

Module One | Class One

# Self-Lead 1



# MOD1

## Self-Leadership

CLASS DAY ONE



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You have your way, I have my way; as for the right way, the correct way, and the only way...

it does not exist.

- Nietzsche

## Hospitality Enterprise Leadership

Please be aware that this is an Authentic Leadership Development course. And as such, this course will entail a certain level of personal development. For when we speak of Authenticity, we are also speaking of transparency and vulnerability.

The purpose of Authentic Leadership Development (ALD) is to enable students to prepare themselves to become leaders of organizations and to embark on paths of personal leadership development.

ALD requires personal curiosity and reflection from students as well as personal openness and sharing in class discussions, in anonymous online social situations (private), and one-on-one sessions with the professor.

Leadership development concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

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- To enable students to understand their leadership journeys and their crucibles by reflecting upon and framing their life stories and experiences to date.
  - To participate fully in open, class discussions about the reflective exercises they have completed on their own.
  - To understand why leaders lose their way and the self-awareness needed to avoid derailment.

- To gain clarity about their leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
- To understand what is motivating them, both extrinsically and intrinsically, and to find leadership paths that will enable them to utilize their motivated capabilities.
- To explore how to build support teams and lead an integrated life.
- To understand the purpose of their leadership and empower other leaders, while they are optimizing their leadership effectiveness.
- To create Personal Leadership Development Plans to guide them throughout their lives.

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The premise of ALD is that leaders who know themselves well and consciously develop their leadership abilities throughout their lifetimes will be more effective and more successful leaders and will lead more satisfying and fulfilling lives. To do so, leaders must take responsibility for their own development, rather than relying entirely on their organizations for leadership development.

ALD will provide students with ideas, techniques, and tools to assist them in their leadership development journeys, exploring concepts such as lifelong leadership development, the power of your life story, the impact of your crucibles, discovering your authentic self, knowing your values, leadership principles, and ethical boundaries; understanding your motivated capabilities, building support teams, leading an integrated life, purpose-driven, empowering leadership, and improving leadership effectiveness through your style and use of power.

ALD is designed for students desirous of becoming effective authentic leaders, committed to developing themselves, who want to understand their motivations and the purpose of their leadership.

*Students must be open to sharing personal insights, experiences, ambitions, and fears.*

Each student will be required to participate in the three streams of learning. There is an independent online learning stream. There is the classroom discussion and debate of case study stream (with various supporting materials). And there is the guided lab-work sessions where students are put into small collaborative groups (learning development groups) while working within the entire class project (a learning organization).

The learning development groups (LDGs) are a crucial element of the course and represent the third class meeting of the week. These groups enable students to discuss personal materials in a more intimate group setting and to encourage a higher level of openness and reflection than may be possible in the classroom setting. Specific assignments for each week's group meeting will have the same theme as the classes but different preparation materials.

In other words, each class day is based upon the multimedia 'textbook' you are now reading. So these materials must be reflected upon BEFORE the class begins. Then the professor will show the pictorial summary of the module (two times) five minutes before class begins. Then the professor will give a short introduction to the day's lessons, while personally greeting each student with a dynamic and diverse methodology.

Following the introductory greeting, the professor will typically show 5-20 minutes of pertinent video, then begin a challenging class session involving the subject matter found within the case studies. And there will typically be two case studies per week, with some variance due to the Professor's preferences, as well as his or her personal experiences.

Finally, there are different educational materials being presented throughout this class. This is not a regimented system. This is an enlightened framework designed to be both flexible and strong. To that end, a certain level of chaos must be embraced so as to allow room for the natural ebb and flow of life. This means that each and every student must be 'on their toes' if they are going to get the coveted A+ from the professor.

But please be aware, the professor doesn't just want you to work hard. The professor wants you to work both hard and smart, while demonstrating compassion and humility in everything you do. Meaning, the A+ is a grade no one may ever receive. For our cultural transmissions have corrupted our innate empathy. *And empathy is the golden chalice!*

# 9 PERSONAL CAPACITIES OF AUTHENTIC LEADERS



## BEING PRESENT

Being Present means being fully aware and awake in the present moment - physically, mentally, emotionally and spiritually. This includes connecting to others, the environment around you and current reality.



## SUSPENSION & LETTING GO

Suspension and Letting Go is the ability to actively experience and observe a thought, assumption, judgment, habitual pattern, emotion or sensation like fear, confusion, conflict or desire, and then refraining from immediately reacting or responding to the situation.



## INTENTION ALIGNED WITH HIGHER PURPOSE

Intention Aligned with Higher Purpose is the alignment of one's authentic nature with one's internal resonance with manifested actions in the world. This alignment trickles down to all facets of life including one's personal, professional and spiritual dimensions. "Where your deepest personal passion and the world's greatest needs align, there is opportunity" (Peter Senge).



## WHOLE SYSTEM AWARENESS

Whole System Awareness is the capacity to quickly switch between different perspectives, scales and worldviews to see the big picture, interconnections within the system, and being able to scale down to small details. Whole System Awareness is not just cognitive - you 'sense' the system. It is the understanding that everything is interconnected within a system.



## COMPASSION

Compassion is having unconditional acceptance and kindness toward all the dimensions of oneself and others, regardless of circumstance. Compassion involves the ability to reflect upon oneself and others without judgment, but with recognition and trust that others are doing the best they can in any given situation.



## WHOLE SELF-AWARENESS

Whole Self-Awareness is the continual, lifelong process of paying attention to knowing one's self; it involves consciously and intentionally observing various dimensions of the self (including the physical, mental, shadow, emotional and spiritual realms). It is the capacity to observe how one is thinking, relating, feeling, sensing, and judging. Whole Self-Awareness includes perceptions beyond the rational mind, such as intuition.



## PERSONAL POWER

Personal Power is the ability to use energy and drive to manifest wise actions in the world for the greater good, while being aware of one's influences on a situation.



## DEALING WITH DUALITIES & PARADOXES

Dealing with Dualities and Paradoxes is the capacity to sit with ambiguity in a facilitation session, manage polarities, and hold multiple perspectives.



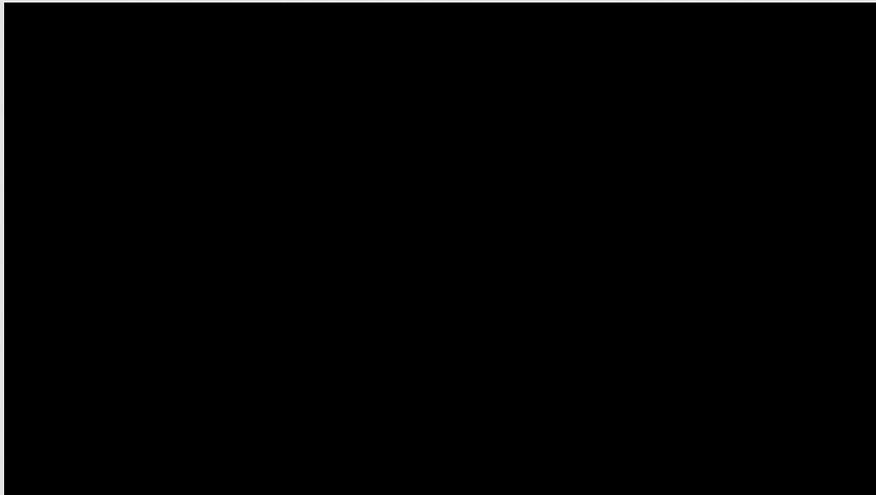
## SENSE OF HUMOR

A Sense of Humor, or 'light-heartedness', is the universal experience of simultaneous amusement, laughter and joy culminating from an experience, thought or sensation.

(i) inspired by The Lotus: a practice guide for authentic leadership toward sustainability

@venessamiemis

## Movie 1.1 New Leadership



Harvard Business School Professor Bill George discusses the dramatic change to leadership in the 21st century

# Wolf Medicine



Wolf is the pathfinder, the forerunner of new ideas who returns to the clan to teach and share medicine. Wolf takes one mate for life and is loyal like a Dog. If you were to keep company with Wolves, you would find an enormous sense of family within the pack, as well as a strong individualistic urge. These qualities make Wolf very much like the human race. As humans, we also have an ability to be a part of society and yet still embody our individual dreams and ideas.

In the Great Star Nation, Wolf is represented by the Dog Star, Sirius, which legend tells us was the original home of our teachers in ancient times. Sirius was thought to be the home of the gods by the ancient Egyptians, and is still considered so by the Dogan tribe in Africa. It stands to reason that Native American peoples would formulate this same connec-

tion and adopt Wolf people as the clan of teachers.

The senses of Wolf are very keen, and the moon is its power ally. The moon is the symbol of psychic energy, or the unconscious that holds the secrets of knowledge and wisdom. Baying at the moon may be an indication of Wolf's desire to connect with new ideas which are just below the surface of consciousness. Wolf medicine empowers the teacher within us all to come forth and aid the children of Earth in understanding the Great Mystery and life.

If you have drawn Wolf's card, you may be able to share your personal medicine with others. Your intuitive side may also have an answer or teaching for your personal use at this time. As you feel Wolf coming alive within you, you may wish to share your knowledge by writing or lecturing on information that will help others better understand their uniqueness or path in life. It is in the sharing of great truths that the consciousness of humanity will attain new heights. Wolf could also be telling you to seek out lonely places that will allow you to see your teacher within. In the aloneness of a power place, devoid of other humans, you may find the true you. Look for teachings no matter where you are. Wolf would not come to you unless you re-

quested the appearance of the tribe's greatest teacher.

## **Contrary**

If Wolf is reversed, you are being asked to expand your limited view of the present situation. Doing this may entail a great deal of courage and willingness to look at new ideas. It could also be required that you delete some old ideas to make room for the expansiveness that always comes when you are willing to learn. The gift of wisdom comes to you when you have walked enough pathways and found enough dead ends truly know the forest. In the discovery and rediscovery of every inch of ground comes the knowledge that nothing ever remains the same.

Contrary Wolf may also be telling you that stagnation or fear of asserting your viewpoint has bogged down the flow of change in your life. Wolf reversed is always urging you to seek the teachers or pathfinders that will show you the way to new life experiences. Remember, the teacher or pathfinder may be the small still voice within, as well as a person, a leaf, a cloud, a stone, a tree, a book, or the Great Spirit.

Be strong enough to stand alone, be yourself enough to stand apart...

But be wise enough to stand together when the time comes.

- *Wolf Medicine*

To live is to grow, and growing comes through accepting all life forms as your teachers. Become Wolf, and take up the sense of adventure. You may just stop howling and learn to become the moon.

### **Overview**

In American Indian cosmology, Wolf is not regarded as a lethal animal but as a teacher and pathfinder - one who leads the way. The Wolf has highly developed senses: its nose, for instance, is a hundred times more sensitive than the human's. It can sense the difference between real and imagined dangers.

The confrontation of Wolf as a power animal is an indication of being taken to meet your inner Teacher and to receive direct, personal teaching. Wolf will reveal to you that anyone and anything can be a teacher. You can learn from trees, plants, animals, birds, rocks, and stones, and even from the wind and the rain. You just need to be alert and learn to listen.

Wolf thus indicates a coming forth of knowledge that is beneath the level of consciousness and within the unconscious. Be teachable.

Find new paths and options. Break through. Be a role model. Share your inner knowing.

*Source: Sams, Jamie and Carson, David. Medicine Cards (Santa Fe: Bear and Company, 1988).*

## Movie 1.2 How Wolves Change Rivers



"When we try to pick out anything by itself, we find it hitched to everything else in the Universe." - John Muir

When wolves were reintroduced to Yellowstone National Park in the United States after being absent nearly 70 years, the most remarkable "trophic cascade" occurred. What is a trophic cascade and how exactly do wolves change rivers? George Monbiot explains in this movie remix.

# Critical Analysis



## How to Write a Critical Analysis

A critical essay is type of essay which is aimed to evaluate and analyze facts that pertain to theories events and other information in order to get a better understanding.

Critical in itself does not mean only seeing the negative aspects of the subject of analysis.

When you are writing a critical essay, there is a need to indicate positive aspects as well.

A critical essay is a good tool for developing students' ability to analyze and see issues from different points of view, because it is oriented on a thorough analysis of the topic, not just on presenting the author's opinion.

## Write a Critical Essay in Several Steps

The first stage of writing a critical essay is presenting your topic. Think of the main idea you want your readers to remember and write it down in your thesis statement. In your introductory paragraph, you are free to indicate the way you are going to analyze the issue of your essay.

When writing your body paragraphs, concentrate on analysis. This means you have to look at your topic from several perspectives, see its weaknesses and strength. Write 3 to 5 paragraphs to provide enough supportive arguments for your thesis.

Write down your conclusion. Restate your thesis statement and sum up all your ideas in 2-3 sentences.

Complete your analysis by checking your work several times. Ask yourself whether your main thoughts are presented in your essay. If not, add lacking details.

Also it is important to correct all spelling and syntactical mistakes: there's no doubt that people do not like reading texts full of mistakes.

If you leave technical errors in your essay, your readers are liable to take you less seriously.

## Useful Tips for Critical Essay Writing

The first tip is to remember that critical essays are always informative. You have to present as much information as you can to allow your readers make their own judgments and, at the same time, prepare them for a proper understanding of your own thoughts.

Try to be objective when doing your evaluation. Of course, everyone has their own feelings, but you have to put them aside, at least for a while – leave them for the last part of your essay.

Also keep in mind that criticism is not about attacking the subject of your essay from different sides – it only means you have to use your critical thinking in your analysis.

And finally, make sure your essay is well-organized. Each paragraph should present its own thought (except the first and the last ones, of course). Your audience should not find it hard to follow your thoughts while reading your essay. For this reason, it is recommended to take a little break after you complete your writing and then read it as if you're a reader.

*A critical essay is an analysis of a text such as a book, film, article, or painting.*

The goal of this type of paper is to offer a text or an interpretation of some aspect of a text or to situate the text in a broader context.

For example, a critical analysis of a book might focus on the tone of the text to determine how that tone influences the meaning of the text overall.

Or, a critical analysis of a film might focus on the significance of a recurring symbol in the film.

Regardless, a critical essay should include an argumentative thesis about the text and plenty of textual evidence sources to help support your interpretation of the text.

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Make sure that you understand the assignment. As soon as your teacher assigns the paper, read the guidelines and highlight anything that you do not understand.

Ask your teacher to clarify the instructions if anything seems unclear or if you just don't understand the assignment

*Perform critical reading of your source(s)*

A critical essay assignment asks you to evaluate a book, an article, a movie, a painting, or some other type of text. In order to perform a critical analysis of any text, you need to become very familiar with the primary text.

- Get to know the text inside and out by reading and rereading it. If you have been asked to write about a visual text like a film or piece of art, watch the film multiple times or view the painting from various angles and distances.

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Take notes as you read your text. Taking notes as you read will help your to remember important aspects of the text, and it will also help you to think critically about the text.

Keep some key questions in mind as you read and attempt to answer those questions through your notes.

What is the text about?

What are the main ideas?

What is puzzling about the text?

What is the purpose of this text?

Does the text accomplish its purpose? If not, why not? If so, how so?

Review your notes to identify patterns and problems. After you have finished reading and taking notes on your text, look over your notes to determine what patterns are present in the text and what problems stand out to you. Try to identify a solution to one of the problems you have identified.

For example, if you have noticed that Frankenstein's monster is often more likable than Frankenstein, you could make an educated guess about why this is.

Remember that you do not need to speculate about the author's or creator's intentions. In fact, many teachers frown on this line of argument because you are not a mind-reader and cannot know what the author intended.

Keep your analysis limited to your own perspective on why a particular element is effective or functional, and provide evidence to support that.

For example, here is an example that relies on mind-reading: "Mary Shelley intended Frankenstein's monster to be more likable than Frankenstein because she wanted people to think about the problems of unlimited scientific experimentation." You don't actually know what Mary Shelley wanted.

You can easily keep the emphasis on your critical interpretation instead: "Often, Frankenstein's monster is more sympathetic than his creator. Because the monster is more likable than Frankenstein himself, the reader must question whether he actually is the monster Frankenstein claims him to be, or whether Frankenstein himself is the true monster."

Your solution to the problem should help you to develop a focus for your essay, but keep in mind that you do not need to have a solid argument about your text at this point. As you continue to think about the text, you will move closer to a focus and a thesis for your critical analysis essay.

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***The steps below are only in a suggested order...***

Please adapt these directions to fit your individual writing style as well as your assignment guidelines.

Prepare by reading all material thoroughly. Understanding what you have to analyze is crucial.

*As you read, make notes of the following:*

- Identify the author's thesis. What is she arguing for/against?

- Identify the context of the argument. Why is he arguing this?
- Do they offer a solution to the problem(s) they raise? Does it seem plausible?
- Note any supporting evidence and all of the main ideas. How does the author support her argument?
- What kind of appeals does the author make in order to persuade the reader?
- For example, does he use: pathos (appeal to emotion), logos (appeal to reason/logic), &/or ethos (appeal to credibility)?
- Note your responses to the reading. Do any questions arise?
- How effective does the article appear?

### **Writing the Analysis:**

Introduce what you are analyzing with all pertinent information about the work (don't forget the title!) and the author. You may want to begin with a brief summary.

It can be helpful to insert somewhere early on in your analysis (probably 1st paragraph) a clear and explicit statement of the

author's argument. For example, "The author argues..."

In the following sentences of your introduction hit all the main points. Then, in subsequent paragraphs, describe each of the author's main supporting points/evidence as topic sentences and evaluate them.

Support your evaluation with detailed evidence from the text. Do not forget to use proper citation for quotes and paraphrases.

Keep in mind: A critical analysis is different from a summary. It may include a summary, but should go beyond this. You are providing an informed critique of the material.

Remember that the purpose of a critical analysis is to evaluate. What about this text is worthwhile, useful, important, significant, valid, or truthful?

*Other questions you may want to consider:*

Does the subject matter have contemporary relevance? Is there a controversy surrounding the text?

What are the strengths and weaknesses of the choice of topic, the methodology, the evidence, and the author's conclusions?

### Movie 1.3 The Truth About School



Did you ever wonder how it is that kids spend 13 years from kindergarten to high school supposedly being prepared for life, yet when they get out they don't have any real skills?

# Literary Analysis



## Writing the Literary Analysis Essay

### The first paragraph in your essay:

It begins creatively in order to catch your reader's interest, provides essential background about the literary work, and prepares the reader for your major thesis.

The introduction must include the author and title of the work as well as an explanation of the theme to be discussed.

Other essential background may include setting, an introduction of main characters, etc.

The major thesis goes in this paragraph usually at the end. Because the major thesis sometimes sounds tacked on, make special attempts to link it to the sentence that precedes it by building on a key word or idea.

## **Opening Hook**

The beginning sentences of the introduction that catch the reader's interest.

Ways of beginning creatively include the following:

### ***A startling fact or bit of information.***

*Example:*

Nearly two hundred citizens were arrested as witches during the Salem witch scare of 1692. Eventually nineteen were hanged, and another was pressed to death.

### ***A snatch of dialogue between characters.***

*Example:*

"It is another thing. You cannot know about it unless you have it." "Well," I said. "If I ever get it I will tell you priest."

With these words, the priest in Ernest Hemingway's *A Farewell to Arms* sends the hero, Frederic, in search of the ambiguous "it" in his life.

### ***A meaningful quotation (from the book you are analyzing or another source)***

*Example:*

"To be, or not to be, that is the question".

This familiar statement expresses the young prince's moral dilemma in William Shakespeare's tragedy *Hamlet, Prince of Denmark*.

### ***A universal idea***

*Example:*

The terrifying scenes a soldier experiences on the front probably follow him throughout his life, if he manages to survive the war.

### ***A rich, vivid description of the setting***

*Example:*

Sleepy Maycomb, like other Southern towns, suffers considerably during the Great Depression.

Poverty reaches from the privileged families, like the Finches, to the Negroes and "white trash" Ewells, who live on the outskirts of town.

Harper Lee paints a vivid picture of life in this humid Alabama town where tempers and bigotry explode into conflict.

## **Thesis**

A statement that provides the subject and overall opinion of your essay.

For a literary analysis your major thesis must relate to the theme of the work and suggest how this theme is revealed by the author.

A good thesis may also suggest the organization of the paper.

### *Example:*

Through Paul's experience behind the lines, at a Russian prisoner of war camp, and especially under bombardment in the trenches, Erich Maria Remarque realistically shows how war dehumanizes a man.

Sometimes a thesis becomes too cumbersome to fit into one sentence. In such cases, you may express the major thesis as two sentences.

### *Example:*

In a Tale of Two Cities, Charles Dickens shows the process by which a wasted life can be redeemed. Sidney Carton, through his love for Lucie Manette, is transformed from a hopeless, bitter man into a hero whose life and death have meaning.

## **Body Paragraphs**

The support paragraphs of your essay. These paragraphs contain supporting Example: (concrete detail) and analysis/explanation (commentary) for your topic sentences.

Each paragraph in the body includes a topic sentence, textual evidence (a.k.a. quotes from your reading) and commentary (a.k.a. explanation), and a concluding sentence.

In its simplest form, each body paragraph is organized as follows:

1. topic sentence
2. lead-in to textual evidence one
3. textual evidence one
4. commentary
5. transition to textual evidence
6. textual evidence
7. commentary
8. concluding or clincher sentence

## ***Topic Sentence***

The first sentence of a body or support paragraph.

It identifies one aspect of the major thesis and states a primary reason why the major thesis is true.

### ***Example:***

When he first appears in the novel, Sidney Carton is a loveless outcast who sees little worth in himself or in others.

## ***Textual Evidence***

A specific example from the work used to provide evidence for your topic sentence.

Textual evidence can be a combination of paraphrase and direct quotation from the work.

### ***Example:***

When Carlton and Darnay first meet at the tavern, Carlton tells him, “I care for no man on this earth, and no man cares for me” .

## ***Commentary***

Your explanation and interpretation of the textual evidence.

Commentary tells the reader what the author of the text means or how the textual evidence proves the topic sentence.

Commentary may include interpretation, analysis, argument, insight, and/or reflection.

### ***Helpful Hint***

in your body paragraph, you should have twice as much commentary as textual evidence. In other words, for every sentence of textual evidence, you should have at least two sentences of commentary.

### ***Example:***

Carton makes this statement as if he were excusing his rude behavior to Darnay. Carton, however, is only pretending to be polite, perhaps to amuse himself.

With this seemingly off-the-cuff remark, Carton reveals a deeper cynicism and his emotional isolation.

## ***Transitions***

Words or phrases that connect or “hook” one idea to the next, both between and within paragraphs.

Transition devices include using connecting words as well as repeating key words or using synonyms.

### ***Example***

Finally, in the climax...

Later in the story...

In contrast to this behavior...

Not only...but also...

Furthermore...

## ***Lead-In***

Phrase or sentence that prepares the reader for textual evidence by introducing the speaker, setting, and/or situation.

### ***Example***

Later, however, when the confident Sidney Carton returns alone to his home, his alienation and unhappiness become apparent: “Climbing into a high chamber in a well of houses, he threw himself down in his clothes on a neglected bed, and its pillow was wet with wasted tears”.

## ***Clincher/Concluding Sentence***

last sentence of the body paragraph. It concludes the paragraph by tying the textual evidence and commentary back to the thesis.

### ***Example***

Thus, before Carton experiences love, he is able to convince himself that the world has no meaning.

## **Conclusion**

Last paragraph in your essay. This paragraph should begin by echoing your major thesis without repeating the words exactly.

Then, the conclusion should broaden from the thesis statements to answer the “so what?” question your reader may have after reading your essay.

*The conclusion should do one or more of the following:*

- Reflect on how your topic relates
- Evaluate how successful the author is
- Give personal statement about the topic
- Make predictions
- Connect back to your creative opening
- Give your opinion of the novel’s value

**Movie 1.4 The Story of the Chinese Farmer**



“The Story of the Chinese Farmer” is a parable about life and nature that helps us to stay grounded in truth.

### **Sample Essay: Symbolism of the Conch**

For centuries philosophers have debated the question of whether man is innately evil. William Golding poses this question in his realistic novel *Lord of the Flies*. Set on a tropical island during World War II, the novel begins when schoolboys from Great Britain are being flown to safety and their plane is shot down. No adults survive, and the boys are left to govern themselves and get rescued. William Golding uses symbolism in the form of the conch to represent the concept of society. The boys' evolving relationship with the conch illustrates Golding's theme that humans, when removed from the pressures of civilized authority, will become evil.

In the beginning, the boys view the conch as an important symbol that unites them and gives them the power to deal with their difficult situation. When the conch is first found and blown, it brings everyone together: "Ralph found his breath and blew a series of short blasts. Piggy exclaimed, 'There's one!'" Here Piggy observes one boy emerging from the jungle but soon boys conform all around. Each comes for his own reason: some for plain curiosity, other for the prospect of rescue. They all form the first assembly thanks to the conch. The first job of this assembly is to

unite even further and choose a leader or chief. Once again the conch plays an important part. It is Ralph who is chosen to be chief, and the main reason for this is because he holds the conch. When it is put to a vote, the boys exclaim, "Him with the shell. Ralph! Ralph! Let him be chief with the trumpet-thing". Because Ralph possesses the conch, a symbol of power and authority, he is chosen chief. Thus, at first the conch is an important object bringing civilizing influences to the boys as they work together to make the best of a bad situation.

Gradually, however, the conch becomes less important to the boys, signifying their gradual turn to evil. When the boys first start a fire on top of the mountain, Piggy holds the conch and attempts to speak. But Jack rebukes him by saying, "The conch doesn't count on top of the mountain, so you shut up". Boys like Jack begin to place limitations on the conch and lose respect for it and one another. Then one day at an assembly, Jack places even less importance on the conch excluding more of the boys and thus diminishing the democratic order and authority that the conch provides. He says, "We don't need the conch any more. We know who ought to say things...It's time some people knew they've got to keep quiet and leave decid-

ing things to the rest of us". Jack's assertion here clearly connects the demise of the conch to a change in the social order. Jack is slowly becoming a power-hungry dictator, and we see the orderly influence of the conch replaced by man's evil impulses.

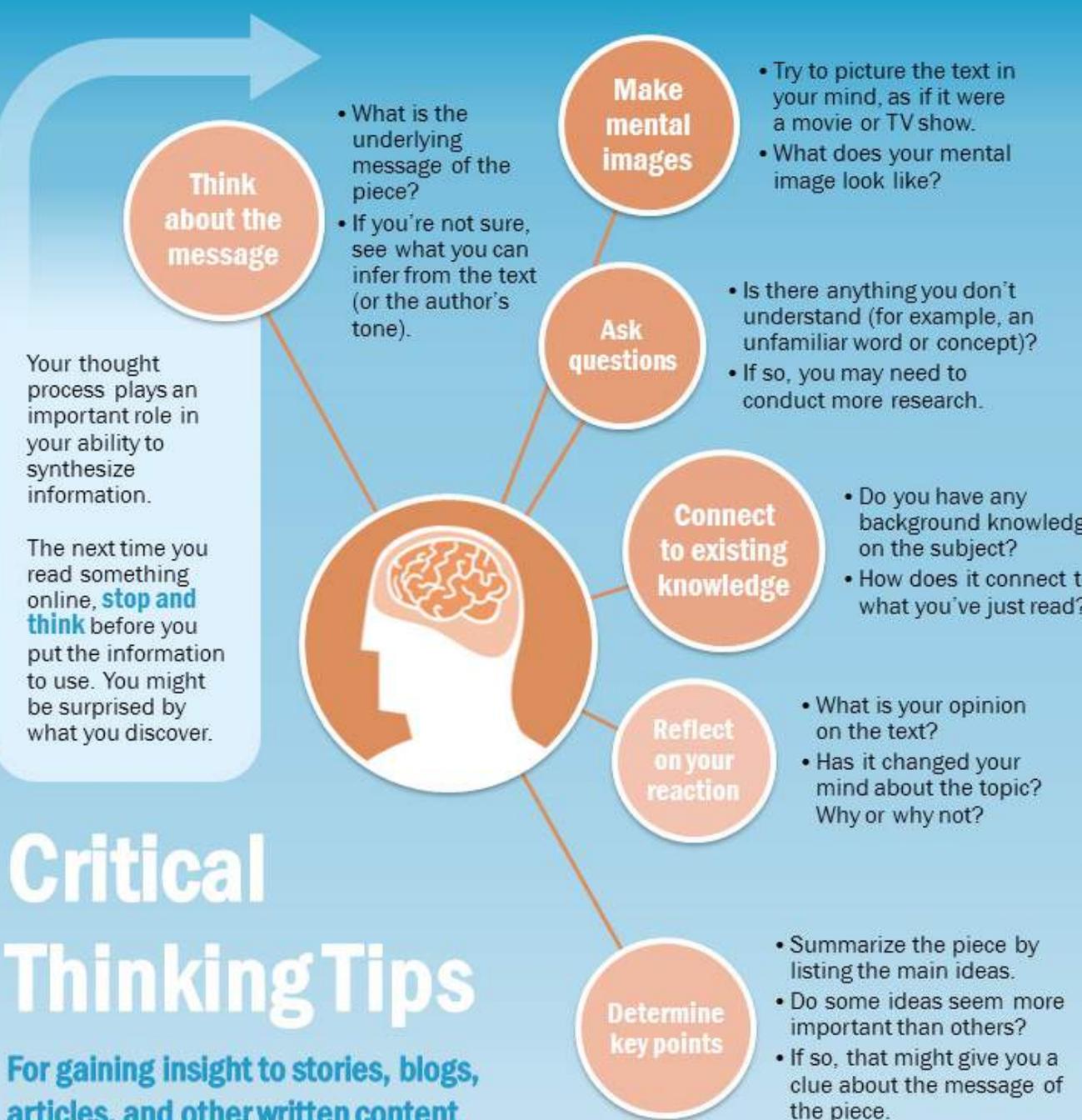
In the end, the conch loses significance to all but Piggy, and most of the boys turn into evil savages. Piggy tells Ralph to call an assembly, and Ralph only laughs. Finally, after Piggy's glasses are stolen, he tells Ralph, "Blow the conch, blow as loud as you can." The forest echoed; and birds lifted, crying out of the treetops, as on that first morning ages ago". Piggy believes that the authority of the conch will once again bring the boys together, but only four boys meet in this assembly. The rest have joined Jack's savage tribe. The goal of their last assembly is to get Piggy's glasses back from Jack. Therefore, the assembly moves to Castle Rock where Roger, the torturer and executioner of Jack's group, rolls a boulder off the mountain and puts an end to the conch and its one true supporter:

The rock struck Piggy a glancing blow from chin to knee; the conch exploded into a thousand white fragments and ceased to exist. Piggy, saying nothing, with no time

for even a grunt, traveled through the air sideways from the rock, turning over as he went...Piggy fell forty feet and landed on his back across the square red rock in the sea. His head opened and stuff came out and turned red.

It is fitting here that the destruction of the conch accompanies the boys' first intentional act of murder on the island. Thus their final descent into evil is complete. Now, with the authority of the conch destroyed, Jack's group is given license to become total savages. The next day, they would have had to kill Ralph, thus leaving behind the civilizing influences of the conch forever.

Golding uses the conch shell to show the slow slide of the boys into savagery, thereby exemplifying the theme that humans have the capability to turn evil. At first, the conch brings everyone together; then, as its power erodes, the group breaks into two. Finally, the destruction of the conch signals the plunge into total savagery. By following the role of the conch in the story, we see how Golding uses it to unify the central events of the story around his theme of inevitable evil. Golding is an artist, not a philosopher, but through his art he answers the question debated by philosophers: *Is man innately evil?*



Your thought process plays an important role in your ability to synthesize information.

The next time you read something online, **stop and think** before you put the information to use. You might be surprised by what you discover.

# Critical Thinking Tips

For gaining insight to stories, blogs, articles, and other written content

## Think about the message

- What is the underlying message of the piece?
- If you're not sure, see what you can infer from the text (or the author's tone).

## Make mental images

- Try to picture the text in your mind, as if it were a movie or TV show.
- What does your mental image look like?

## Ask questions

- Is there anything you don't understand (for example, an unfamiliar word or concept)?
- If so, you may need to conduct more research.

## Connect to existing knowledge

- Do you have any background knowledge on the subject?
- How does it connect to what you've just read?

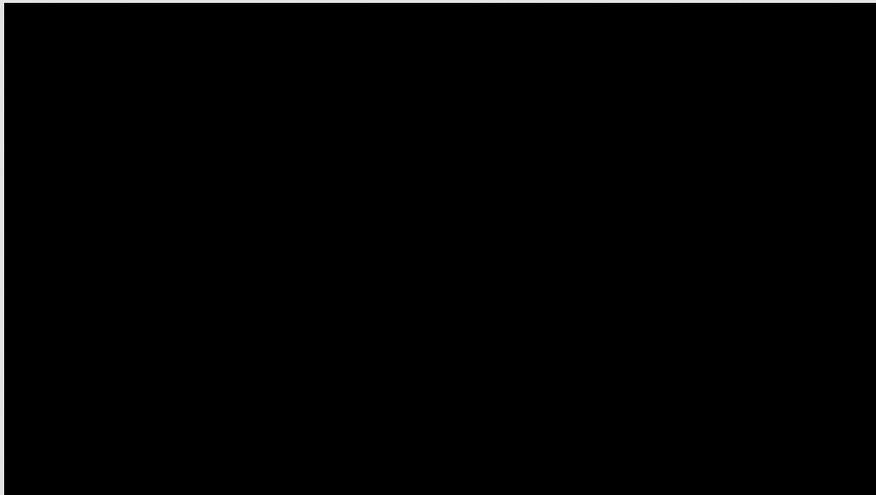
## Reflect on your reaction

- What is your opinion on the text?
- Has it changed your mind about the topic? Why or why not?

## Determine key points

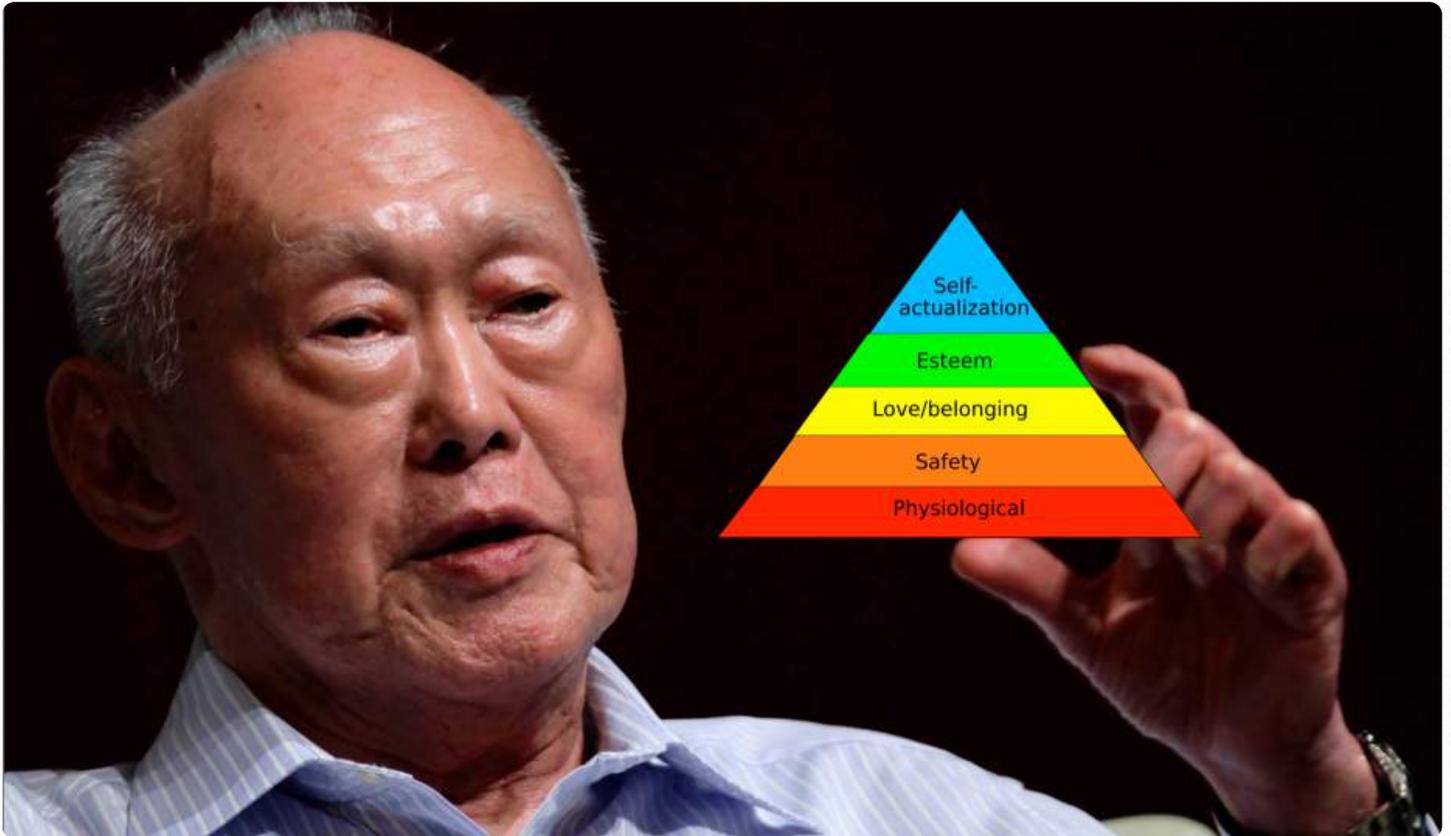
- Summarize the piece by listing the main ideas.
- Do some ideas seem more important than others?
- If so, that might give you a clue about the message of the piece.

### Movie 1.5 The Myth of Human Nature



“The Myth of Human Nature” dispels the idea that human beings are greedy and self-interested by nature by introducing the notion that we have certain human needs that if met will lead to positive social outcomes and, if unmet, will lead to more negative outcomes.

# Human Motivation



## What Maslow's Hierarchy Won't Tell You About Motivation

*by Susan Fowler*

At some point in their careers, most leaders have either consciously — or, more likely, unwittingly — based (or justified) their approach to motivation on Maslow's Hierarchy of Needs. Maslow's idea that people are motivated by satisfying lower-level needs such as food, water, shelter, and security, before they can move on to being motivated by higher-level needs such as self-actualization, is the most well-known motivation theory in the world. There is nothing wrong with helping people satisfy what Maslow characterized as lower-level needs.

Improvements in workplace conditions and safety should be applauded as the right thing to do. Seeing that people have enough food and water to meet their biological needs is the humane thing to do. Getting people off the streets into healthy environments is the decent thing to do. But the truth is, individuals can experience higher-level motivation any-time and anywhere.

*Despite the popularity of Maslow's Hierarchy, there is not much recent data to support it.*

### Movie 1.6 Singapore Teen Gets Arrested



Amos Yee – A teenage YouTuber and blogger insulted Singapore's former leader and was arrested. He's facing up to 3 years in prison or 18 months of juvenile detention. Supporters are calling for his release. #FreeAmosYee

## You and Your Team

### *Engaging Employees*

*Best practices for keeping your team focused and motivated.*

Contemporary science — specifically Dr. Edward Deci, hundreds of Self-Determination Theory researchers, and thousands of studies — instead points to three universal psychological needs. If you really want to advantage of this new science — rather than focusing on a pyramid of needs — you should focus on: autonomy, relatedness, and competence.

**Autonomy** is people's need to perceive that they have choices, that what they are doing is of their own volition, and that they are the source of their own actions. The way leaders frame information and situations either promotes the likelihood that a person will perceive autonomy or undermines it.

*To promote autonomy:*

Frame goals and timelines as essential information to assure a person's success, rather than as dictates or ways to hold people accountable.

Refrain from incentivizing people through competitions and games. Few people have learned the skill of shifting the reason why they're competing from an external one (winning a prize or gaining status) to a higher-quality one (an opportunity to fulfill a

Don't apply pressure to perform. Sustained peak performance is a result of people acting because they choose to — not because they feel they have to.

**Relatedness** is people's need to care about and be cared about by others, to feel connected to others without concerns about ulterior motives, and to feel that they are contributing to something greater than themselves. Leaders have a great opportunity to help people derive meaning from their work. To deepen relatedness:

Validate the exploration of feelings in the workplace. Be willing to ask people how they feel about an assigned project or goal and listen to their response. All behavior may not be acceptable, but all feelings are worth exploring.

Take time to facilitate the development of people's values at work — then help them align those values with their goals. It is impossible to link work to values if individuals don't know what their values are.

Connect people's work to a noble purpose.

**Competence** is people's need to feel effective at meeting every-day challenges and opportunities, demonstrating skill over time, and feeling a sense of growth and flourishing. Leaders can rekindle people's desire to grow and learn.

*To develop people's competence:*

Make resources available for learning. What message does it send about values for learning and developing competence when training budgets are the first casualty of economic cutbacks?

Set learning goals — not just the traditional results-oriented and outcome goals.

At the end of each day, instead of asking, "What did you achieve today?" ask "What did you learn today? How did you grow today in ways that will help you and others tomorrow?"

Unlike Maslow's needs, these three basic needs are not hierarchical or sequential. They are foundational to all human beings and our ability to flourish.

The exciting message to leaders is that when the three basic psychological needs are satisfied in the workplace, people experience the day-to-day high-quality motivation that fuels employee work passion — and all the inherent benefits that come from actively engaged individuals at work. To take advantage of the science requires shifting your leadership fo-

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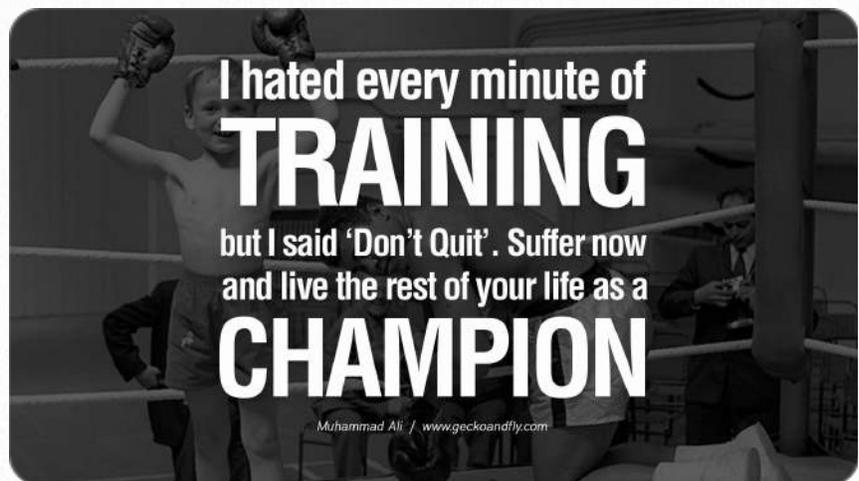
Don't underestimate  
your people's  
capacity...

Indeed, their longing,  
to experience high-  
quality motivation at  
work anytime and  
anywhere.

- Susan Fowler

cus from, “What can I give people to motivate them?” to “How can I facilitate people’s satisfaction of autonomy, relatedness, and competence?”

Leaders have opportunities every day to integrate these motivational practices. For example, a leader I coach was about to launch a company-wide message to announce mandatory training on green solutions compliance. Ironically, his well-intentioned message dictated people’s actions — undermining people’s sense of autonomy and probably guaranteeing their defiance rather than compliance. His message didn’t provide a values-based rationale or ask individuals to consider how their own values might be aligned to the initiative.



# MASLOW'S HIERARCHY OF NEEDS APPLIED TO EMPLOYEE ENGAGEMENT

## 1 HIGHLY ENGAGED

- What can I do for others?
- I inspire others to do their best
- I love it working here
- I'm a high flyer

On average less than 15% reach this level

HIGH FLYER

## 2 ENGAGED

- I'm a vital part of the business
- I feel important at work
- I'm really busy and very likely I'm highly stressed
- I'm an achiever
- I'll leave if something much better comes along



## 3 ALMOST ENGAGED

- I know I'm part of something bigger
- I'm almost engaged but there are times when I'm not
- I'm proud to work here but I wouldn't necessarily shout it from the rooftops
- I might leave if I'm tempted
- There are no career development prospects here



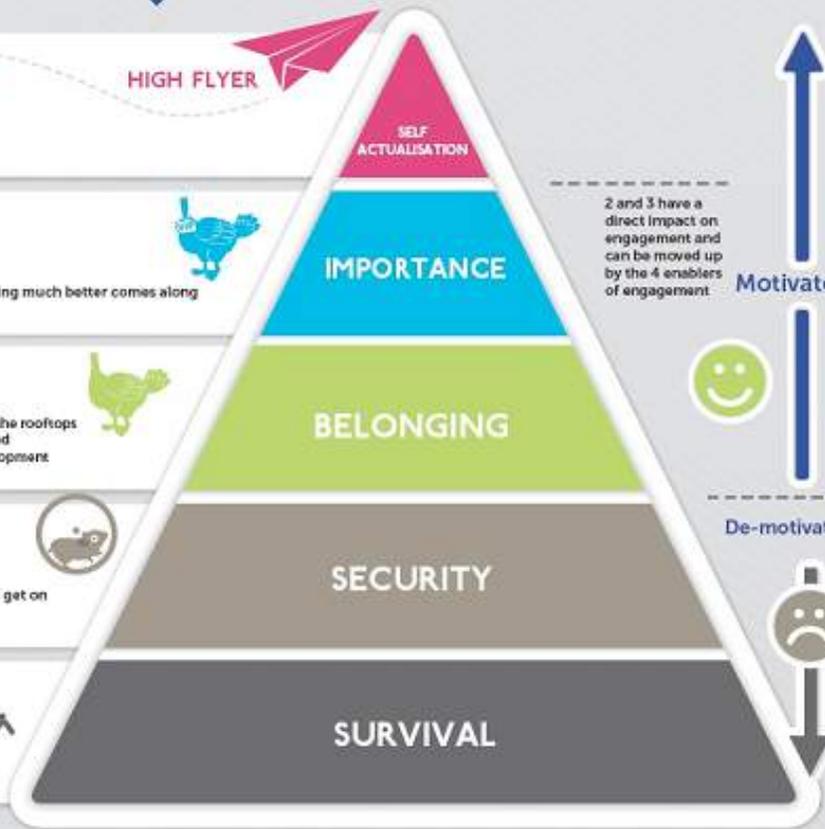
## 4 NOT ENGAGED

- I'm interested in overtime
- I have more sick days than I should
- I have poor working conditions
- I don't like my manager or working in my team
- I don't like my job much, but I get on with it
- I read job ads



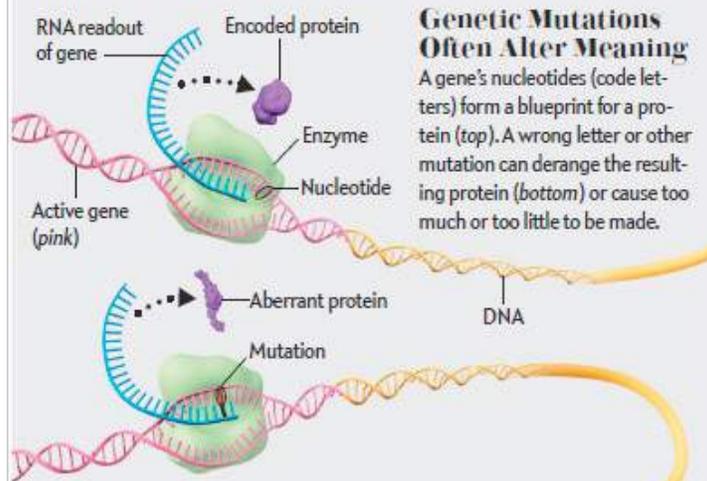
## 5 DISENGAGED

- I'm here for the money
- I'm leaving when I can
- I'm not satisfied with the job I do
- My work doesn't excite me
- I'm a clock watcher
- I'm a jobs-worth



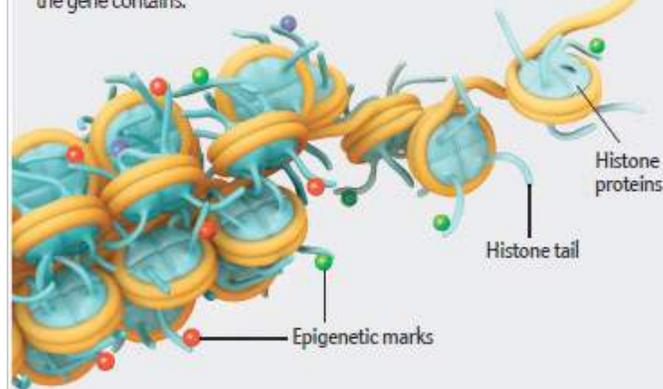
# Genetics vs. Epigenetics

Many new insights into mental illness have come from studying epigenetic modifications of genes, which differ from genetic mutations (*below*). Both kinds of alterations can disturb the functioning of the brain and other tissues.

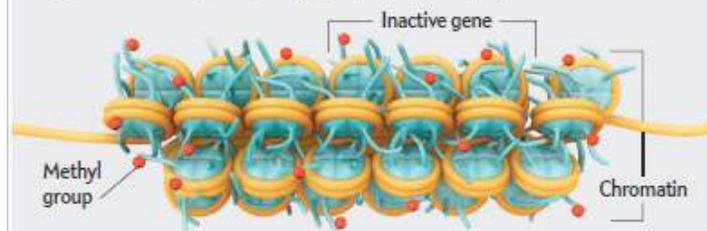


## Epigenetic Changes Alter Activity

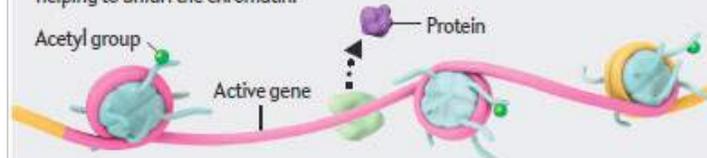
Chemical tags known as epigenetic marks sit atop genes, either on the DNA itself or on the histone proteins around which DNA is wrapped (*below*). Changes in the mix of these marks can alter a gene's behavior, turning the gene off, so that protein synthesis is inhibited, or turning it on—all without changing the information the gene contains.



**Gene off:** Some epigenetic marks inhibit genes by inducing tight folding of chromatin (DNA complexed with histones and other proteins) and thus keeping genes from being read; methyl groups sometimes play that role.



**Gene on:** Other marks, such as acetyl groups, tend to spur gene activity by helping to unfurl the chromatin.



## Movie 1.7 The Truth about Human Nature

Never doubt that a small group of thoughtful,  
committed citizens can change the world.  
Indeed, it is the only thing that ever has.  
-Margaret Mead

33 minutes with Robert Sapolsky, Gabor Mate, James Gilligan  
and Richard Wilkinson. Excerpted from ZEITGEIST: MOVING  
FORWARD

# Ishmael



## Ishmael

*by Daniel Quinn*

Daniel Quinn's philosophical novel *Ishmael: An Adventure of the Mind and Spirit* opens with the narrator reading the newspaper and finding himself both disgruntled and intrigued by a personal advertisement. The ad indicates that a teacher is looking for a student interested in saving the world. For most of the narrator's early life, he had searched for such a teacher, and he's angry that only now is one looking for him. He's sure the ad is a hoax, but he goes to the indicated address, only to find an empty office space with a gorilla in one of the rooms, looking at him through a glass pane. The gorilla is able to speak with the

narrator telepathically, and the narrator quickly realizes that this is the teacher he's been searching for.

The gorilla's name is Ishmael. He was caught in the jungles of Africa at a young age and has lived his life in captivity ever since. He started out in a zoo, then ended up in a traveling carnival, and finally was purchased by Walter Sokolow, with whom he learned to communicate telepathically. Through his telepathic connection, Ishmael was able to have Mr. Sokolow get him books and help him educate himself. Ishmael's primary investigation began with the issue of captivity but grew into a more comprehensive exploration of humanity and the shape of the world. Ishmael, having been apportioned part of Sokolow's estate after Walter's death, is mostly independent and lives his life in the city, trying to find students to help spread his teachings.

Ishmael and the narrator begin a series of meetings wherein Ishmael helps the narrator understand his cultural history. Ishmael divides humans into two groups: Leavers and Takers. Takers are members of the dominant culture, which sees humans as rulers of the world, whose destiny is to grow without check and dominate first the planet, then the universe, through techno-

logical innovations. Leavers are members of tribal cultures that live more simply, following the same basic rules that govern other populations on Earth. Ishmael helps the narrator see that while it may seem that Taker culture has outwitted the ecological rules that govern other life-forms, in many ways Taker culture is in freefall, doomed to crash once it has depleted the planet of its biological and environmental resources.

In addition to helping the narrator see the traits of Taker and Leaver cultures, Ishmael shows the narrator how various cultural myths have helped shape both cultures. One of the main myths he discusses is the story of Adam and Eve. Ishmael helps the narrator see that while Taker culture, through the dominance of Christianity, sees this myth as explaining its own creation, historically this myth was used by Leaver cultures to explain the expansion of Taker cultures. Leavers were trying to understand why Takers had turned to agriculture and were trying to force their way of life on the Leavers. Leavers used the myth to explain that it was because Takers had eaten of the Tree of the Knowledge of Good and Evil — the tree the gods must eat from in order to know who should live and die. Thus, the Takers were acting like the gods because they believed they'd

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I have amazing news  
for you...

Man is not alone on  
this planet.

He is part of a  
community, upon  
which he depends  
absolutely.

- Daniel Quinn

gained the gods' knowledge, when in reality, such knowledge does not belong to any life-form on Earth.

Toward the end of their discussions, the narrator gets caught up with personal matters, forcing him to miss several days of meetings with Ishmael. When he finally returns to Ishmael's office, Ishmael is nowhere to be found. He tracks Ishmael down to a traveling carnival and visits him at night, so they can finish their lessons. The narrator comes up with a plan to rescue Ishmael from the circus by buying him from the circus's owner. By the time he gets the cash together, however, Ishmael has died from pneumonia. The narrator gathers up a few of Ishmael's remaining belongings and starts contemplating how he'll fulfill Ishmael's command to become a teacher himself and help other people see the problems with Taker culture and find a new way to live in balance with other life on the planet.

## TEACHER SEEKS PUPIL.

*Must have an earnest desire to save the world. Apply in person.*

So begins *Ishmael*, an utterly unique and captivating novel that has earned a large and passionate following among readers and critics alike—one of the most beloved and bestselling novels of spiritual adventure ever published.

"The point remains that we are killing the Earth along with ourselves and it is nearly too late to check our fate. This is reason enough for reading *Ishmael*." — *The Orlando Sentinel*

## Movie 1.8 The Four Horseman: Empire



FOUR HORSEMEN is an award winning independent feature documentary which lifts the lid on how the world really works.

FOUR HORSEMEN is free from mainstream media propaganda -- the film doesn't bash bankers, criticise politicians or get involved in conspiracy theories. It ignites the debate about how to usher a new economic paradigm into the world which would dramatically improve the quality of life for billions.

# Service Expectations



## Customer Service Expectations and How They are Formed

*by David H Moore*

### Disclaimer

*For the purposes of this paper, service will be a synonym for the product of the Hospitality industry. The relation of service to the hospitality industry does not necessarily mean that this paper has a limited scope. Service expectations and how they are formed can be related to the entire field business and humanistic interaction.*

## ***Why Expectations?***

The importance of customer expectations is seen throughout all of our daily lives as a consumer. For instance, upon entering most situations, we have preconceived expectations. And whether or not those expectations are good or bad, we still have expectations about what our overall satisfaction will be. This becomes especially critical when we have time and money invested into the experience.

Furthermore, in this era of fierce competition, we must acknowledge the importance of quality service and its long-term marketability for building reputation and repeat clientele. With that said, what lies beneath this imperative, is the fundamental implication of expectations and its universal application to service. So, the question is, how did we as consumers get those expectations? And more importantly, how do we as managers insure the proper formation of those expectations so they are congruent with the quality of service we provide?

## ***Services***

Before we can begin on the question of expectations, we must decide upon the object of our expectations. Since we have already established the service industry to be our focus, we must first identify the innate characteristics of the service industry...

The unique aspects of a service include the intangibility of the product (can't touch), the inseparability of the employee and the customer, the heterogeneity, and the perishability. (Bowen, 1994)

1. The intangibility of a service creates a perceived high risk by the consumer. Service is a deed, a performance, an effort; the customer can't physically consume the actual product. We all know that services include tangible actions: sitting in an airline seat, eating a meal, sleeping in a room, etc.. However, it is the service performance itself that is intangible.

2. The inseparability of the product refers to how the customer is a part of the product and how the employee is a part of the service. In the service delivery system, both the customer and the employee interact. This also means that customers are frequently involved in helping to create the service product itself. In addition, in high contact services, customers may also 'rub elbows' with other customers. So, there is no final 'product' without both the customer and the employee.

3. In services, the product cannot be inventoried. That is what is meant by perishability; the product is simultaneously produced and consumed. So, there is a 'real time' assembly process.

4. The heterogeneity of the product refers to how no two service experiences are the same. This means that quality control is difficult due to the lack of consistency. This lack of consistency is caused by the immense amount of human interaction during the real time assembly; thus making mistakes are harder to conceal. These factors make it difficult to control quality and maintain consistency.

### *How are Expectations Formed?*

Now that the differences of the service industry have been emphasized, the question of expectations can be addressed. But first, what are expectations?

According to Webster, when one expects something they are looking forward to that something with either anticipation or apprehension. With that in mind, here is a definition for customer service expectations: "Expectations are preconceived opinions a person establishes and develops prior to and throughout the entire service delivery process about what to expect next." The use of opinions in the definition stresses the point that each individual may have different expectations according to the many factors that affect their opinion.

Upon entering a restaurant a person expects not to see roaches scampering across the floor. This expectation has been formed by a complex number of factors. To begin with, we are talking about a unique individual who uses many facets for judging a product. A

study by Berry, Zeithaml and Parasuraman identifies the principal dimensions used to judge a company's service (Berry, 1990).

*These principal dimensions are:*

### **The RATER Scale**

#### ***Reliability***

- the ability to perform the promised service dependably and accurately.

#### ***Assurance***

- the knowledge and courtesy (and their ability) to convey trust and confidence

#### ***Tangibles***

- the appearance of physical facilities, equipment, personnel and materials

#### ***Empathy***

- the provision of caring, individualized attention to customers.

#### ***Responsiveness***

- the willingness to help customers and to provide prompt service.

These are the basic principles used to judge a single company's service. However, one must recognize that there are other influences which contribute to that judgment.

First, the meaning of each principle will vary among each individual. This is the reason market segments were created; to capitalize on the differences of people.

Let's begin with reliability; some may expect different degrees of reliability. For example, when making a reservation someone may expect the reservationist to know who they are, know what room they like, and know when was the last time they had visited. If the reservationist knows this, then the person perceives the individual, and therefore the company, to be reliable. Others may just want to know that a room is reserved in their name so they have a place to sleep that night.

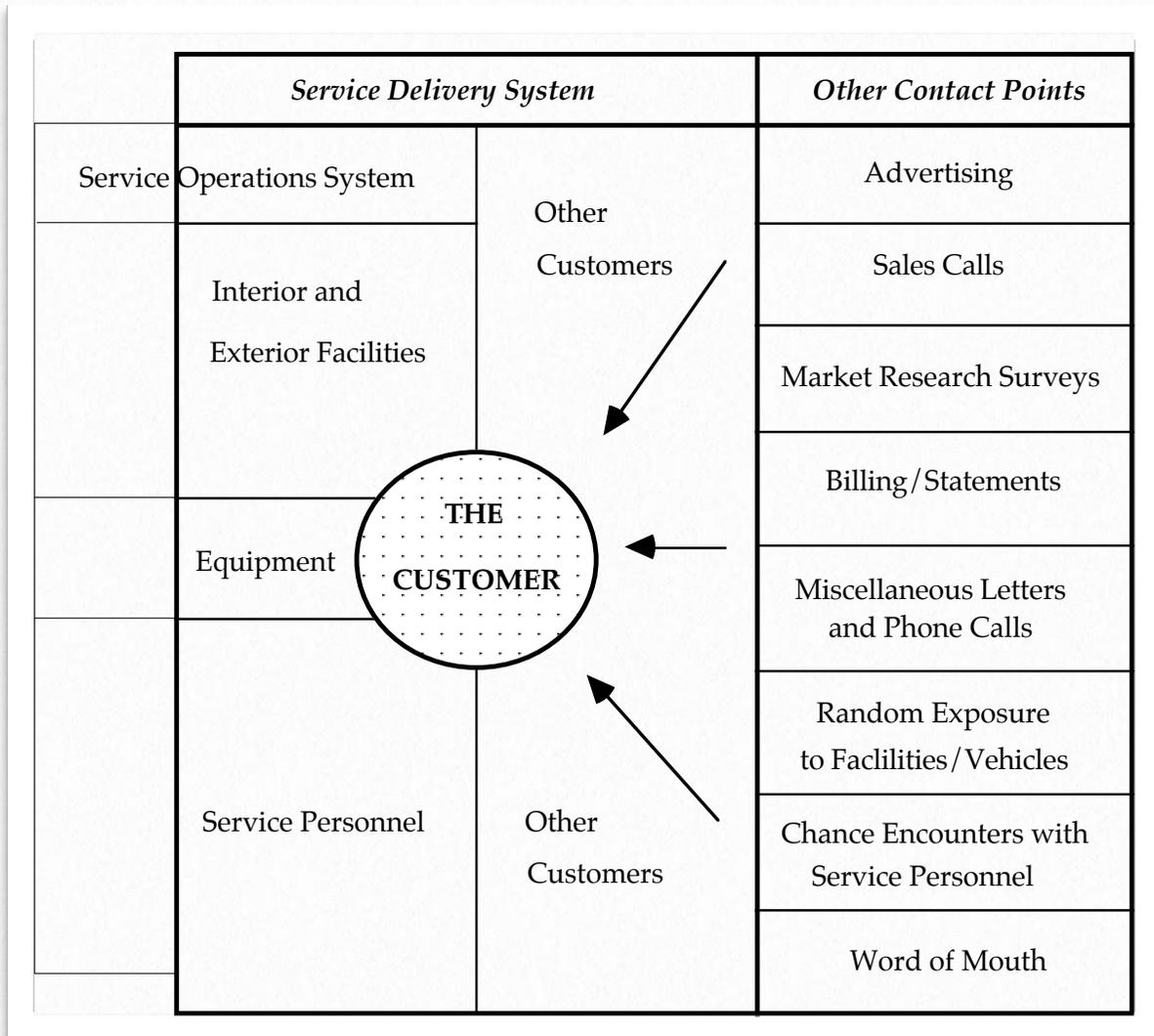
To continue with the reservation scenario, let's look at assurance. Some may just expect a confirmation number. Others may expect you to repeat the entire reservation, give them a confirmation number, and send them a confirmation letter in the mail. One could go through the entire RATER scale in this manner (see next page).

The point is though, that each person has different expectations for each principle. These expectations are created by other experiences a person has had throughout their lifetime, AND, what outer influences a prospective company, or similar company, has had on that person.

The influences a company has on a person are shown in the service marketing system figure below. The outer influences consist of advertising, sales calls, market research surveys, billing/statements, miscellaneous letters and phone calls, random exposure to facilities/vehicles, chance encounters with service personnel, word of mouth, and other customers outside the service delivery process. Again, these are the outer influences which help form the expectations by which the company is partly judged.

To reiterate the point, the right two quadrants of the figure below (other contact points & other customers) are the outer influences that set up and help create the expectations. You combine the right and center quadrants with other service experiences and you get other experiences & outer influences. When this underlies the left and center of the figure below, which in essence are the producers of the RATER scale, you get the total formation of expectations.

## The Service Marketing System



*(from: A Basic Toolkit for Service Managers by Christopher H. Lovelock)*

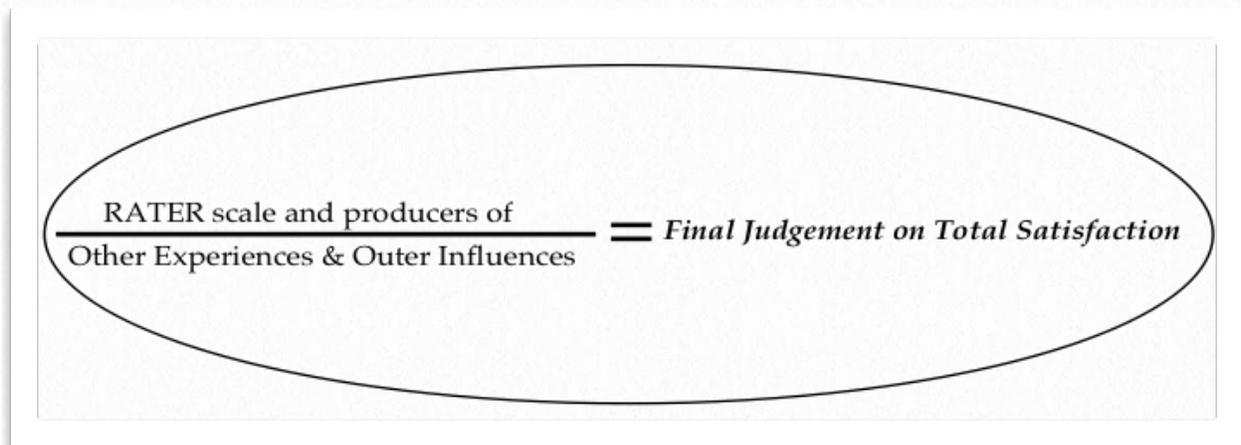
In essence, the figure on the previous page represents all of the different ways in which the customer may encounter, or learn, about the service organization in question.

All of these different ways help create customer expectations. And inconsistency between the different elements of the model may weaken the organization's credibility; which means expectations may not be met. This in turn means that overall satisfaction may lessen, and perceived quality will most probably lessen as well.

Expectations, Satisfaction, and Quality are all interrelated. You cannot discuss one without discussing the others. This point will be illustrated next.

As discussed earlier, there are two main parts to expectation formation. The judgment principals of the organization which consists of the RATER scale, and the producers of that scale; and the other experiences & outer influences. The latter is the common denominator in all service judgment.

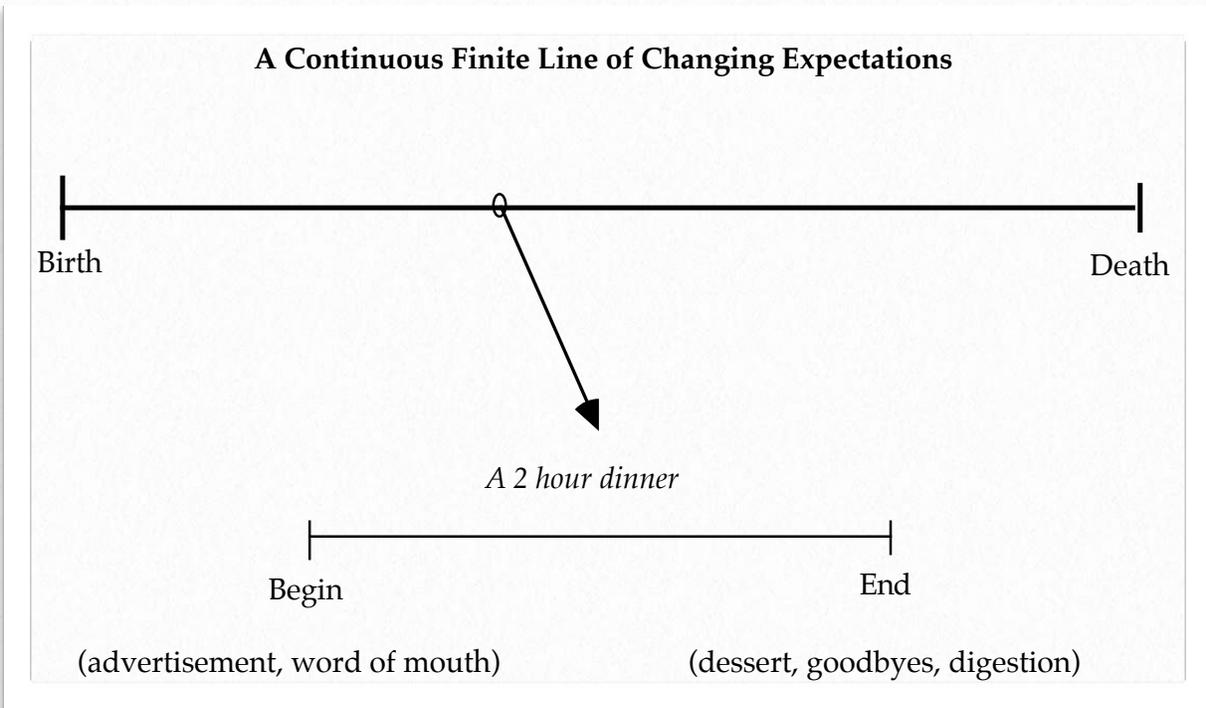
The two combined (see figure below) are the sum total of expectation formation prior to, and during, the entire service delivery process. Once the service delivery process is complete, then the two parts equal overall satisfaction of a single service experience. And again, this is shown in the figure below.



*The figure implies that satisfaction is transaction based.*

When a total service experience is repeated by a person several times, then the person makes a judgment, or considered evaluation, on the total quality of the organization (as shown on the next page).





*Environmental factors determine the varying degrees of expectations.*

To continue on this point; the literature of today seems to think that expectations serve as standards; with which subsequent experiences are compared, resulting in evaluations of satisfaction or quality (Zeithaml, 1993).

Expectations do result in evaluations of satisfaction, and eventually quality. For example, if the expectations remain consistent prior to, and throughout, the service delivery process; then you are most likely satisfied.

Expectations also have minimal standards but ARE NOT standards themselves. For instance, a restaurant customer does not expect to have roaches scampering across the floor (a minimal standard). However, the expectations of the customer are continually being re-enforced or changed throughout a service delivery process.

For example, upon pulling into the parking lot a customer may notice beautiful landscaping with rare plant life. This may begin the expectation formation. The same customer

comes upon the front door, which is then opened for them by a man in a tuxedo, but who reeks of body odor. Now the expectations are either re-enforced or changed in either a positive or negative direction. It depends upon so many factors in which some are controllable.

More examples... a meal – the first bite sets expectations for the second bite; a hotel room – the drapery and size of the window sets expectations for the view, and the bed spreads set expectations for the sheets underneath.

The point is though, that service expectations are formed by many uncontrollable, and controllable factors; from the experience of customers with other companies, to a customer's psychological state throughout the entire service delivery process. What customers expect is as diverse as their education, values, and experiences. The same advertisement that describes 'personal service' to one person. tells another person that the advertiser has promised more than it possibly can deliver (Zeithaml, 1993).

However, there are expectation standards which can be measured prior to the service delivery process. These expectation standards are stable in the short-term. This means that a service firm can develop marketing and operational plans based on measures of these expectations. And marketing plans can be developed, which suggest to consumers, what to expect from the firm. This can also be ensured with operational plans that meet or exceed consumer expectations. (Clow, 1993)

So, the question remains, how can we as managers help form the proper expectation with the quality of service we provide?

To do this we must recognize the controllable factors and create a quality management system that helps ensure that the controllable factors are consistently sending the same message.

## ***Exceeding & Meeting Expectations***

As managers, we may believe that all factors of the organization are controllable. The fact is though, you can only create a system that provides elements of control. This is because of the 'human dynamic'.

Once a human enters the equation, we have included the indefinable, and the fallable. That is to say, we have begun the process of creating a controllable system within an uncontrollable environment (otherwise known as 'planet earth'). This system we are trying to create is the essence of our service.

So by striving to create a 'perfect' service... we hope to portray this 'perfect' service, so ALL may see the defining QUALITY of the service, we have created. In essence, we are trying to guarantee that our 'world', at the very least, satisfies the customer's expectations; while hoping we exceed them.

## ***The Controllable Factors***

The controllable factors are all those elements that the company produces and manages. One could argue that even the employees and guests are controllable, but that is not a fact.

You can create an environment which encourages a certain type of feel/behavior, but you are not guaranteed to get the warranted response from all. So, we will deal with the tangibles and intangibles which can create, if combined & designed properly, an enlightening image & vibe.

One last point, it is a waste of time to segment customers, research their expectations, and develop a strategy; unless you also consider how to control the levels of expectation. The key to the successful execution of a highly effective service... is NOT to create expectations, greater than the service, your company can deliver. Keeping the expectations at just the right level - slightly below perceived performance - is a constant challenge (Davidow, 1990).

## ***Tangibles***

Now, it is important to remember that the service provider must show tangible evidence of the intangible product. These tangibles that are associated with the service serve as cues (Zeithaml, 1993). They include uniforms, the physical appearance of the property, and how the service is communicated (advertising), etc... {All of the tangible components are presented in the Service Marketing System (fig. 1) shown on page four.} From the choice of china, to the choice of music, all are essential elements in the forming of expectations.

## ***Intangibility***

*That which has a value not dependent on its physical makeup or inherent worth...*

The intangibility of 'service' plays off the tangibles to create the entire image of the service. Even the sincerity of a waiter's smile, is as important as the deliciousness of the cake. Maybe even more important (MacNeil, 1991).

So you see, the entire service experience is the intangible. The ambiance created by the structure and the people, the image portrayed by the outer influences; all of these are the tangibles that create the intangible vibe!

Now to suggest a quality management system that will help insure the proper formation of the customer's expectations, so they are congruent with the quality of 'service' you wish to provide.

## ***Total Quality Management***

According to W. Edwards Deming, Total Quality Management is the organization-wide practice of meeting and exceeding customer expectations. This concept has several components. First, you must find what the customer wants and needs (Lloyd, 1993); and I call these their 'expectation standards'.

Then we must implement a TQM program, while monitoring and measuring consumer expectations. Monitoring and measuring the expectations is essential in fine tuning the operational implementation of a TQM program (Clow, 1993). A ten-point model that was created by Kenneth Heymann for the intended use of the hospitality industry, and it seems to cover all the bases (Heymann, 1992).

### *Quality Management: A Ten-Point Model*

1. Establish a culture of quality
2. Develop a team orientation
3. Develop leadership skills
4. Develop customer-driven policies and procedures
5. Set standards
6. Develop human resources
7. Plan for quality
8. Build systems to measure achievement (SERVQUAL)
9. Evaluate performance to improve performance
10. Build reward and recognition systems.

A point that should be stressed in this model, is that while improving any single component may lead to better performance, a comprehensive organizational transformation requires positive action on ALL ten.

It may be fitting to end this section with a quote that signifies today's element for exceeding expectations: "It takes teamwork and initiative to meet and exceed expectations. While it takes a team effort to effectively meet guest expectations, it generally takes an individual's effort to exceed them" (Zurbrug, 1993).

## ***When are Expectations Critical?***

Always, Always, Always! Expectations are preconceived opinions a person establishes and develops prior to, and throughout, the entire service delivery process. Essentially, expectations are the cause of disappointment. And to be apprehensive about what to expect next, creates an atmosphere, and vibration, of fear.

So we must effectively apply Maslow's Hierarchy of Needs, to a holistic service delivery system, so as to manipulate people's expectations, for the purpose of qualifying satisfaction and joy. This will then eventually lead to the individual's perception of quality. And simply put, expectations determine a customer's decision to select one service over another.

You see, it is whether or not the formed expectations have been met or exceeded that decides whether or not the customer has been satisfied. And, as demonstrated in this paper, satisfaction is a result of expectations, and quality is a result of repeated satisfaction. They are all a piece of the other... originating with expectations! And by developing expectations prior to the service delivery process, you help control their overall satisfaction.

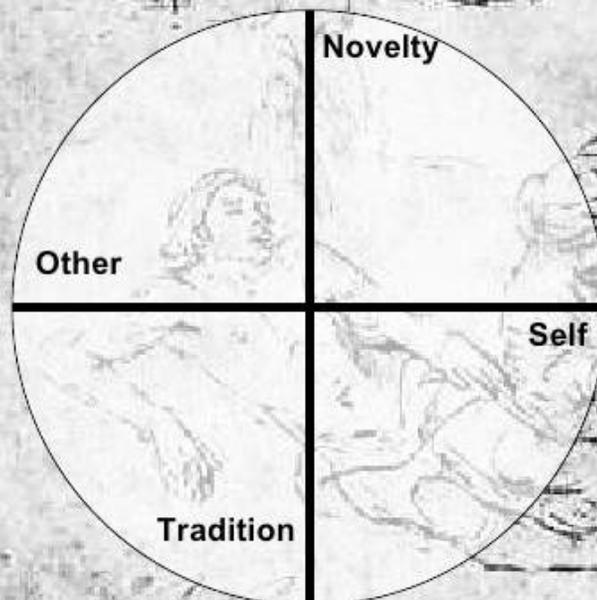
And while there are short-term 'expectation standards' you can use in the creation of an effective TQM system, you still must continually monitor and measure expectations. And this is because expectations lie on a continuously changing finite line. Finally, the levels of expectation standards are why two organizations in the same business can offer far different levels of service quality, and still keep customers happy.

And no matter how we may look at it, the long-term success of 'service firms' depends on the skillful management of the service expectation component. A successful service firm cannot survive without the constant monitoring, and the constant measuring, of that component. And ultimately, all of this will ensure the repeat customer.

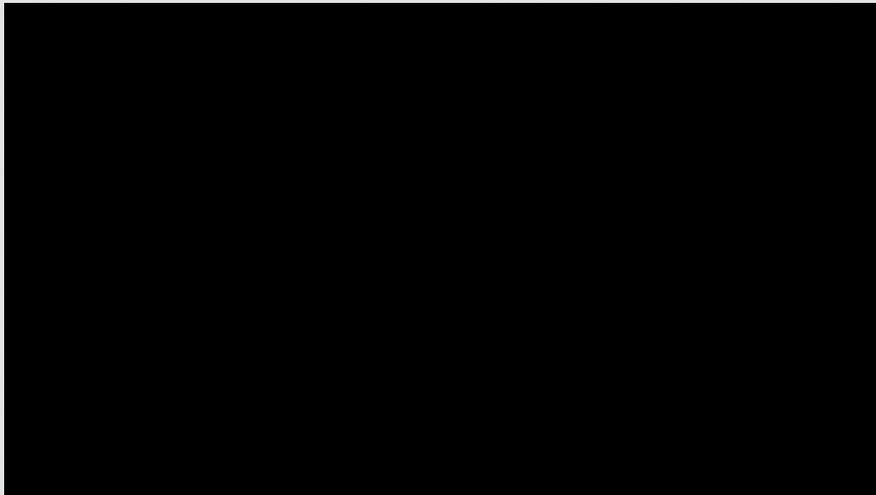
The one unseen bonus here, is that it actually costs less to service repeat customers, because their expectations levels are established, and they know the roles they are to play.

*Successfully manipulating expectations are the key to the success of the intangible service!*

# A Better Nature?



## Movie 1.9 Reimagining Investment



In “Reimagining Investment,” Tim Jackson breaks down how traditional investment focused solely on material needs and has failed to meet our emotional, social, and spiritual needs, concluding in a heart-warming and emotional vision for a future where we begin to invest in meeting all of our needs.

# Hubble Deep Field



**The Hubble Deep Field (HDF)** is an image of a small region in the constellation Ursa Major, constructed from a series of observations by the Hubble Space Telescope. It covers an area 2.5 arcminutes across, about one 24-millionth of the whole sky, which is equivalent in angular size to a 65 mm tennis ball at a distance of 100 metres. The image was assembled from 342 separate exposures taken with the Space Telescope's Wide Field and Planetary Camera 2 over ten consecutive days between December 18 and December 28, 1995.

The field is so small that only a few foreground stars in the Milky Way lie within it; thus, almost all of the 3,000 objects in the image are galaxies, some of which are among the youngest and most distant known. By revealing such large numbers of very young galax-

ies, the HDF has become a landmark image in the study of the early universe, with the associated scientific paper having received over 900 citations by the end of 2014.

Three years after the HDF observations were taken, a region in the south celestial hemisphere was imaged in a similar way and named the Hubble Deep Field South. The similarities between the two regions strengthened the belief that the universe is uniform over large scales and that the Earth occupies a typical region in the Universe (the cosmological principle).

A wider but shallower survey was also made as part of the Great Observatories Origins Deep Survey. In 2004 a deeper image, known as the Hubble Ultra-Deep Field (HUDF), was constructed from a total of eleven days of observations. The HUDF image was at the time the most sensitive astronomical image ever made at visible wavelengths, and it remained so until the Hubble Extreme Deep Field (XDF) was released in 2012.

**Movie 1.10 Hubble Ultra Deep Field Animation 3D**



A recently discovered animation was rendered using the measured redshift of all 10,000 galaxies in the Hubble Ultra Deep Field image.

# Supervisor Bias



## **If Your Boss Thinks You're Awesome, You Will Become More Awesome**

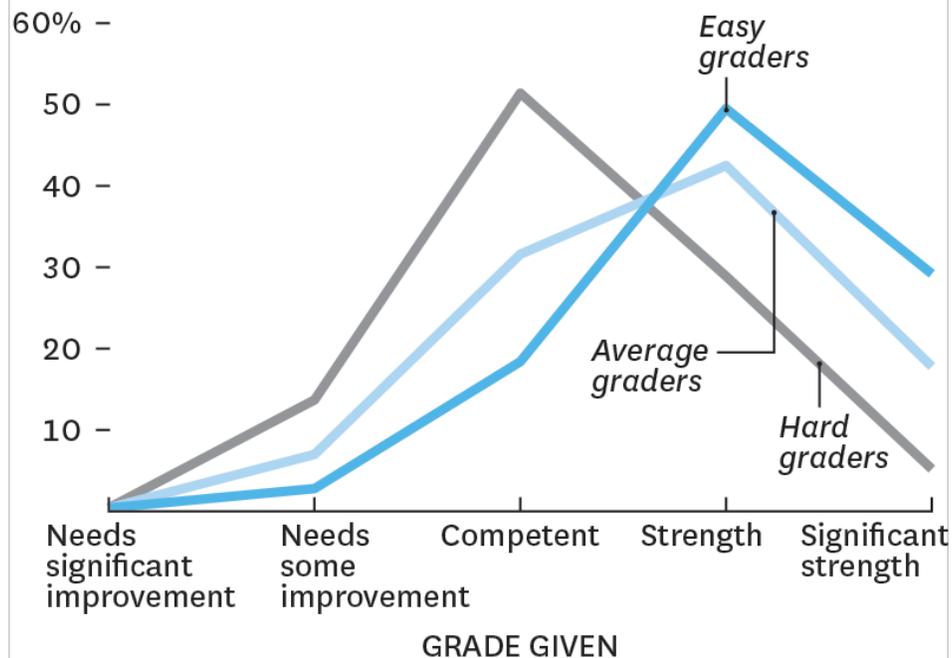
*by Jack Zenger and Joseph Folkman*

If your boss thinks you're awesome, will that make you more awesome? This question came to us recently, when we were working with the top three levels of management in a multinational. When asked to rate their direct reports on 360 evaluations, some managers consistently rated everyone higher, and others consistently lower, than the average. We wondered if this was a result of bias, and what effect it had on the people who worked for them?

## IS YOUR BOSS JUDGING YOU FAIRLY?

Some bosses are consistently much harder graders than others.

PERCENTAGE OF DIRECT REPORTS RATED



SOURCE ZENGER/FOLKMAN

HBR.ORG

To understand this better we looked at a larger set of 360 data to identify 50 of the company's managers who rated their direct reports significantly more positively than everyone else on a five-point scale (that is, they gave a higher percentage of their subordinates top marks than their colleagues did, skewing the curve to the right,

as in Lake Woebegone, where everyone is above average). We also identified 31 managers who consistently rated their direct reports significantly lower than their colleagues, skewing their curves to the left.

The difference is stark: Only 18.4% of the people working for the "positive-rating" managers, or the easy graders, were judged as merely "competent" (that is, just average) compared with fully 51.4% of those working for the "negative-rating" managers, clearly the harder graders. While neither group judged even 1% of their workers as truly problematic and in need of significant improvement, almost 14% of those working for the negative- rat-

ing managers were judged to need some improvement compared with only 3% of those working for the positive-rating bosses.

It's hard to parse the meaning of these data. Are the positive-rating managers indulging in grade inflation? Do the lower ratings actually represent a more objective and deserved analysis of a subordinate's performance? (After all, it does follow the standard bell curve.) Or perhaps the ratings are in some way self-fulfilling, and the leaders who see the best in their people actually make them better, while those who look more critically make their subordinates worse.

We favor that second interpretation, since whether deserved or not, the psychological effect of these ratings was dramatic. Anyone who joined us in the discussions with the subordinates of these two sets of managers would have instantly seen the impact. The people who'd received more positive ratings felt lifted up and supported. And that vote of confidence made them more optimistic about future improvement. Conversely, subordinates rated by the consistently tougher managers were confused or discouraged— often both. They felt they were not valued or trusted, and that it was impossible to succeed.

These feelings directly translated into higher or lower levels of engagement: engagement scores for those working under the negative raters averaged in the 47th percentile, whereas scores for those reporting to the positive raters averaged in the 60th percentile. This difference is statistically significant.

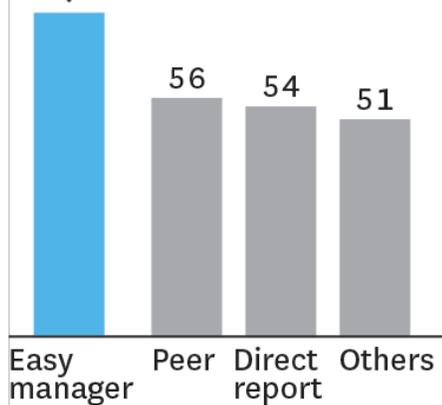
It's possible that the negative-rating managers simply had more than their share of less-engaged employees, but we believe the far more likely explanation is that everyone's engagement levels started out roughly the same and that widely different daily interactions, culminating in extremely divergent performance reviews, had a strong impact on engagement levels.

This is a particularly alarming possibility when you consider the seemingly reasonable motives of those who gave consistently lower ratings. We frequently heard them say something like, "I want my people to get the message that I have high expectations." Those who gave high marks to their people also had high expectations, but they were more focused on sending the message that they had confidence in their people. They truly felt

## IF YOUR BOSS THINKS YOU'RE AWESOME WILL YOU BECOME MORE AWESOME?

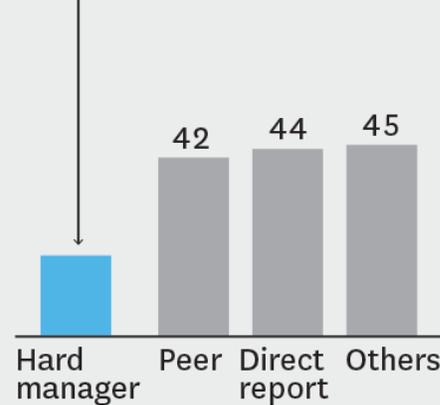
People who work for easy graders are perceived to be more effective leaders by their colleagues than those who work for hard graders.

*If your manager gives an avg. leadership rating of 76...*



*Your colleagues will rate your leadership higher*

*If your manager gives an avg. leadership rating of 19...*



*Your colleagues will rate your leadership lower*

**SOURCE** ZENGER/FOLKMAN

HBR.ORG

that they had selected the best people for those positions, and they expected them to succeed.

And did they? To see, we looked at the overall leadership ratings the two groups' 360 evaluations. We were not surprised, by now, to see that the bosses who rated everyone lower on their performance also rated them lower on their leadership abilities, while the bosses who gave the highest marks to their teams in general gave high marks on leadership as well. The degree of difference was startling, though—with leadership ratings averaging only in the 19th percentile for the low raters and 76% for the high raters.

And the thing is, the peers, subordinates, and other associates also rated the leadership skills of the employees working for the low-rating managers lower than those working for

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Rational thought is knowledge without bias.

- *Mickaveli*

the high raters. The gap was not nearly as great, as you can see in the chart below, but it was consistent and significant.

The fact that the ratings given by both the low- and high-rating managers were so different from the ratings given by others suggests that both sets of managers are biased (or that managers trying to force rank their staffs are judging them unfairly). And it also shows that these biases and rankings have become self-fulfilling, influencing subordinates' behavior to the extent that others ultimately can see it.

If this is so, these tough graders aren't doing the organization any favors. There's an interesting study that is related to this issue called "Predicting non-marital romantic relationship dissolution: A meta-analytic synthesis." This was a meta-analysis of 137 studies collected over 33 years with 37,761 participants. These studies were looking at factors that cause non-married couples to break up or stay together. The number one factor that kept people together was something they called "positive illusion" – essentially that the person you're dating thinks you're awesome.

Is it possible, then, that if a boss thinks you're awesome you will become more awesome? On a personal level, it's hard to dismiss. We've spoken with hundreds of leaders whose bosses thought they were awesome, we know the impact is real.

The boss drives people; the leader coaches them. The boss depends on authority; the leader on good will. The boss inspires fear; the leader inspires enthusiasm. The boss says I; The leader says WE. The boss fixes the blame for the breakdown; the leader fixes the breakdown. The boss says, GO; the leader says lets, GO!

(H. Gordon Selfridge)

izquotes.com

### Forer effect / Barnum effect

The tendency to give high accuracy ratings to descriptions of their personality that supposedly are tailored specifically for them, but are in fact vague and general enough to apply to a wide range of people. For example, horoscopes.



### Ingroup bias

The tendency for people to give preferential treatment to others they perceive to be members of their own groups.



### Self-fulfilling prophecy

The tendency to engage in behaviors that elicit results which will (consciously or not) confirm existing attitudes.



### Halo effect

The tendency for a person's positive or negative traits to "spill over" from one area of their personality to another in others' perceptions of them (see also physical attractiveness stereotype).



### Ultimate attribution error

Similar to the fundamental attribution error, in this error a person is likely to make an internal attribution to an entire group instead of the individuals within the group.



### False consensus effect

The tendency for people to overestimate the degree to which others agree with them.



### Self-serving bias / Behavioral confirmation effect

The tendency to claim more responsibility for successes than failures. It may also manifest itself as a tendency for people to evaluate ambiguous information in a way beneficial to their interests (see also group-serving bias).



### Notational bias

A form of cultural bias in which the notational conventions of recording data biases the appearance of that data toward (or away from) the system upon which the notational schema is based.



### Egocentric bias

Occurs when people claim more responsibility for themselves for the results of a joint action than an outside observer would.



### Just-world phenomenon

The tendency for people to believe that the world is just and therefore people "get what they deserve."



### System justification effect / Status Quo Bias

The tendency to defend and bolster the status quo. Existing social, economic, and political arrangements tend to be preferred, and alternatives disparaged sometimes even at the expense of individual and collective self-interest. (See also status quo bias.)



### Dunning-Kruger / Superiority Bias

Overestimating one's desirable qualities, and underestimating undesirable qualities, relative to other people. Also known as Superiority bias (also known as "Lake Wobegon effect", "better-than-average effect", "superiority bias", or Dunning-Kruger effect).



### Illusion of asymmetric insight

People perceive their knowledge of their peers to surpass their peers' knowledge of them.



### Herd instinct

Common tendency to adopt the opinions and follow the behaviors of the majority to feel safer and to avoid conflict.



### Illusion of transparency

People overestimate others' ability to know them, and they also overestimate their ability to know others.



### Fundamental attribution error / Actor-observer bias

The tendency for people to over-emphasize personality-based explanations for behaviors observed in others while under-emphasizing the role and power of situational influences on the same behavior (see also actor-observer bias, group attribution error, positivity effect, and negativity effect).



### Projection bias

The tendency to unconsciously assume that others share the same or similar thoughts, beliefs, values, or positions.



### Outgroup homogeneity bias

Individuals see members of their own group as being relatively more varied than members of other groups.

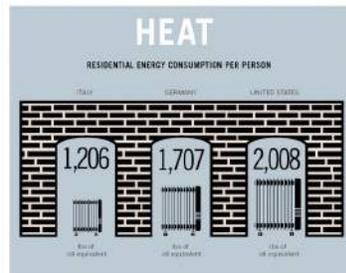
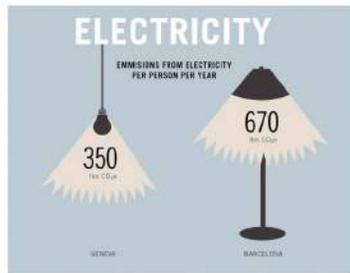
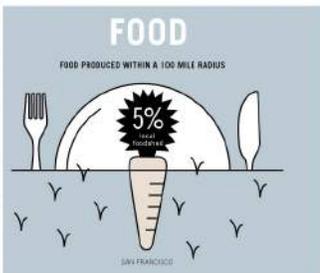
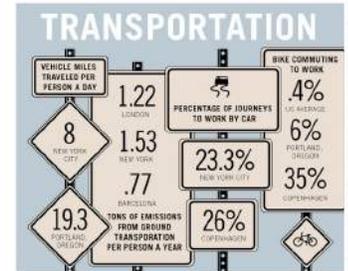
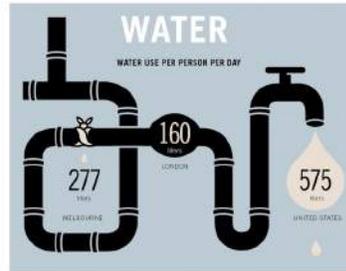
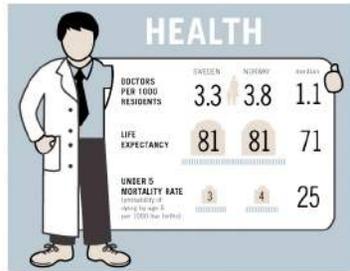


### Trait ascription bias

The tendency for people to view themselves as relatively variable in terms of personality, behavior and mood while viewing others as much more predictable.



# Infographics



*Stand up against governments,  
against God.*

*Stay irresponsible.*

*Say only what we know & imagine.*

*Absolutes are Coercion.*

*Change is absolute.*

*Ordinary mind includes eternal percep-  
tions.*

*Observe what's vivid.*

*Notice what you notice.*

*Catch yourself thinking.*

*Vividness is self-selecting.*

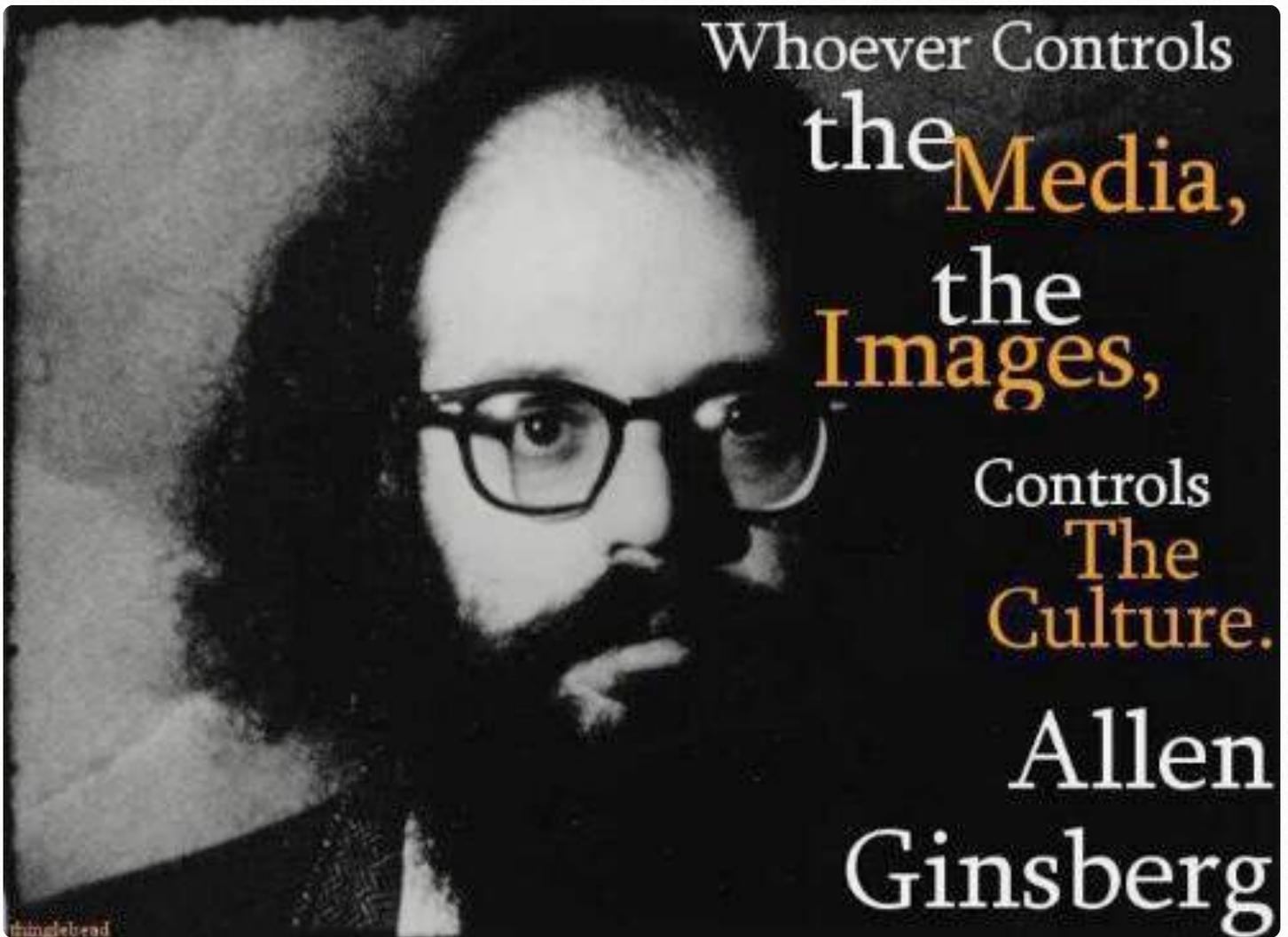
*If we don't show anyone, we're free to  
write anything.*

*Remember the future.*

*Freedom costs little in the U.S.*

*Advise only myself.*

*Don't drink yourself to death.*



---

To gain your own voice, forget about having it heard.

Become a saint of your own province and your own consciousness.

- Allen Ginsberg

*Two molecules clanking us against each other require an observer to become scientific data.*

*The measuring instrument determines the appearance of the phenomenal world (after Einstein).*

*The universe is subjective..  
Walt Whitman celebrated Person.*

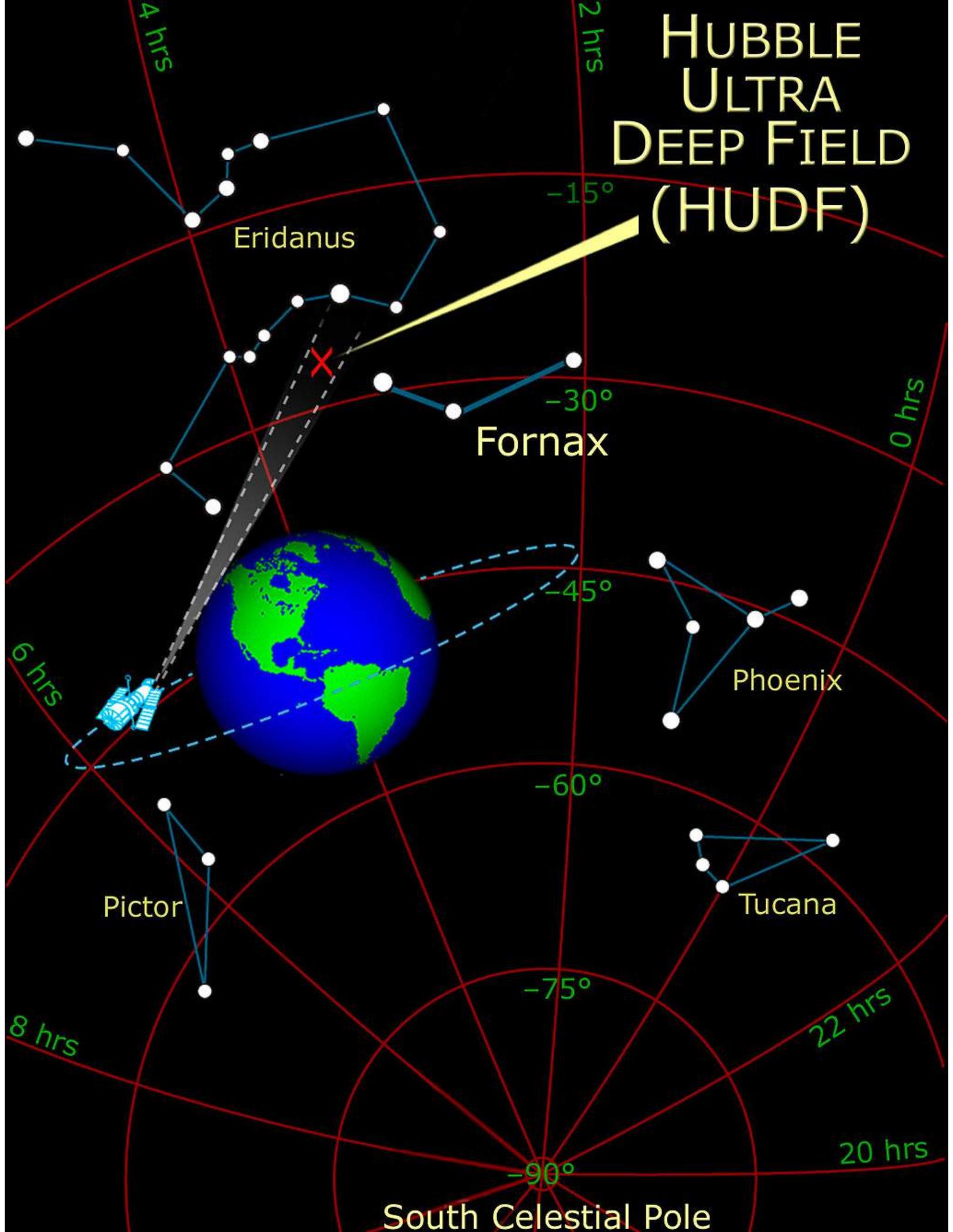
*We are observer, measuring instrument, eye, subject, Person.  
Universe is Person.*

*Inside skull is vast as outside skull.*

*What's in between thoughts?*

*Mind is outer space.*

# HUBBLE ULTRA DEEP FIELD (HUDF)



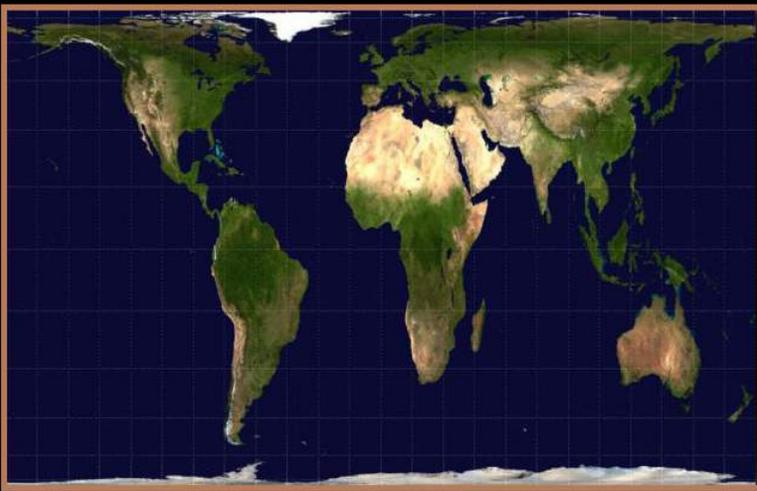


### Movie 1.11 West Wing Clip on Peters Projection Map



TV's favorite press secretary, West Wing's CJ Craig "freaked out" at the sight of a new view of the world. The show is fictional, but the map is fact! CJ was stunned by the real Peters Projection World Map.

What CJ Craig saw on June 20th's episode of NBC's WEST WING is a map commonly seen in Europe, Africa, Asia and Latin America although almost unheard of in North America. Until West Wing's script writers discovered the map! A fictional group, the Organization of Cartographers for Social Equality, pitched President Bartlet's staff to "aggressively support" legislation mandating every public school in America teach geography using the Peters Projection map.



## Peters Projection

The true representation of land area  
(the "size" of continents and countries)



## Mercator Projection

Incorrect/false representation of land area



Graphic layout for visualization only ( some countries are cut and rotated )

**Movie 1.12 Maps That Prove You Don't Really Know Earth**



BuzzFeedBlue: You'll never trust a map again.

# Where We Live...

Unlike many developed countries, the U.S. keeps growing. We are also moving south and west. But compared with China or India, the nation is a vast prairie

Our families are getting smaller—with one vital exception. Compared with those of Europe and Japan, the U.S. population is younger and more colorful because of the continued arrival of immigrants and their higher-than-average birthrates. Of the 100 million Americans who will join us in the next 37 years, half will be immigrants or their children. In the next few decades, 97% of the world's population growth will occur in the developing world; the U.S. is the largest developed country in the world that is still growing at a healthy clip. That matters, strategically, economical-

Ala.; Possum Trot, Ky.; or Loneyville, N.Y. But they are all probably close to someone's idea of paradise. —By Nancy Gibbs

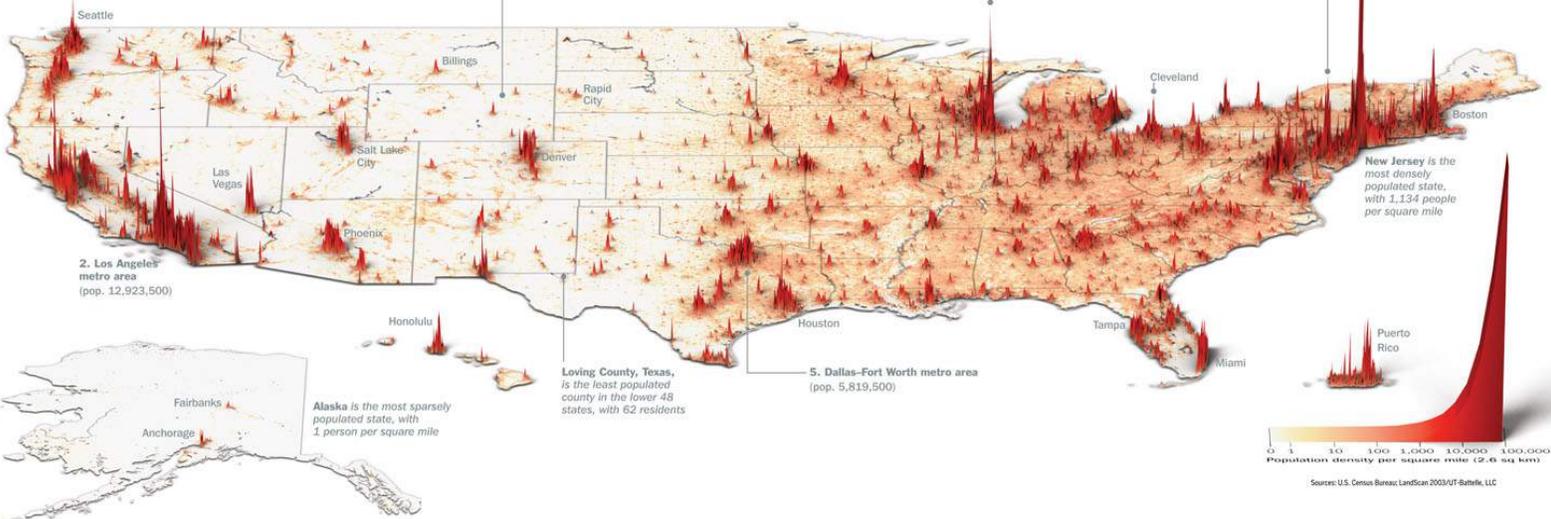
80% of the U.S. population lives in a metropolitan area  
Populations of top five shown

The entire state of Wyoming (pop. 509,300) has fewer people than the Harrisburg, Pa., metro area

3. Chicago metro area (pop. 9,443,400)

4. Philadelphia metro area (pop. 5,823,200)

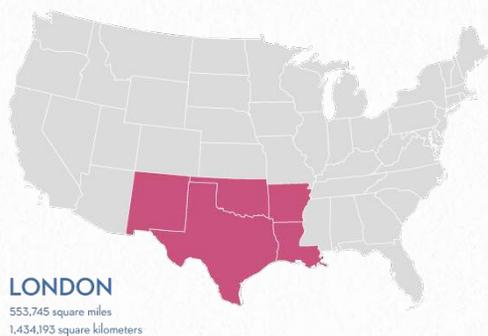
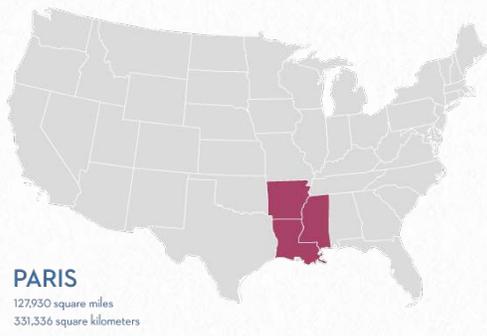
1. New York City metro area (pop. 18,747,300)



Sources: U.S. Census Bureau; LandScan 2003/UT-Battelle, LLC

## THE WORLD'S POPULATION, CONCENTRATED

If the world's 6.9 billion people lived in one city, how large would that city be if it were as dense as...





# THE STATE OF CUSTOMER SERVICE

## IN A CONSUMER DRIVEN MARKET

What to expect when customers drive customer support.

### WHAT CUSTOMERS WANT

Even in a negative economy, **CUSTOMER EXPERIENCE IS A HIGH PRIORITY FOR CONSUMERS,** So important, that 60% of consumers said they will often pay more for a better experience.

Source: Harris Interactive, Customer Experience Impact Report

### WHAT CUSTOMERS EXPECT

#### IMMEDIATE SERVICE, VIA

- Social Media
- Live chats on websites
- Automated responses/info gathering while waiting for a human.
- Information retention from visits

#### MORE SELF SERVICE

- Kiosks
- Automated response/retention
- "Brand in Hand" direct customer service apps on mobile devices

Source: White House Office of Consumer Affairs, Washington, DC



**HAPPY CUSTOMERS WHO GET THEIR ISSUE RESOLVED** tell about 4 to 6 people about their experience.

**A DISSATISFIED CUSTOMER** will tell between 9-15 people about their experience. Around 13% of dissatisfied customers tell more than 20 people.

WHITE HOUSE OFFICE OF CONSUMER AFFAIRS



### THE CUSTOMERS HAVE SPOKEN



**86% OF CONSUMERS HAVE QUIT DOING BUSINESS WITH A COMPANY BECAUSE OF A BAD CUSTOMER EXPERIENCE, THAT'S UP FROM 59% 4 YEARS AGO.**

Source: Harris Interactive, Customer Experience Impact Report

**IT TAKES 12 POSITIVE SERVICE EXPERIENCES TO MAKE UP FOR ONE NEGATIVE EXPERIENCE.**

Source: "Understanding Customers" by Ruby Newell-Legner

**91% OF UNHAPPY CUSTOMERS WILL NOT WILLINGLY DO BUSINESS WITH YOUR ORGANIZATION AGAIN.**

Source: Lee Resource Inc.

**FOR EVERY CUSTOMER COMPLAINT, THERE ARE 26 OTHER CUSTOMERS WHO HAVE REMAINED SILENT.**

Source: Lee Resource Inc.

**CUSTOMER CHURN IS CAUSED BY CUSTOMER FEELINGS OF POOR TREATMENT 68% OF THE TIME.**

Source: TARP

### COMPANIES ARE LISTENING



**MORE COMPANIES ARE MAKING AN EFFORT TO LISTEN TO THE FEEDBACK OF THEIR CUSTOMERS.**

"2012 looks set to be the year when major organizations really start to embrace the link between offering a high quality customer experience, loyalty and longer-term financial success."

Source: Lee Resource Inc.

**ATTRACTING A NEW CUSTOMER COSTS 5 TIMES AS MUCH AS KEEPING AN EXISTING ONE.**

Source: TARP

## ARE LISTENING



"2012 looks set to be the year when major organizations really start to embrace the link between offering a high quality customer experience, loyalty and longer-term financial success."

Source: Lee Resource Inc.

**ATTRACTING A NEW CUSTOMER COSTS 5 TIMES AS MUCH AS KEEPING AN EXISTING ONE.**

Source: TARP

**90% OF NORTH AMERICAN FIRMS VIEW CUSTOMER EXPERIENCE AS IMPORTANT OR CRITICAL.**

**80% OF THE FIRMS WOULD LIKE TO USE CUSTOMER EXPERIENCE AS A FORM OF DIFFERENTIATION.**

Source: Forrester's The State Of Customer Experience, 2010

## COMPANY SOLUTIONS TO MEET CUSTOMER SERVICE NEEDS 2011

**81% OF COMPANIES WITH STRONG CAPABILITIES AND COMPETENCIES FOR DELIVERING CUSTOMER EXPERIENCE EXCELLENCE ARE OUTPERFORMING THEIR COMPETITION.**

Source: Peppers & Rogers Group, 2009 Customer Experience Maturity Monitor

**OUT OF BEST IN CLASS COMPANIES: 91% PROVIDE CUSTOMERS THE ABILITY TO TRACK ISSUES OVER THE WEB, 57% MEASURE SUPPORT CENTER SUCCESS ACROSS EMAIL, CHAT, WEB, AND VOICE, AND 62% USE INTEGRATED VOICE RESPONSE (IVR)**

**70% OF CUSTOMER EXPERIENCE MANAGEMENT BEST IN CLASS ADOPTERS USE CUSTOMER FEEDBACK TO MAKE STRATEGIC DECISION. 50% OF INDUSTRY-AVERAGE ORGANIZATIONS AND 29% OF LAGGARDS DO.**

Source: Aberdeen Group, Customer Experience Management: Engaging Loyal Customers to Evangelize Your Brand

**THE TOP THREE DRIVERS FOR INVESTING IN CUSTOMER EXPERIENCE MANAGEMENT ARE:**



Improve customer retention



Improve customer satisfaction



Increase cross-selling and up-selling

Source: Aberdeen report – Customer Experience Management: Engaging Loyal Customers to Evangelize Your Brand



**RETAILERS AND HOTELS PROVIDE THE BEST AVERAGE CUSTOMER EXPERIENCE IN NORTH AMERICA OVERALL AS AN INDUSTRY.**

Source: Forrester Customer Experience Index 2010

**HEALTH INSURANCE PLANS AND TV SERVICE PROVIDERS DELIVER THE WORST AVERAGE CUSTOMER EXPERIENCE IN NORTH AMERICA OVERALL AS AN INDUSTRY.**

Source: Forrester Customer Experience Index 2010

**76% OF COMPANIES MOTIVATE EMPLOYEES TO TREAT CUSTOMERS FAIRLY AND 62% PROVIDE EFFECTIVE TOOLS AND TRAINING TO GAIN TRUST WITH THEIR CUSTOMERS.**

Source: Peppers & Rogers Group, 2009 Customer Experience Maturity Monitor

**81% OF COMPANIES WITH STRONG CAPABILITIES AND COMPETENCIES FOR DELIVERING CUSTOMER EXPERIENCE EXCELLENCE ARE OUTPERFORMING THEIR COMPETITION.**

Source: Peppers & Rogers Group, 2009 Customer Experience Maturity Monitor

## “ONLINE CUSTOMER EXPERIENCES” *move from influencer to main channel*

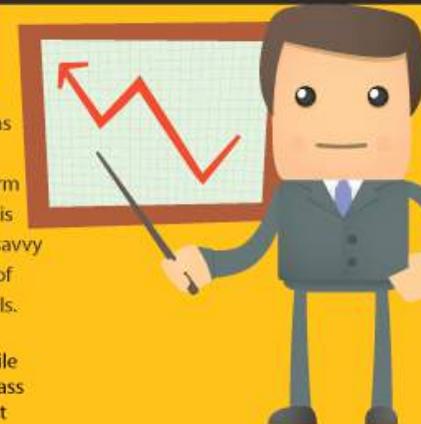
Customer 15% more likely to use online as a channel to purchase over second place, going to a brick and mortar store.

**CONSISTENCY**-Having the same experience across brand touchpoints (stores, catalogs, website, mobile) was ranked by 20% of respondents as the most important characteristic of a customer experience, followed very closely at 19% and 17% by the ability to “self-serve” and have “robust product information” at-hand.

Topping the list is customer service operations making sure the contact center is fully entrenched in social media use as another form of customer self-service. The company said it is imperative that customer service agents are savvy in social media interaction as well as a result of consumers' attraction to social media channels.

“brand-in-hand” or “dedicated” apps, for mobile technology use that allows customers to bypass IVR menus to gain direct access to the contact center for voice interaction or webchat.

## EXPECTATIONS FOR 2012



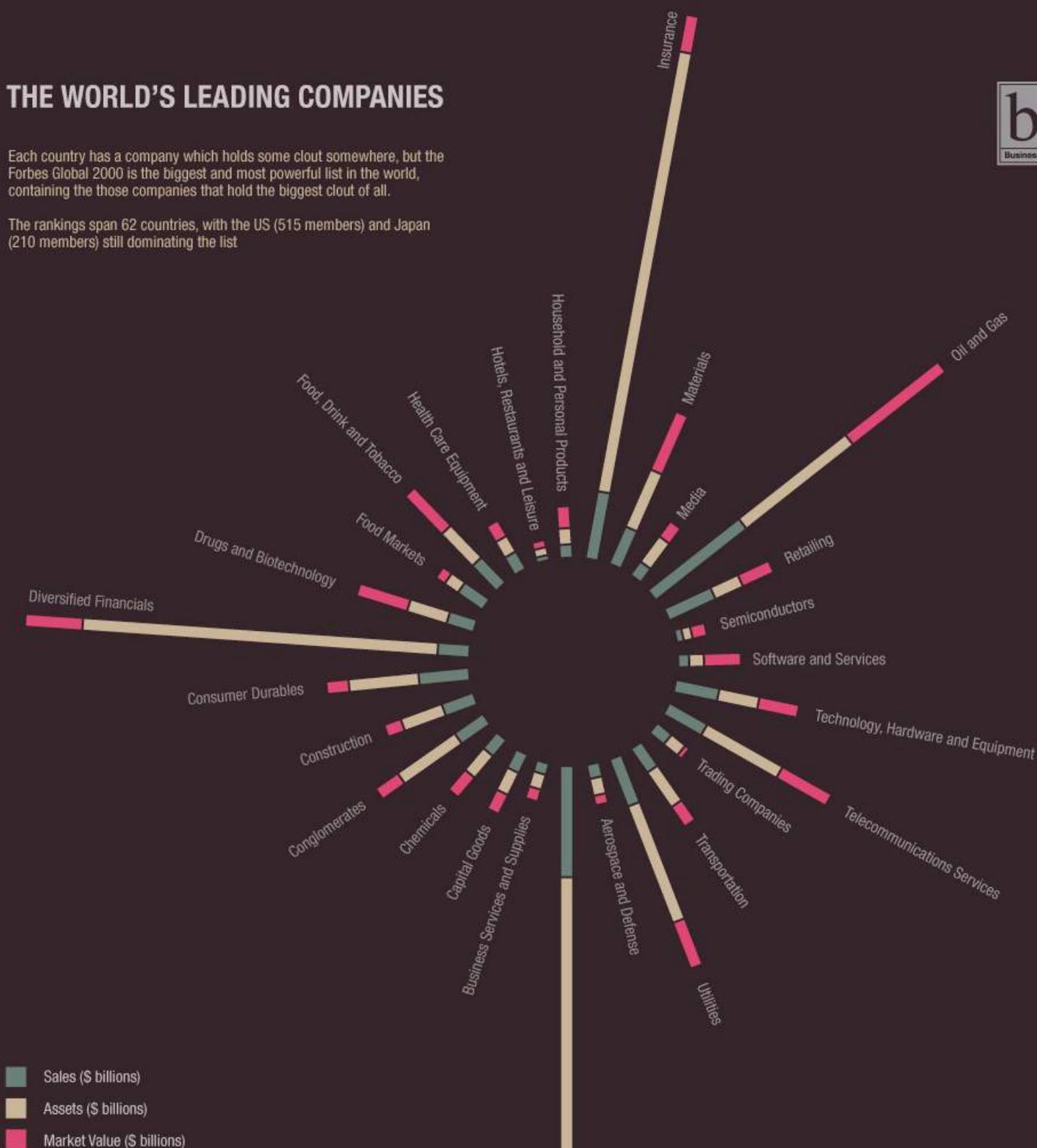
One proven way to accomplish this goal is by embracing support channels that diminish the need for customers to take part in costly phone interactions.

# THE WORLD'S LEADING COMPANIES



Each country has a company which holds some clout somewhere, but the Forbes Global 2000 is the biggest and most powerful list in the world, containing the those companies that hold the biggest clout of all.

The rankings span 62 countries, with the US (515 members) and Japan (210 members) still dominating the list



Industry	Sales	Assets	Market Value
Aerospace and defense	448	543	308
Banking	3,504	67,217	4,533
Business services and supplies	363	487	392
Capital goods	636	766	666
Chemicals	651	886	807
Conglomerates	1,077	2,179	849
Construction	1,048	1,366	556
Consumer durables	1,595	2,200	705
Diversified financials	994	11,156	1,806
Drugs and biotechnology	885	1,295	1,658
Food markets	935	504	335
Food, drink and tobacco	1,090	1,386	1,645

Top Company by Industry	Country	Rank in the Top 2,000
Boeing	United States	120
JP Morgan Chase	United States	1
Canon	Japan	147
ABB	Switzerland	143
BASF	Germany	97
General Electric	United States	2
Vinci	France	124
Ford Motor	United States	58
Berkshire Hathaway	United States	15
Pfizer	United States	40
Tesco	United Kingdom	84
Nestle	Switzerland	36

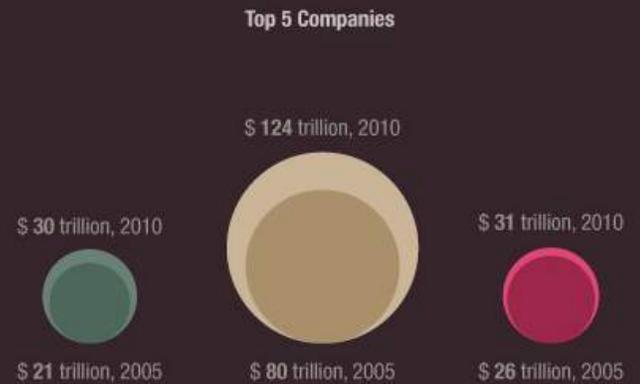
Retailing	1,592	949	1,061
Semiconductors	220	284	465
Software and services	342	467	1,159
Technology, hardware and equipment	1,387	984	1,274
Telecommunications services	1,356	4,257	1,771
Trading companies	573	949	1,695
Transportation	903	1,320	744
Utilities	1,584	3,914	1,546

All figures in \$ billions

Wal-Mart Stores	United States	14
Samsung Electronics	South Korea	55
IBM	United States	33
Hewlett-Packard	United States	35
AT&T	United States	13
Mitsubishi Corp.	Japan	78
United Parcel Service	United States	139
GDF Suez	France	24



Top 5 Industries by Number of Companies



The Grand Totals

# 5 KEYS TO INSPIRING LEADERSHIP, NO MATTER YOUR STYLE

## #1 FACE CHALLENGES.

Great leaders are brave enough to face up to challenging situations and deal with them honestly. Whether it's steering through a business downturn or getting struggling employees back on track, effective leaders meet these challenges openly. Regular communications with your staff, informing them of both good news and how the company is reacting to challenges will go a long way toward making employees feel like you trust them and that they're unlikely to be hit with unpleasant surprises.

"The gossip at the coffee machine is usually 10 times worse than reality," Handal says. "Employees need to see their leaders out there, confronting that reality head-on."



## #2 WIN TRUST.

Employees are more loyal and enthusiastic when they work in an environment run by people they trust. Building that trust can be done in many ways. The first is to show employees that you care about them, Handal says. Take an interest in your employees beyond the workplace. Don't pry, he advises, but ask about an employee's child's baseball game or college graduation. Let your employees know that you're interested in their success and discuss their career paths with them regularly.

When employees, vendors or others make mistakes, don't reprimand or correct them in anger. Instead, calmly explain the situation and why their behavior or actions weren't correct, as well as what you expect in the future. When people know that you aren't going to berate them and that you have their best interests at heart, they're going to trust you, Handal says.



### #3 BE AUTHENTIC.

If you're not a suit, don't try to be one. Employees and others dealing with your company will be able to tell if you're just pretending to be someone you're not, Handal says. That could make them question what else about you might be inauthentic. Have a passion for funky shoes? Wear them. Are you an enthusiastic and hilarious presenter? Get them laughing. Use your strengths and personality traits to develop your personal leadership style, Handal says.



### #4 EARN RESPECT.

When you conduct yourself in an ethical way and model the traits you want to see in others, you earn the respect of those around you. Leaders who are perceived as not "walking their talk" typically don't get very far, Handal says. This contributes to employees and other stakeholders having pride in the company, which is an essential part of engagement, Handal says. Also, customers are less likely to do business with a company if they don't respect its values or leadership.



### #5 STAY CURIOUS.

Good leaders remain intellectually curious and committed to learning. They're inquisitive and always looking for new ideas, insights and information. Handal says the best leaders understand that innovation and new approaches can come from many places and are always on the lookout for knowledge or people who might inform them and give them an advantage.

"The most successful leaders I know are truly very curious people. They're interested in the things around them and that contributes to their vision," Handal says.



# DIVERSITY in the workplace

## IT'S *NOT JUST* ABOUT COLOR ANYMORE

Diversity is unarguably a hot-button issue in corporate America. The latest census results substantially confirm that the ethnic makeup of the U.S. is changing at a rate faster than anyone has anticipated. As a vital part of any thriving organization, what must be understood about Diversity is that it goes beyond color. Diversity is centered around understanding and embracing each other's differences: The where, why, and how of the way people look at things differently.

### DIVERSITY IS ABOUT MORE THAN JUST COLOR



### Diversity is...

- 1 Understanding we are Different
- 2 Understanding how we are Different
- 3 Learning to Communicate the Differences

## SO WHY HIRE DIVERSITY?

### DIVERSITY FOSTERS A MORE CREATIVE & INNOVATIVE WORKFORCE



of companies with more than \$500 Million in annual revenue strongly agree that Diversity is crucial to fostering innovation in the workplace.



of companies plan to incorporate Diversity initiatives in their overall innovative business goals in the next three years.

Most companies said a lack of honest criticism toward Diversity programs is what often causes these initiatives to fail

- Forbes

### MINORITIES ARE THE FASTEST GROWING PART OF THE LABOR FORCE

Start Hiring From 100% of the Talent Pool

A diverse workforce ensures that corporations obtain and retain the best and brightest people with the skills necessary to do the job—regardless of their appearance and their culture.

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Asia is expected to produce more than **75 percent** of the world's new labor force over the next 10 years.

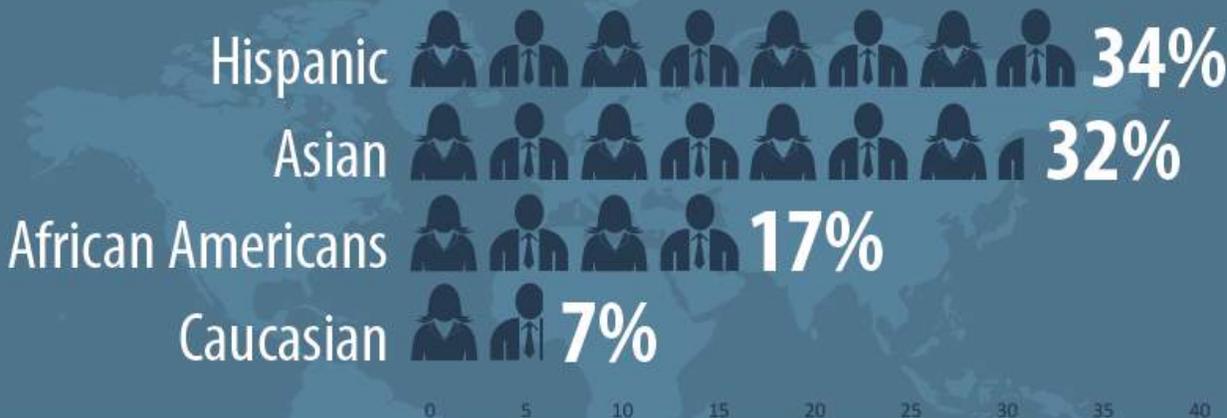


By 2014, white men will only be 43 percent of the labor force, with women and minorities making up 57 percent.

North America and Europe are expected to produce only **3 percent** of the world's new labor force over the next 10 years.



The Hispanic labor force is projected to grow by 34 percent by 2014; Asians by 32 percent; African Americans by 17 percent; whites by just 7 percent.

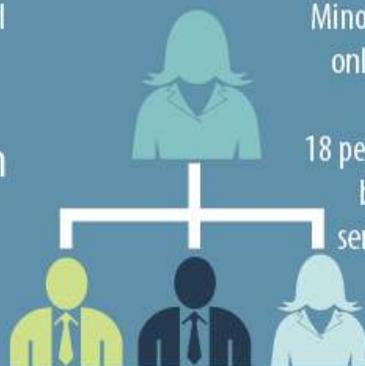


## DIVERSITY BRINGS BUSINESS TO ITS FULL POTENTIAL

**41 percent** of companies do not have an executive-level employee in any of the following demographics:



-  African American
-  Hispanic
-  Asian



Minorities and women only represent about 14.5 percent and 18 percent of corporate boards among the senior management of Fortune 500 companies.



- African American
- Hispanic
- Asian



14.5 percent and 18 percent of corporate boards among the senior management of Fortune 500 companies.

**22.1%** of U.S. businesses are owned by minority groups.

**28.8%** of U.S. businesses are owned by women.

Latina-owned businesses in particular are the fastest-growing segment of the women-owned business market

- Census Bureau



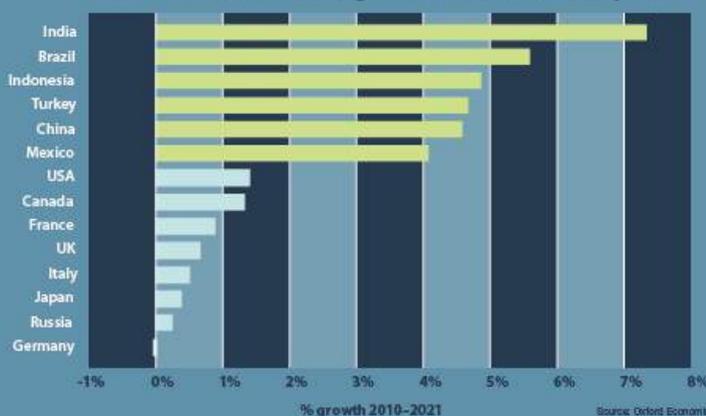
## THE WORKFORCE IS BECOMING MORE GLOBAL

Businesses need to adapt to a changing world to remain competitive

▶▶ 2050

Census data tell us that by **2050** there will be no racial or ethnic majority in the United States.

Growth in the college-educated talent pool



“In an increasingly competitive economy where talent is crucial to improving the bottom line, pooling from the largest and most diverse set of candidates is increasingly necessary to succeed in the market.”

- Centers for American Progress

## FORGET TOLERANCE & REMEMBER THIS

“HR professionals need to embrace the uncomfortable conversations that might result from learning to ‘deal with differences.’ People shouldn’t be ‘tolerating’ each other; you need to start accepting people. Don’t be afraid to talk about what may or may not be offensive. You need to start learning about each other and start communicating.”

“A diverse workforce ensures that corporations obtain and retain the best and brightest people with the skills necessary to do the job—regardless of their appearance and their culture.”

- Steve Lowisz.com

“Most companies said a lack of honest criticism toward Diversity programs is what often causes these initiatives to fail.”

- Forbes

# HEALTHY GUT, HEALTHY MIND

Ever wondered why you get butterflies in your stomach when you feel nervous or stressed?

It is thought that as well as nutrition and lifestyle choices, our state of mind may actually **impact our digestive system**. Interestingly, it seems the deal works both ways; scientists are increasingly convinced that the contents of our digestive system may have a **major impact on our state of mind!**

## ARE YOU 100% HUMAN?

Most of the genes in the human body **do not come from human cells**, but are found within the trillions of microbes that live on the body.

NOSE

MOUTH

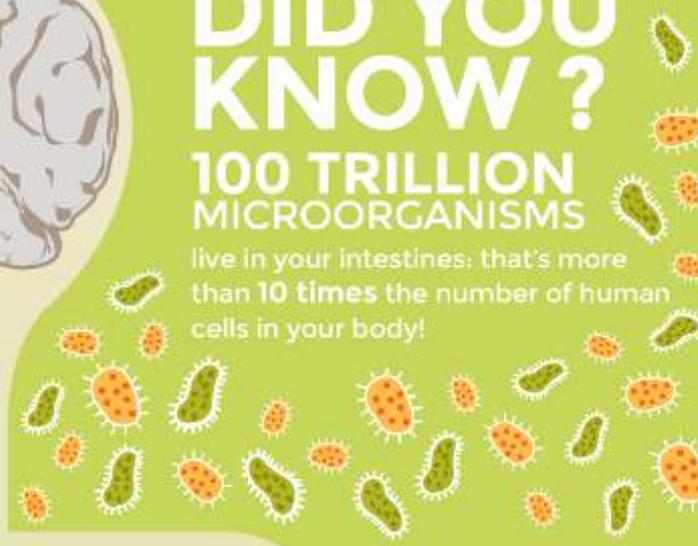
SURFACE OF THE SKIN



## DID YOU KNOW ?

**100 TRILLION  
MICROORGANISMS**

live in your intestines; that's more than **10 times** the number of human cells in your body!



Just like weeds compete with flowers for space and nutrients in a garden, 'bad' bacteria compete with 'good' bacteria inside the gut.

If the gut environment is healthy, 'bad' bacteria struggle to flourish.

**GOOD BACTERIA**

**VS.**

**BAD BACTERIA**

**CLOSTRIDIUM  
BUTYRICUM**  
• Produces important

**CLOSTRIDIUM  
DIFFICILE**  
• Most harmful



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## GOOD BACTERIA

VS.

## BAD BACTERIA

### CLOSTRIDIUM BUTYRICUM

- Produces important fatty acid
- Potential benefit in Inflammatory Bowel Disease

### CLOSTRIDIUM DIFFICILE

- Most harmful following a course of antibiotics

### BIFIDOBACTERIA

- Modulates immune responses
- Produces vitamins

### CAMPYLOBACTER

- Infection usually occurs through the ingestion of contaminated food found in uncooked chicken

### LACTOBACILLI

- Produces vitamins & minerals
- Boosts immunity
- Protects against carcinogens

### ENTEROCOCCUS FAECALIS

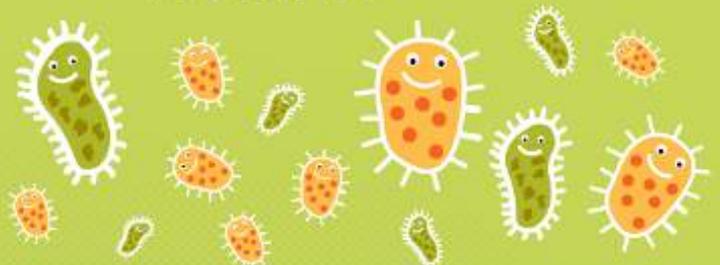
- A common source of post-surgical infection

## HEALTHY GUT ENVIRONMENT

- ✓ stimulate the digestive process
- ✓ aid the absorption of nutrients
- ✓ help to provide gut wall resistance
- ✓ might help develop the nervous system

- ✓ prevent growth of harmful, pathogenic bacteria
- ✓ break down poorly digested foodstuff like dietary fibre

In return for their hard work, the bacteria get to thrive in a safe, nutrient-rich environment.



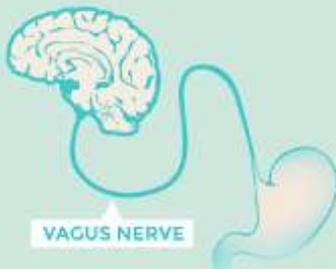
# HOW THE GUT AFFECTS THE BRAIN

Over 100 years ago Russian Immunologist Élie Metchnikoff deduced that a healthy gut environment could help combat senility and suggested that the good bacteria found in yogurt would increase a person's longevity.

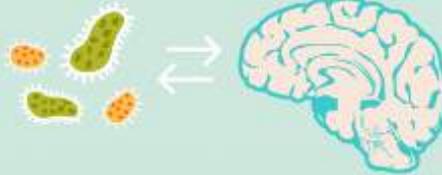


Today researchers are beginning to understand the role of gut bacteria in immunological, metabolic, and neurological diseases: what we eat can alter the composition and function of the gut bacteria and this has an effect not only on the metabolism but also on brain function.

Interactions between the gut and brain can occur in various ways:



Microbial compounds communicate with the brain via the vagus nerve



Gut microbes interact with the immune system which communicates with the brain

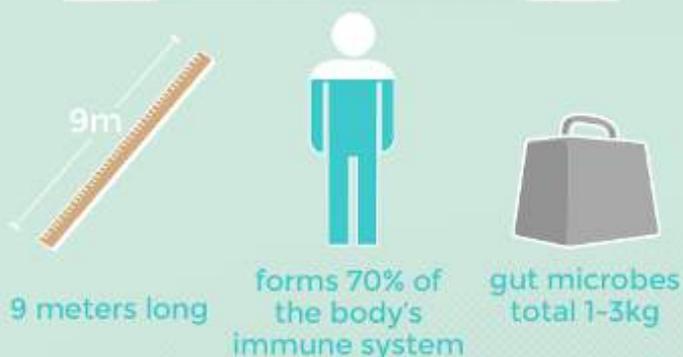


The gut releases hormones and neuroactive compounds which travel through the blood stream

## THE SECOND BRAIN

Scientists have nicknamed the gut's nervous system our 'second brain'.

### THE DIGESTIVE TRACT



### THE NERVOUS SYSTEM OF THE GUT



## THE IMMUNE SYSTEM

As soon as an infant is born, bacteria begin colonizing its digestive tract.

# THE IMMUNE SYSTEM

As soon as an infant is born, bacteria begin colonizing its digestive tract.

Possible origins of infant microbiota:

- birth canal
- breast milk
- mother's skin
- surrounding environment



The immune system learns:



RESIDENT BACTERIA

.VS



INVADER

This learning serves as a foundation for immune responses to disruptions in the microbiota. Studies suggest that there is a link between disrupted gut microbiota and stress or anxiety.

## BALANCING THE GUT

Prebiotics and Probiotic foods encourage a healthy tummy, but what's the difference between the two?

### PROBIOTICS

- Lacto-fermented foods
- Contain live 'good bacteria'
- Can be digested - so they may not always make it to the lower intestine



Sauerkraut



Miso



Tempeh



Yogurt with active cultures



Kefir



Kimchi



Kombucha

VS.

### PREBIOTICS

- Selectively fermented carbohydrates
- Feed good bacteria and encourage growth
- Cannot be digested - so they make it all the way to the lower intestine



Chicory root



Jerusalem artichoke



Dandelion greens



Garlic



Prebiotic Supplement



Asparagus



Banana Wheat



Leek

## Talk to a GP

**Nutrition** is a key contributor to good mental health, but it's just one piece of the puzzle. Dietary changes won't be sufficient for everyone and are not a substitute for other forms of treatment. If you're struggling with symptoms of a mental health disorder, talk to your doctor.



# IMPROVING DIGESTION WITH YOGA

"Apanasana is great for your transverse colon and wind-removing pose on the right and left take care of ascending and descending colon respectively. Between that and spinal twists you're doing a lot of digestive rinsing, especially if you're breathing deeply and sending breath into the back-body".

*Cassey Coviello – Yoga Journal*



Apanasana



Reclining position



Child's Pose



One-legged seated spinal twist



Spinal twist



Seated Heart Opener

## HOW THE BRAIN AFFECTS THE GUT

The brain has a direct effect on the digestive tract:

## FOOD



The very thought of eating can stimulate salivary glands and release gastric juices which help prepare for and facilitate digestion.

Once food reaches the stomach, receptors send their own signals. These signals cause the release of more gastric juice and more muscular contractions.

When you have eaten enough, the digestive tract releases satiety hormones which signal to the brain that the person is no longer hungry. That's your gut giving feedback to your brain!



**Fear:**  
makes you "feel nauseous"



**Sadness:**  
a "gut-wrenching" experience may give you stomach cramps



**Love:**  
"butterflies" in your stomach

The  
gastrointestinal  
tract is sensitive to  
emotion, stress,  
anxiety and  
depression.



**Stress:**  
Digestive Symptoms: heartburn,  
abdominal cramps, or loose stools,  
weight loss or gain



**Depression:**  
Physical symptoms such as  
headaches and gastrointestinal  
problems get overlooked

## BALANCING THE MIND

As we have seen, the gut is sensitive to our emotions and our state of mind. Here are some tools to help reduce stress and prevent anxiety and depression.

Take time  
to quiet your mind  
and meditate



**Study:** Dalian University of Technology, China

**Results:** Five 20-minute sessions of meditation reduced the amount of cortisol that was released in response to the stress test.

**Research:** 47 meditation trials at Johns Hopkins University in Baltimore

**Hypothesis:** mindfulness meditation can help ease psychological stresses like anxiety, depression, and pain.

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**Study:** University of Pennsylvania  
**Findings:** 4.5 hours of sleep a night for one week resulted in participants feeling more stressed, angry, sad, and mentally exhausted. When resuming normal sleep patterns, participants reported a dramatic improvement in mood.



## Take time for restful sleep

## Engage in daily exercise



**Study:** University of Georgia

**Results:** Regular exercise reduced patient anxiety by 20%. Exercise sessions greater than 30 minutes were better at reducing anxiety than sessions of less than 30 minutes.

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# CAUSES OF DEATH

While you may be worried of catching of an obscure disease you heard about on the news, the truth is that we are far more likely to die of a small range of illnesses, nearly all of which are tied in some way to your lifestyle choices, like the food you eat or how much exercise you get. But you can lessen—sometimes dramatically—

the likelihood of succumbing to the most common causes of death by knowing your risk factors and making informed choices. This is a look at your most likely cause of death (excluding uncontrollable events like accidents and homicide), given your race, sex, and age. Use this information to make choices that will keep you healthy.

	15-24	25-34	35-44	45-54	55-64
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SOURCE: Centers for Disease Control. NOTE: These are the most likely causes of death for each race, sex, and age range in America, excepting homicide and accidental death. A collaboration between GOOD and Way Shape Form.

In partnership with

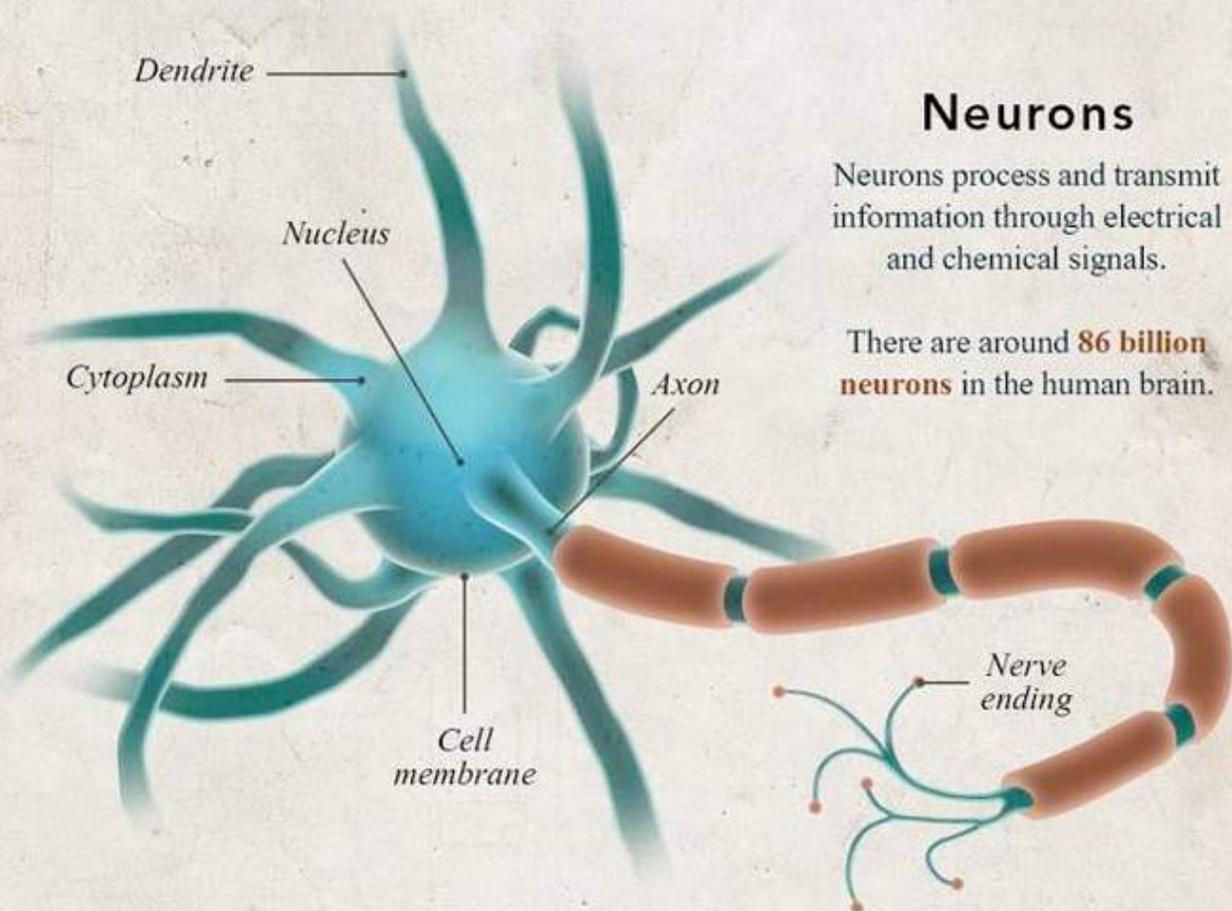
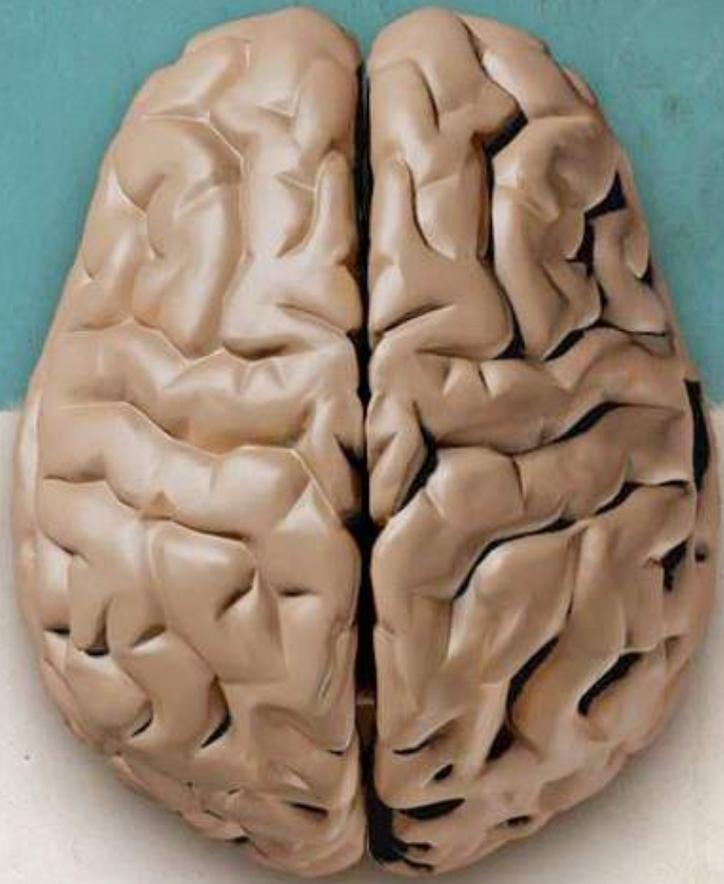


# REWIRING THE BRAIN

## Teaching an Old Dog New Tricks

Previously, scientists thought that the brain's structure was hard-wired and immutable. Brain-damaged patients rarely made full recoveries and the living brain's microscopic activities were unobservable. The widely held belief was that the brain was a machine: machines are capable of many things, but they do not change and grow.

New research has taught us that **the brain is actually plastic, it is able to change based on experiences.** Even in old age, the adult brain retains neuroplasticity and is able to change its structure and function. It turns out you can teach an old dog new tricks!



# Synapses

Synapses are the small gaps **between neurons**. They allow **information to pass** from one neuron to the next.



**Birth**

Approx. **2,500 synapses**

**Infant brain:** large capacity for growth



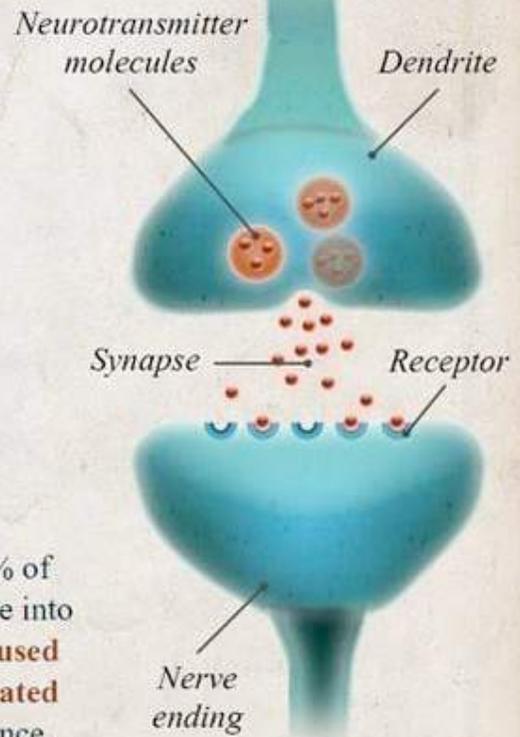
**3 yrs old**

Approx. **15,000 synapses**



**Adult Brain**

Use it or lose it: 50% of neurons do not survive into adulthood as **rarely used synapses are eliminated** throughout adolescence.

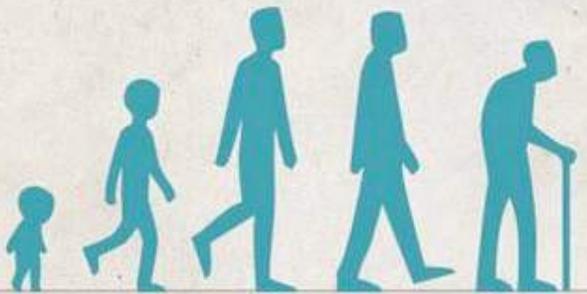


# Neurogenesis

The production of neurons, beginning week 3 of human development at a rate of **250,000/minute** until birth.

**Previous thought...**

Neurons cannot reproduce after the first few years of life



**New research:** neurogenesis may continue to occur **throughout human life span**. In 1999, researchers at the Salk Institute, San Diego discovered neurogenesis occurring in the brain of a **72-year-old adult!**

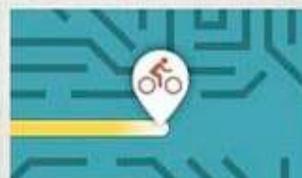


**The Future:** there is growing hope that science will discover an effective way to guide the process of neuronal growth to **repair areas of the brain** that are damaged by injury or disease.

# Pathways

Neural pathways **connect relatively distant areas of the brain or nervous system**, each pathway is associated with a particular action or behavior.

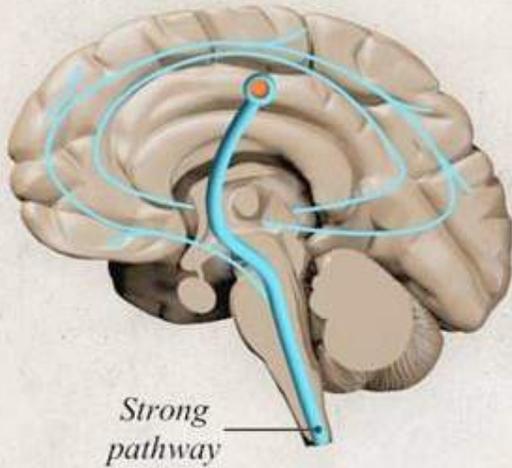
# Neuroplasticity



New thoughts and skills **carve out new pathways**.

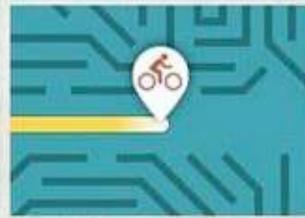
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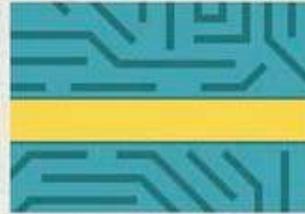


Every time we think, feel or do something, **we strengthen this pathway**. **Habits are well travelled pathways** – our brain finds these things easy to do.

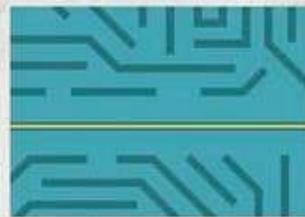
## Neuroplasticity



New thoughts and skills **carve out new pathways**.



Repetition and practice **strengthen these pathways**, forming new habits.



Old pathways **get used less and weaken**.

With **repeated and direct attention** towards a desired change, we all have the ability to **rewire our brains**.

## Pleasure & Reward

### The Mesolimbic Dopamine System

The brain's reward pathway encourages us to seek out activities essential to **species survival**.



**Food & Drink**



**Shelter**



**Sex**

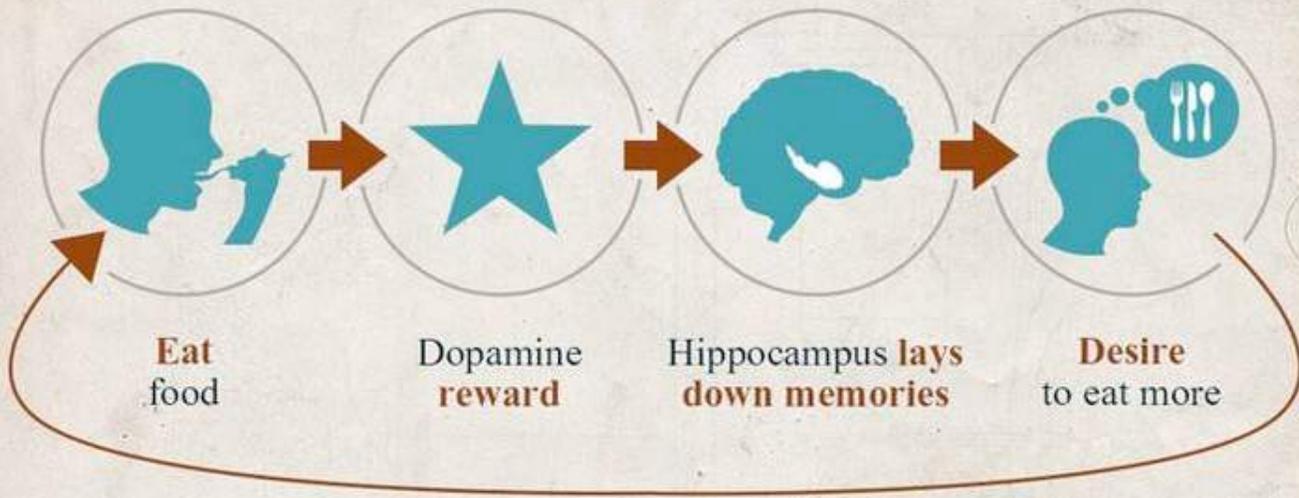


**Nurturing**

The reward pathway is activated, **the brain floods with dopamine**.  
We feel good, we seek to repeat the activity.

*“Hey, this cake is really good.  
I’m going to **remember** that for the future.”*

“Hey, this cake is really good.  
I’m going to remember that for the future.”

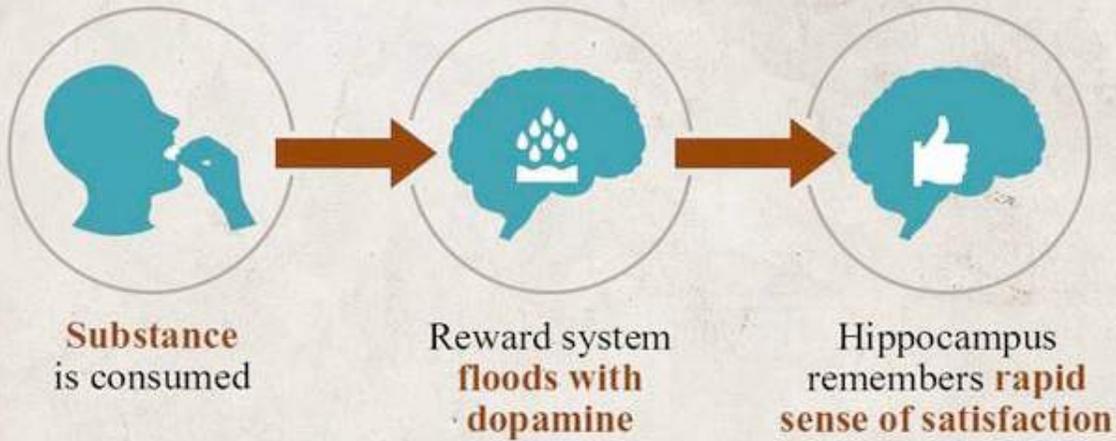


# THE ADDICT'S BRAIN

## Hijacking the brain

**Dopamine release** and behaviors essential to survival take place in the midbrain, which **always trumps the cerebral cortex**.

The cerebral cortex plays a key role in memory, attention, thought and consciousness.



*Prefrontal cortex*  
Drives user to seek out the substance



*Hippocampus*  
Remembers rapid sense of satisfaction

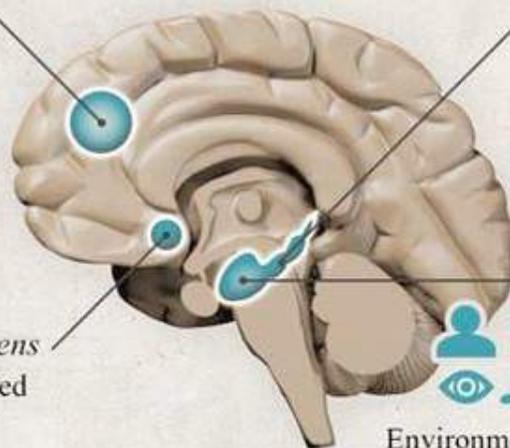


*Nucleus accumbens*  
Dopamine released



*Amygdala*  
Remembers environmental cues (people, places, sights, sounds)

Environmental cues create intense cravings





*"The reward pathway is intimately connected to our judgment and emotional areas. Judgment becomes distorted and the brain begins to treat the substance as necessary for survival."*

**David Smith, M.D.** co-author of *Unchain Your Brain*

## The Addict's Brain

What makes a substance / behavior addictive?



**Speed** of dopamine release



**Intensity** of dopamine release



**Reliability** of dopamine release

**Addictive drugs** can release **2 to 10 times** the amount of dopamine that natural rewards do and they do it more quickly and more reliably.

## Developing Tolerance



Repeated **overstimulation**



Number of **dopamine receptors reduced**



Original dosage gives **less reward**



**Dosage has to be increased** to achieve original high



Eventually, high doses are required **just to stave off withdrawal**

## HABITS & TRIGGERS



*"Habits play an important role in our health. Understanding the biology of how we develop routines that may be harmful to us, and how to break those routines and embrace new ones, could help us change our lifestyles and adopt healthier behaviors."*

**Dr. Nora Volkow** - National Institute of Health



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### Recognize and avoid triggers:



#### Environmental triggers

*Places, locations, smells, sounds*



#### Social triggers

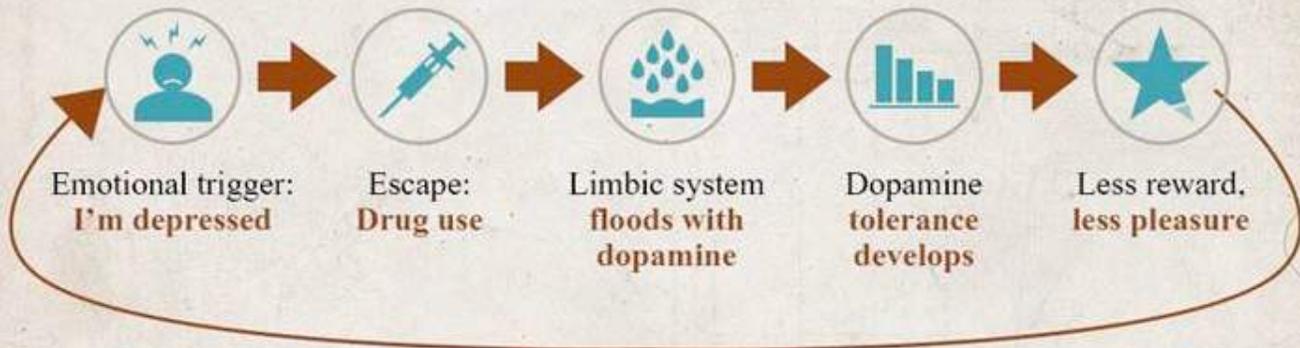
*Family, friends, other users*



#### Emotional triggers

*Depression, stress, exhaustion, frustration, anger, anxiety, loneliness*

### Triggers cause a downward spiral



### Recognizing triggers



*"For relapse prevention, it is crucial to understand the environmental cues that trigger cravings. Recovery is rechanneling the brain so that when those cues come, your brain is channeled to brain-healthy activities. Eventually, when the craving occurs, the brain returns to homeostasis much more readily. Recovery becomes more natural, and you get the healthy reward."*

**David Smith, M.D. co-author of Unchain Your Brain**

# Neuroplasticity

'Neuro' = **brains**    'Plastic' = **changeable**

Neuroplasticity promises a new understanding of what it means to be human: we can **rewire our brains just by thinking!**

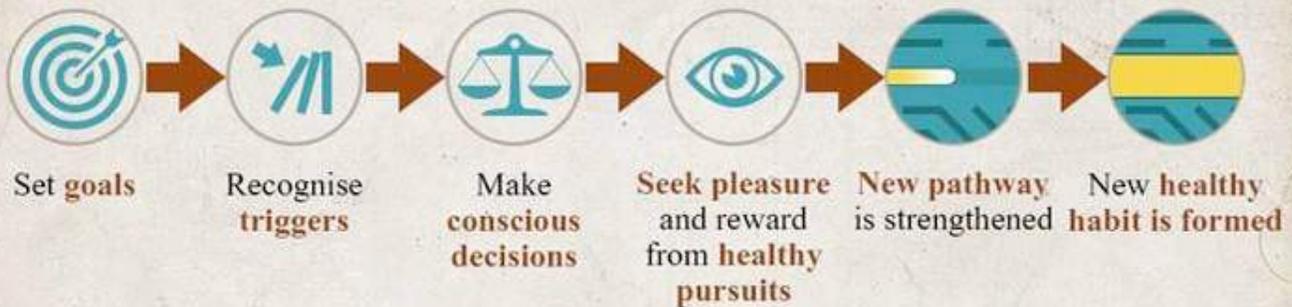
## Practice, Practice, Practice!



*"Rewiring requires setting new goals and **practicing the healthy pursuit of reward** while the brain is creating new pathways."*

David Smith, M.D. co-author of **Unchain Your Brain**

## Neuroplasticity



## Preparation



**Avoid substances** that provide unhealthy rewards



Learn to live a **comfortable and responsible life** in which your brain is rewarded by healthy pursuits



Exercise, try **yoga and meditation**



Seek support from peers and take care of yourself: **don't get too tired, too hungry, too lonely, too angry**

# Brain Training

If we don't learn new skills, we don't engage our brain's plasticity.

**Highly focused activities help keep the brain in good shape, why not try:**



**Learning a new language**



**Career change**



**Logistical puzzles**



**New environments**



*"When everything else is controlled for, bilinguals who come down with Alzheimer's do so about **4.5 years later** than monolinguals."*

**Dr. Thomas Bak University of Edinburgh**

## Living Proof

### Experiment

**A**  
GROUP

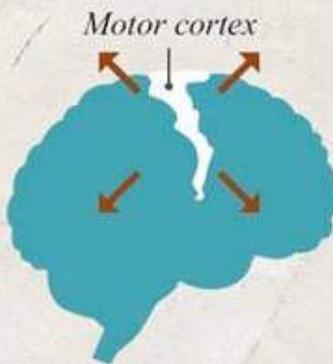
**Practice piano exercise for 2 hours each day for 1 week**



**B**  
GROUP

**Imagined practicing the piano exercise, holding hands still**

**The region of motor cortex devoted to these finger movements had expanded**



**The region of motor cortex devoted to these finger movements had also expanded**



### Hypothesis

*"Mental training has the power to **change the physical structure** of the brain."*

**Alvaro Pascual-Leone, M.D. PhD. Professor of Neurology,**



### Hypothesis

*"Mental training has the power to **change the physical structure** of the brain."*

Alvaro Pascual-Leone, M.D. PhD. Professor of Neurology,  
Harvard Medical School

Compared with the average brain:



A London Cab Driver typically has a **larger hippocampus** & stores a detailed mental map of the city



Musicians typically have **130% more grey matter** in the auditory cortex

## Living Proof

The brain is a **muscle that grows with exercise**.  
One day, we could create **educational systems** that are perfectly suited to the adaptability of the brain.



Faster processing



Improved memory



Language skills



Creativity



Problem solving

## MINDFULNESS

**Mindfulness** – becoming consciously aware of our thoughts and decisions, observing our inner experiences **as if they were happening to someone else**.



*"Mindfulness and meditation are essential for helping the brain to create new pathways."*

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**David Smith, M.D. co-author of Unchain Your Brain**

## Study:

*"My brain is generating another obsessive thought. Don't I know it is just some garbage thrown up by a faulty circuit?"*

After 10 weeks of mindfulness-based therapy 12 /18 OCD patients improved significantly

**Dr. Jeffrey Schwartz, M.D. UCLA**



## Mindfulness-Based Relapse Prevention (MBRP)

Mindfulness here is intended to increase **discriminative awareness**, with a specific focus on acceptance of uncomfortable states or challenging situations **without reacting automatically.**

### Trial:

MBRP group demonstrated **significantly lower rates of substance use** and **greater decreases in craving** following treatment compared to control group.

### Hypothesis:

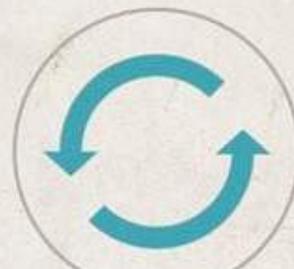
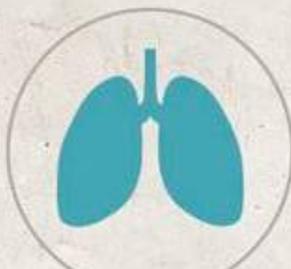
*"MBRP may affect numerous brain systems and may reverse, repair, or compensate for the neuroadaptive changes associated with addiction and addictive-behavior relapse."*

**K Witkiewitz Ph.D, S Bowen Ph.D, MK Lustyk Ph.D**

## Try it out

### Count to Ten

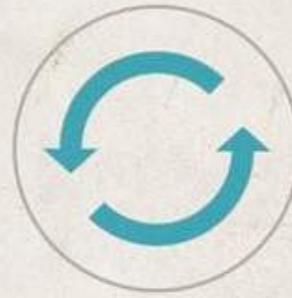
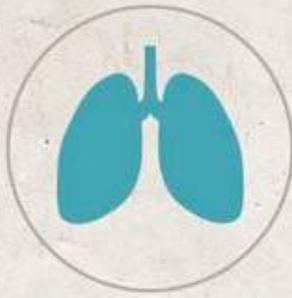
It may sound simple, but this exercise can be **very powerful** and you can do it anytime, anywhere and it helps **restore your mind to clarity and peace** in the present moment.



# Try it out

## Count to Ten

It may sound simple, but this exercise can be **very powerful** and you can do it anytime, anywhere and it helps **restore your mind to clarity and peace** in the present moment.



*Focus all your attention on your breathing and count to ten*

*Don't let your mind wander, if it does – start again!*

**1 2 3...** *I need to check my emails*

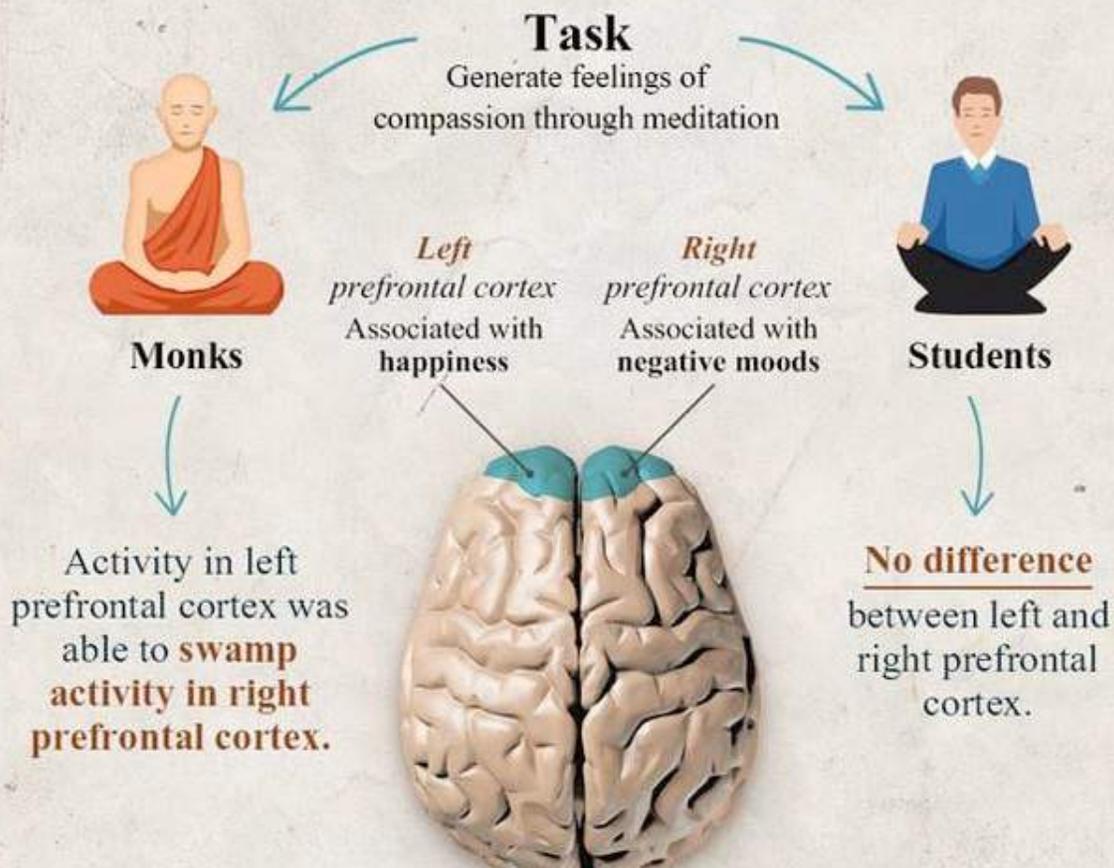
**1 2 3 4 5 6...** *where did I put my keys?*

**1 2 3 4 5 6 7 8 9 10**

## The Pursuit of Happiness

### Experiment: Buddhist Monks vs. Students

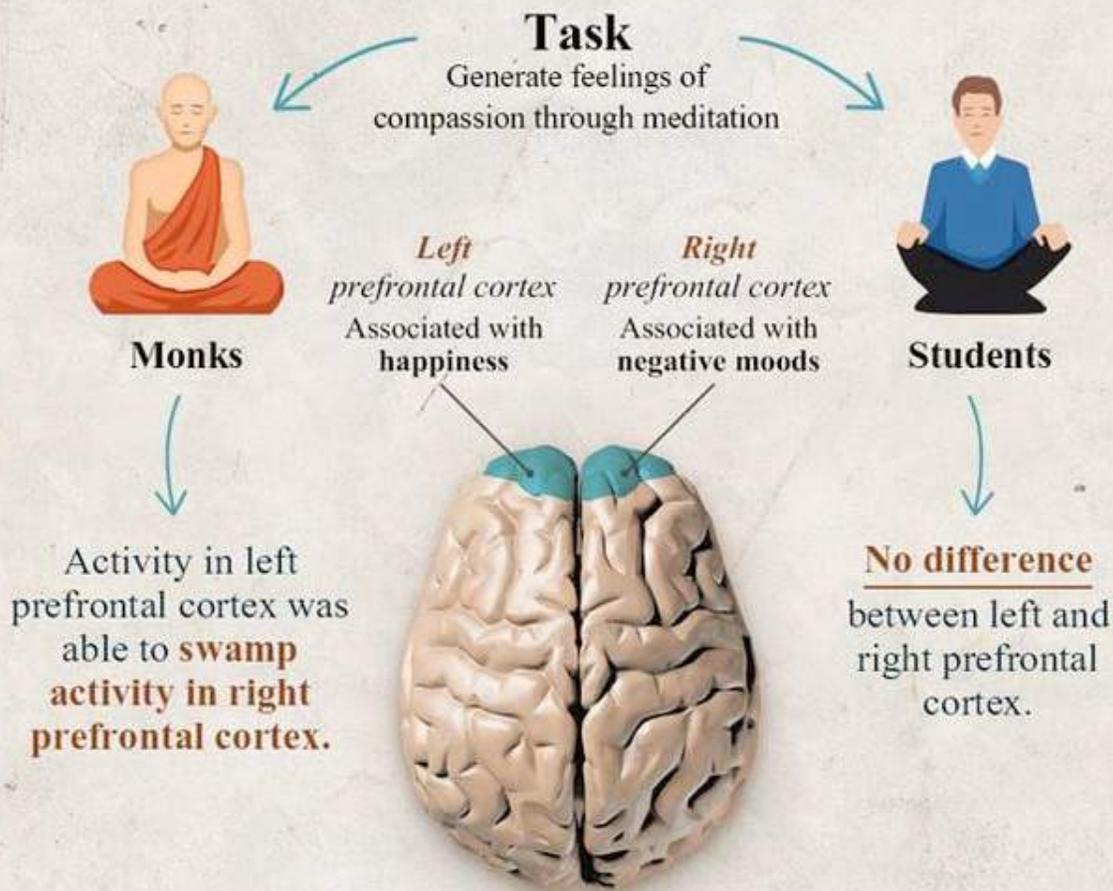
Monks can spend more than **10,000 hours** of their lives in **meditation**.



# The Pursuit of Happiness

## Experiment: Buddhist Monks vs. Students

Monks can spend more than **10,000 hours** of their lives in **meditation**.



### Hypothesis:

*"Emotions, moods and states are trainable mental skills"*

Dr Richard J. Davidson, University of Wisconsin-Madison

## CONCLUSIONS

The power of brain training means that the brain can not only learn new tricks, it can actually **restructure itself, even in old age**.

Neuroplasticity promises **remarkable new therapies** for mental illness and addiction.

From Buddhist monks to London taxi drivers, whether trying to overcome addiction or learn a new language, **we can all harness the power of neuroplasticity and rewire our brains**.

# The Content Marketer's Essential Guide To: **THE 21 TYPES OF CONTENT WE ALL CRAVE**

**1** Content that reminds us that life is short.

**2** Content that reminds us that dreams can come true.

**3** Content that gives us faith to believe for bigger things.

**4** Content that reminds us that we matter.

**5** Content that reminds us of the overlooked or forgotten "basics."

**6** Content that has unexpected twists.

**7** Content that tells us a story.

**8** Content that takes us along on a journey.

**9** Content that inspires us to action.

**10** Content that makes us laugh or smile.

**11** Content that makes us cry (tears of joy or sadness)

**12** Content that reveals secrets.

**13** Content that surprises us.

**14** Content that encourages us to never give up.

**15** Content that reminds us that we are one-of-a-kind and encourages us to live that way.

**16** Content that reminds us that there's more.

**17** Content that confirms our assumptions.

**18** Content that challenges our assumptions.

**19** Content that educates while entertaining us.

**20** Content where David defeats Goliath.

**21** Content that gives us a fresh point of view even about common things.





---

The madman bum and  
angel beat in time with  
the absolute heart of  
the poem butchered  
out of their own  
bodies...

Good to eat a  
thousand years.

- Allen Ginsberg

*What do we say to ourselves in bed at night, making no  
sound?*

*"First thought, best thought."*

*Mind is shapely, Art is shapely.*

*Maximum information, minimum number of syllables.*

*Syntax condensed, sound is solid.*

*Intense fragments of spoken idiom, best.*

*Move with rhythm, roll with vowels.*

*Consonants around vowels make sense.*

*Savour vowels, appreciate consonants.*

*Subject is known by what she sees.*

*Others can measure their vision by what we see.*

*Candour ends paranoia.*

- Allen Ginsberg