisfaction of old.)
- c. Creating the new vision. (Set your goals, write new affirmations.)
- d. Creating and sustaining your affirmations and intentionality towards the new habits required for successful implementation.

- e. Sharing your goals and affirmations with your team while hearing and understanding theirs.
- f. Gaining feedback from your team and buy-in to holding each other accountable to the agreed upon changes.
- g. Fessing and Fixing as you move forward together.

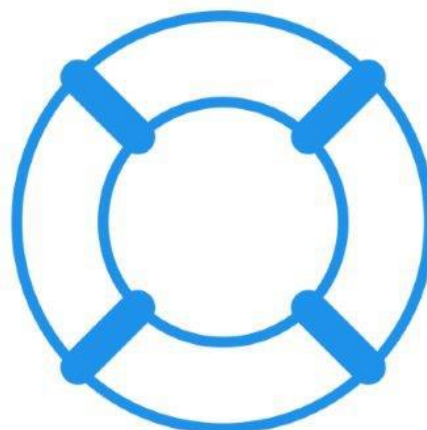
**Execution is critical.**  
**What good does it do a team to have a great play chalked up on the board if it cannot be executed in the field?**



## 5. ACCOUNTABILITY

**GAIN FEEDBACK:** Remember, without feedback we become narcissistic in our evaluations and quickly sink into the sea of **confirmation bias**. In order for true change to happen, we need to give others permission to throw us a life ring from the boat called reality. Feedback allows us to gain perspective and it gives us opportunity and freedom to ask others for help.

**Without feedback, we grow narcissistic in our evaluations and quickly drown in the sea of confirmation bias.**





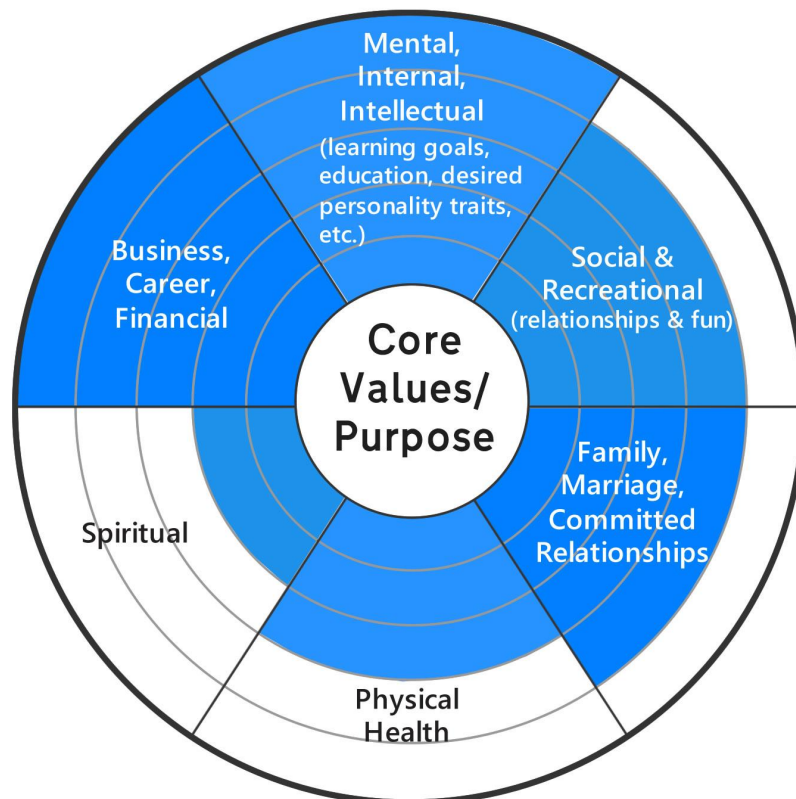
Briefly reviewing what we learned in Unit 9 reminds us what a culture of accountability looks like. It is a culture where peers hold peers accountable on a free will basis. Peers hold their bosses, their leaders, their team members and even their customers accountable.

True accountability isn't holding others accountable by "kicking butts and taking names like my boss does." In an Excellent Culture accountability is about service, not self. It is willingly holding each other accountable as we learned in unit 9.

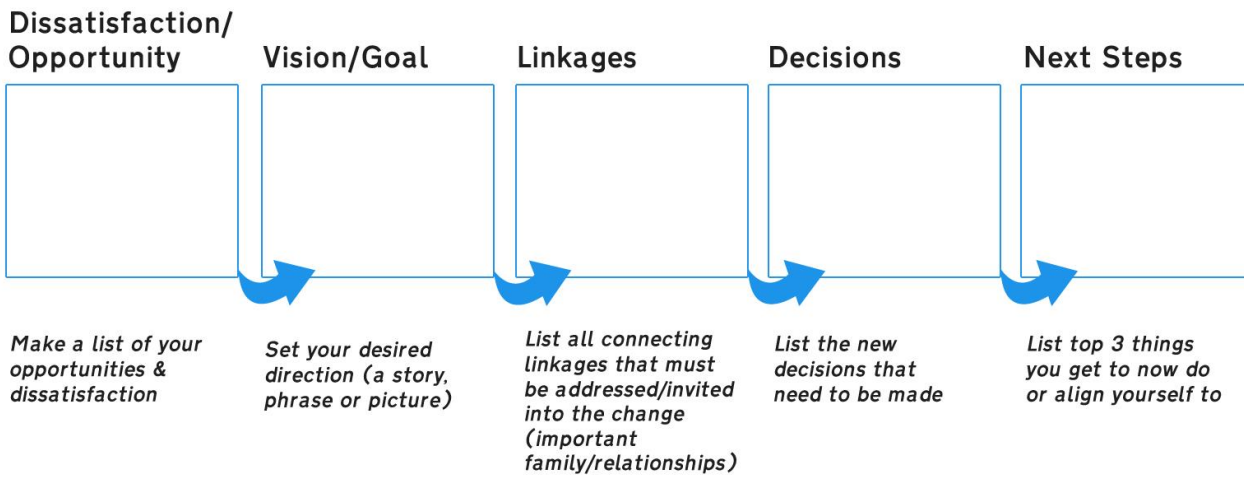
## PLANNING OUT YOUR PERSONAL AND TEAM DESIRED CHANGES

### Clarify Values & Goals

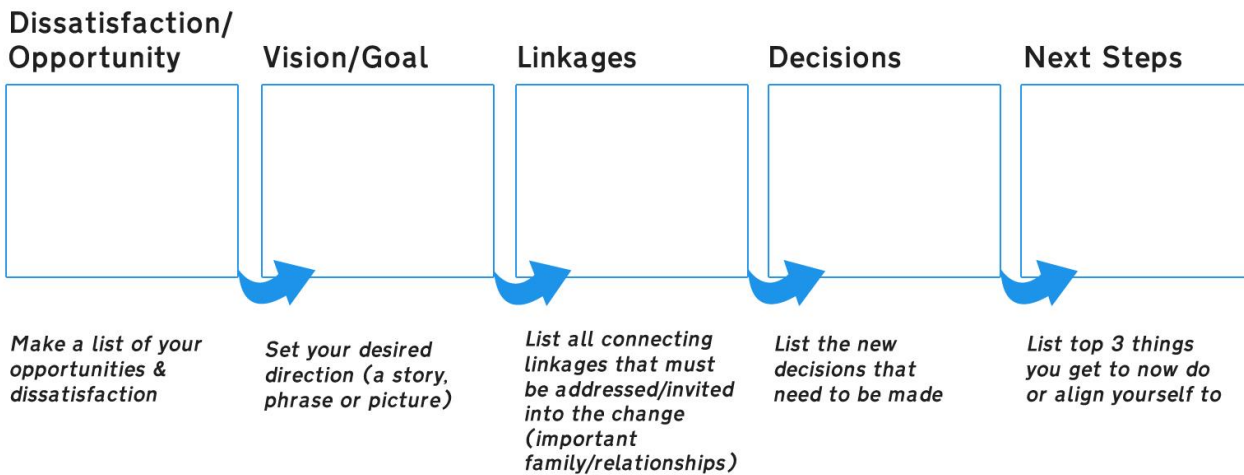
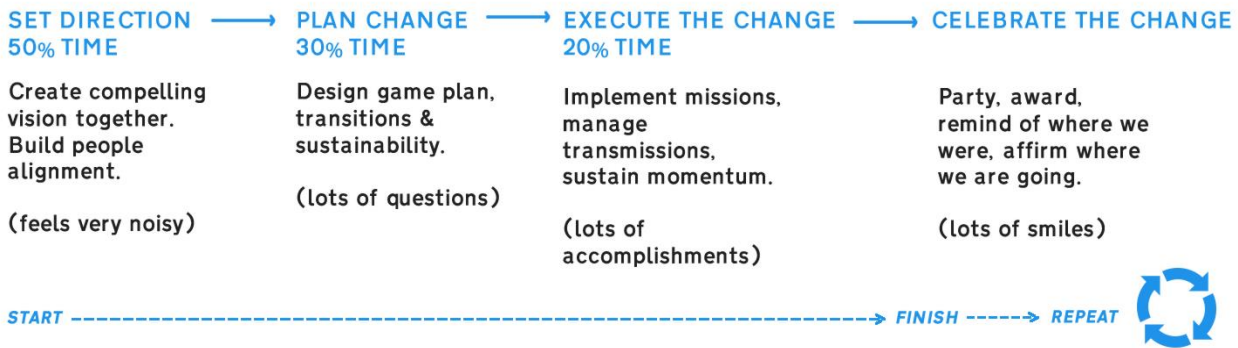
**Your Life Balance Wheel**  
Core Values & Goals



## PERSONAL/INDIVIDUAL GOALS



## TEAM AND ORGANIZATIONAL GOALS



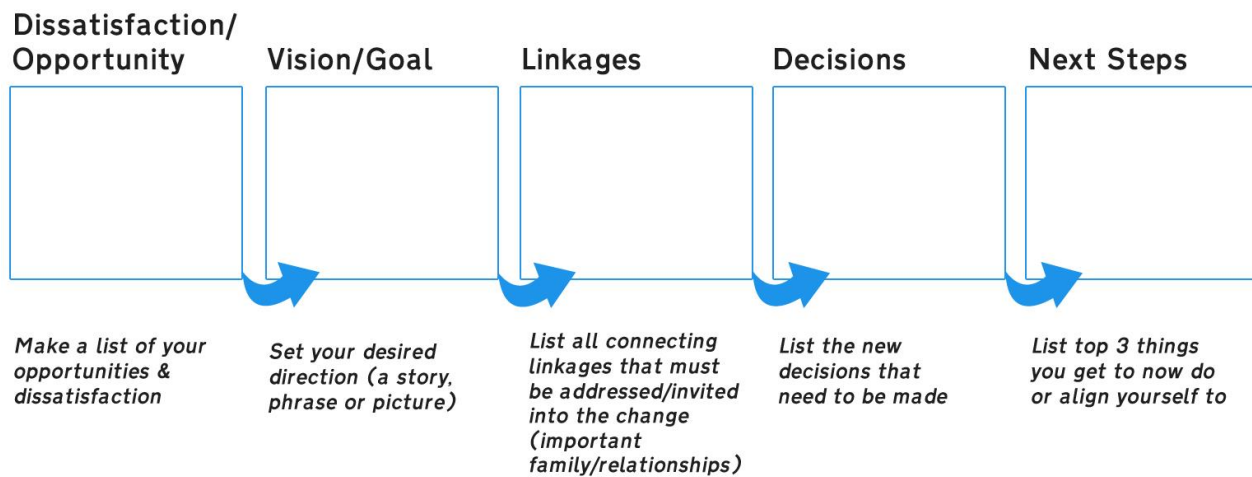
## UNIT 10 - Recap

# OPERATIONALIZING TRANSFORMATIONAL CHANGE

## Culture in Action

### TAKE ACTION ON CHANGING YOUR CULTURE

Go back to the work you did in Unit 8 and complete the Operationalizing Positive Change Process your top Priority Personal Goals and top Priority Team Goals:



#### 1. Individual or Personal Goals:

a. Dissatisfaction or Desired Opportunity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Vision / Goal (Your Affirmation): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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c. Linkages (what will take place around you when this goal is a reality):

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d. Decisions (new decisions that will need to be made): \_\_\_\_\_

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e. Next Steps (3 action items en route to your goal or change):

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**2. Team or Organizational Goals:**

a. Dissatisfaction or Desired Opportunity: \_\_\_\_\_

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b. Vision / Goal (Your Affirmation): \_\_\_\_\_

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c. Linkages (what will take place around you when this goal is a reality):

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d. Decisions (new decisions that will need to be made): \_\_\_\_\_

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e. Next Steps (3 action items en route to your goal or change):

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**3. Other Goals:**

a. Dissatisfaction or Desired Opportunity: \_\_\_\_\_

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b. Vision / Goal (Your Affirmation): \_\_\_\_\_

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c. Linkages (what will take place around you when this goal is a reality):

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d. Decisions (new decisions that will need to be made): \_\_\_\_\_

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e. Next Steps (3 action items en route to your goal or change):

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

**4. Other Goals:**

a. Dissatisfaction or Desired Opportunity: \_\_\_\_\_

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b. Vision / Goal (Your Affirmation): \_\_\_\_\_

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c. Linkages (what will take place around you when this goal is a reality):

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d. Decisions (new decisions that will need to be made): \_\_\_\_\_

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e. Next Steps (3 action items en route to your goal or change):

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

## Table Discussions

### Deepen Your Learning

### Living Your New Culture



## Glossary of Terms

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Term	Definition
<b>Affective Component</b>	A thought, concept, belief or idea that involves a person's feelings / emotions about the attitude object. For example: <b><i>"I am scared of spiders."</i></b>
<b>Affirmations</b>	Statements made by individuals, teams or organizations that describe perceived or desired qualities about themselves stated in first person present tense as a statement of fact.
<b>Attitudes</b>	A relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events, or symbols. Can be positive or negative depending on their orientation toward the associated desired goal, outcome or end result.
<b>Behavioral Component</b>	The behavior caused by the way the thought, concept, or belief influences how individuals or teams act or behave. For example: <b><i>"I will avoid spiders and scream if I see one."</i></b>
<b>Beliefs</b>	An idea or principle that we judge to be true.
<b>Cognitive Component</b>	Involves a person's belief / knowledge about an attitude object. For example: <b><i>"I believe spiders are dangerous."</i></b>

**Collective Culture** The culture that includes but is beyond individuals, includes others in community, team or organization.

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**Comfort Zones** Ranges around the dominant images that we hold of ourselves where we feel comfortable and can operate freely without stress or anxiety. The range of performance that corresponds with our dominant self-image in any given area. When individuals or teams by choice, or by selection operate outside of these zones, anxiety or tension feedback occurs to pull back into these zones. It's important to realize that this anxiety or tension feedback takes place whether the individual or team is / are performing above our normal level or below it.

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**Confirmation Bias** The occurrence of the brain actually blocking what is being perceived through the physical senses and allowing individual or team to see only what they want due to their dominant belief system. Humans often only seek the opinion of those that will agree with them. This is confirmation bias.

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**Constructive Motivation** Internal Motivation that results because of an outcome or end result desired by an individual, team or organization. Easily identified by a clear vision of the desired outcome. Constructive Motivation produces a Self-Talk stream of "I want to because" or, "I want this because", "I choose this", "I like this" or "I love this".

---

**Crisis Catalyst** When something is perceived or felt that is not expected and upsets some of our beliefs or

assumptions. Whether we feel it consciously or not, **crisis catalysts** create “survival anxiety”—the belief that something bad will happen if we don’t change—or “guilt”—we realize that we are not achieving our own desired ideals or goals.

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**Culture**

The shared beliefs, mindsets, values, habits, communication styles and behaviors that are practiced, taught and accepted as norms.

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**Culture Clash**

The tension every person who desires excellent culture lives in. It is the tension between unintentional culture and intentional culture. The unintentional and the excellent.

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**Effective Effort**

Effort applied that makes a substantive, permanent change in the subconscious image of an individual, team or organization’s dominant belief system. Produces unconscious competence and beats will power every time.

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**Excellent Culture**

The desired culture of every leader and every member of a community, family, team or business where individual and team performance are maximized and all participants win.

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**Goals**

The object of a person, team or organization’s ambition or effort; an aim or desired result.

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**Habits**

A link between a stimulus and a reaction. Serves as a mental connection between a trigger, thought or event (stimulus) and our reaction to that trigger. Repeating this connection time and again produces

a predictable pattern that affects all related subsequent decisions and actions. If repeated often enough, this connection becomes nearly permanent unless conscious action is taken to change it.

---

**Ineffective Effort**

Will power or effort put forth without the mental practice that produces unconscious competence. *Ineffective effort* only produces temporary effectiveness at best and carries huge amounts of stress, anxiety and frustration.

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**Intentionality**

The fact of being deliberate or purposeful.

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**Internal Discomfort**

Often thought of as the basis for “spontaneous” or natural learning, in that individuals or groups seem to be able to motivate themselves. When one has a desire to do better, to achieve some ideal.

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**Learning & Change Process**

The process of growth, transformation and improvement that begins with the acknowledgment of Unconscious Incompetency followed by Conscious Incompetency, then Conscious Competency and resulting in Unconscious Competency.

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**LoLo - Lock on Lock Out**

The result of strong dominant beliefs or attitudes that cause scotomas. When we lock on to a belief or opinion such as “we have a good culture around here,” we automatically lock out any of the possibilities or strategies for having a better one. By “Locking On” the captain of the Titanic effectively Locked Out items he really needed.

**Personal Culture** The culture that exists in the minds and hearts of individuals made up of their beliefs, mindsets, values, habits, communication styles and behavior. This culture is lived out either by intent or accident.

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**Positive Mental Rehearsal** The habit of seeing the picture of a desired goal in one's mind and affirming its reality with practiced Self-Talk and visualization.

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**Cognitive Dissonance** A psychological concept defined by Psychologist Leon Festinger's theory that suggests that we have an inner drive to hold all our attitudes and beliefs in harmony and avoid disharmony (or dissonance).

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**Post Dissonance** When individuals, teams or organizations question whether or not they made a smart decision after the decision was previously made. A type of buyer's remorse.

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**Restrictive Motivation** Internal Motivation that results from fear or the desire to avoid an unwanted outcome. Typically attached to a negative, "I have to or else" or "You have to or else" stream of self-talk. At its best, the changes produced by Restrictive Motivation are short term and temporary.

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**Reticular Activation System - RAS** A physical location in the brain that controls awareness (what we're allowed to receive or not receive through our senses). The RAS monitors what's allowed into our memory system through the use of Scotomas.

**Scotoma** A blind spot, mental barrier, or sensory locking out of the environment that prevents total understanding of what truly exists.

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**Self Vs. Service** The clash that exists in individuals, teams and organizations based on underlying beliefs, philosophies and motivations. The Unintentional Culture is motived by Selfishness, the Excellent Culture is motivated by Service to others.

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**Self-Talk** Intrapersonal communication thought language or thought. The internal conversation that individuals or teams carry on with themselves with their own thoughts.

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**Team Growth Process** Forming, Storming, Norming, Performing

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**The Process of Thought** The functions how our mind works: Conscious, Sub-Conscious, Creative Sub-Conscious.

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**Unintentional Culture** The culture that has evolved by default. This happens when constituents in communities and organizations fail to intentionally come to a consensus on how they will live, operate, and accomplish their mission.

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**Values** The Qualities that define individuals, teams and organizations at their most basic level, and establish a foundation on which expectations and trust (or distrust) are built.

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**WYSIWYG** What You See is What You Get

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## Endnotes

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