organisations THAT MATTER

What Really Matters!
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By

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This ebook is for people who are interested in personal and professional development, specifically as it relates to achieving career aspirations and enabling the organisations within which we work to be better places for human beings. This ebook represents articles from the first three months of 2010 from The Organisations That Matter Learning Network.

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Thank You!

Thank you to all our members of The Organisations That Matter Learning Network. We hope that you will receive great value from this collection of articles compiled in the first quarter of 2010.

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Best wishes!

Gary Ryan

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Why local store cultures matter!

It is only fair that I declare that from 1983 to 1986 I worked part time at McDonald's on Dandenong Road in Clayton North, Melbourne Australia. That store was the first metropolitan store for McDonald's in Australia, so we always had a sense of pride in our work. As a young teenager I learnt a lot about teamwork, service excellence, the importance of speed and attention to detail, as well as the importance of staff appearance, manners and the appearance of the store. No matter how busy we were, we had certain standards that simply had to be maintained.

The store has undergone a relocation over the past couple of years and has moved 500 metres east from its original position. Recently my younger brother and I went to the store to pick up a treat for our children. The quality of the service that we experienced was so poor that we left the store *before* we were served and drove seven kilometres to a different McDonald's store.

Let me explain our experience. Upon our arrival into the restaurant we lined up behind one person. He appeared to be waiting for his order as he had a drink already in his hand. Another small queue had formed at the other end of the counter and another two people had also created a third queue in the middle of the counter. Given it was 7pm the queues seemed rather small.

As my younger brother had also worked at McDonald's as a teenager we were both amazed at the state of the restaurant. Tables were dirty. The staff appeared disheveled in their uniforms, we did not see a single staff member smile, and after the gentleman before us in the queue left after a brief argument with one of the staff we waited ten minutes without being served nor having any staff member acknowledge our presence. Staff actually looked at us and then walked away without saying anything. Each of the three queues started to get longer and the people in each of the queues started looking at each other, wondering what was going on.

After a little longer my brother suggested that we leave. I agreed. It was clear that the service standards at this store were not up to our expectations (and I would suggest that they probably weren't up to the standards expected by McDonald's Corporate either.). My brother then drove seven kilometres to the North Road store in Murrumbeena South. Our experience could not have been more different at that store.

As we entered the store was clean. A young staff member immediately greeted us with a smile. Both my brother and I had 'special orders' and the young man could not have been more pleasant as he processed our orders. The staff were clean and dressed in the same, neat uniforms. The staff were engaging with each other and the customers and our orders were filled quickly and we were on our way. Exactly as we had expected.

For me an experience such as this highlights the power of a local store culture. While we were waiting for our orders to be processed one of the young female counter staff immediately went out into the restaurant to clean some tables. As soon as some new customers entered the store she then immediately went to the service counter to serve them. Everything about the two stores could not have been more different. There literally was a different 'feel' about them. The cultural differences between the two stores were tangible.

My assumption is that each franchised McDonald's store is expected to operate according to the same service standards created and expected by McDonald's Corporate. So how could our experience at the two stores be so different? I should also note that my brother has had several poor experiences at the Clayton North store, so our experience was not a single event.

The owners and management of the Clayton North store really have a local cultural issue on their hands. The service standards at the store are not up to standard. Full stop. Our expectations were not met, and this is where service excellence starts. Organisations have to understand the expectations of the people they serve and then do everything possible to meet or exceed those expectations. I doubt that McDonald's Corporate would be proud of what is happening to their brand at that store. Improvements are possible. In fact I'd enjoy the opportunity to help the store owners and management to once again achieve the high standards of service excellence that were once the trademark of the Clayton North store.

Maybe they could even visit their 'cousins' at the Murrumbeena store a little over seven kilometres away to see what they are doing. This is a trait of organisations (or stores) who are striving for continuous improvement. They 'check-out' their competition (even if it is a different franchise of the same product).

The difference between the two stores may lie in how the owners, management and staff at each store *understand* the expectations of their customers. Research dating back to 1985 by Parasuraman, A., Zeithaml, V. A., & Berry, L. L. *A Conceptual Model of Service Quality and Its Implications for Future Research*. Journal of Marketing(Fall): 41-50 highlighted just how important understanding customer expectations is if you want to be successful. Differences in that level of understanding are often reflected in the local culture of a store and affect how the service standards are implemented. Ultimately the local culture of a store is represented in the quality of the customer experience.

If you are currently employed, either in a full time or part-time capacity, how well do you understand the expectations of your 'customers'? What is your 'local' store (insert 'office' if necessary) culture like?

Lessons from backyard cricket

A friend of mine Darren Hill recently posted this article. I liked it so much that I asked him if I could share it with you and he has agreed to let me do so. If you would like to find out more about Darren please visit http://www.darrenhill.tv/ or www.changeworksnt.com.

One of the great Aussie/NZ pastimes in summer is partaking in a few sessions of backyard cricket. As I sit here, my shoulder sore and tired after a few too many overs with the tennis ball, I reflected upon the similarities backyard cricket share with our workdays as we re-enter the workplace after the New Years/ Christmas break. I decided 3 things were worth considering…

New rules are interesting

I love that you invent an array of new rules to make the game of backyard cricket more interesting. One-hand-one-bounce, the car is out, and four runs for hitting the white bucket; these are new rules adopted to make it fun and interesting. What new rules could your team at work adopt to make the playing field more interesting?

Uneven pitches are fun

My backyard has lumps and bumps on the pitch that make a well aimed tennis ball dance all over the place. Depending upon your outlook, this can be frustrating or it can be fun. I for one love the challenge and uncertainty of not knowing where the ball is going to go. If 2010 is a 'bumpy pitch' for you, revel in the challenge rather than complain about the groundskeeper.

Celebrate success

After a hard session in the sun, there is nothing better than a cool drink in the pool. Relaxed conversation about the game just played is always enjoyable, and the respite from previous exertion in the hot sun is appreciated by all. When do you take time to have a relaxed conversation at work? Do you allow yourself or your team respite after a project and express gratitude towards each other? If these things aren't present, then why would you put in your best next time around?

So as you return to work after your breaks, come in off the long run, keep your bat and pad together, but most of all, enjoy playing for your team. With 52 overs (weeks) to face, 2010 will be a great session!

Plan for personal success

Do you plan for personal success, or do you make half serious New Year resolutions, only to forget them three weeks into the New Year? This time of the year is always very interesting when speaking with people who have made New Year resolutions. Many have either not taken any action regarding their resolution, or have already started to 'drop off' their activity. Does this sound familiar to you?

There are a number of important reasons why New Year resolutions tend not to work.

1. Clarity of purpose for the resolution is missing
2. The timeframe for the resolution is too short
3. There is a disconnection between how a person's resolution is to be achieved and its impact upon the rest of their life.

Let's consider a typical New Year resolution. "This year I will get fit!" Gym owners love this resolution because it drives a lot of people through their doors. They sign up, pay their money, come along for the first couple of weeks and then...disappear! Yet they keep paying for their membership!
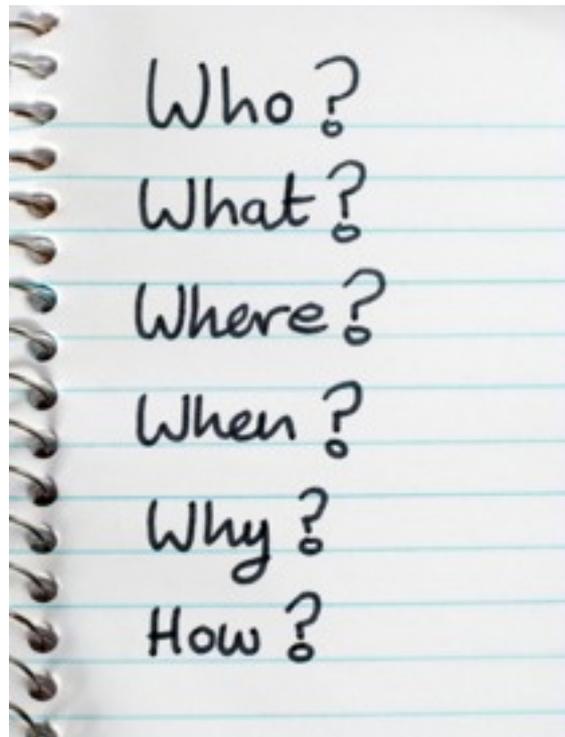
1. The clarity of purpose of the resolution is missing

My first career involved managing fitness centres so I used to see this example all the time. Getting fit is a terrific goal and I highly recommend and encourage people to become fitter. However, what happens when you 'get fit'? What then? In other words, what is the purpose of getting fit in the first place? Many people respond to this question by saying, "To lose a few kilos".

Losing a few kilos is a goal, not a purpose. A purpose is supported by goals. So instead of having a purpose to lose a few kilos, a different purpose may be to increase your health and capacity to be active so that you can physically do whatever you want, both now and into the future. For example, maybe you would really love to be able to go hiking, maybe even on an adventurous hike like the

Kokoda Trail one day. Deep down you may really like to be able to achieve such a goal, but then you look in the mirror and say to yourself, "Oh, I can't do that. I'm too unfit and old. It's beyond me." How sad! I mean it, statements like this are sad, they really are. Why live a life where there are things that you know that you really would like to achieve, but then not achieve them because of your current situation. So many people do this! They let their current situation stop them from doing what they really want to be doing. Clarify what you want, be honest about your current situation, but then create plans and take action to take you toward what you want. Personal planning for success helps to solve this problem.

Hiking the Kokoda Trail is a Big Goal. Big Goals, when supporting our purpose are fantastic because they usually involve long time frames. It took me two years of training before I ran my first marathon and, at the point in time when I made the decision to run my first one I had never run further than 10 kilometres. For 18 months, each time I went out to run a little voice in my head said, "What are you doing Gary? This is crazy. Your body hurts. Your muscles keep tearing. Your back hurts. You don't even like running!"

Fortunately I had a greater purpose that kept driving me to go out each time. I wanted to be fit and healthy so that I could be a good example to my children and be able to play games with them. As you can see, having a purpose does not have to be rocket science! But having a purpose is powerful. It is so powerful that before I ran my first marathon, I had already booked in my next marathon. I didn't want to stop what I was doing just because I had achieved my goal. Goals must support a purpose which therefore means that you must always have a goal that you are trying to achieve, but that goal will always be about 'serving' your higher purpose. Personally I have created a structure where I have to identify and book my next marathon no later than the day before the marathon that I am about to run. This ensures that I continue to have a goal to work towards that will enable me to live my purpose.

2. The timeframe for the resolution is too short

Often people don't realise the real time frame for the achievement of their resolutions. If you haven't been fit for a long time, getting fit is going to take three to six months. Immediate results will be noticed in the first few weeks of training but depending on your starting point, significant results can take quite a lot of time. When I used to manage fitness centre I used to encourage people not to train every day. Yes that's right. I used to encourage people not to train! I had noticed

people coming in wanting to get fit early in the New Year. They would be on holidays from work and would come every day. It was great. As soon as they went back to work, what do you think happened? They stopped coming in to the gym. All of a sudden they were too tired to come in before or after work everyday. This gym stuff simply had become too hard. But a lot of that had to do with their thinking. They hadn't realised that they had been setting themselves up to fail by not structuring their training in the context of how they would be able to sustain it when they went back to work. Usually they weren't clear about their purpose for training either which also made it easier to stop once a 'roadblock' got in their way. In this case the 'roadblock' was work..

3. There is a disconnection between how a person's resolution is to be achieved and the rest of their life

The gym example above highlights this issue. Training five days a week when you are on holidays is great and achievable. Doing it when you have a very busy job plus family commitments suddenly becomes a lot more difficult. When creating New Year resolutions, many people forget to consider a range of strategies that could enable them to achieve their goal and support their purpose. There are many ways to get fit, to increase your health and to lose a few kilos. Another issue to consider is the goal in the first place. Maybe losing weight is an incorrect goal to have. Maybe establishing a healthy weight (as advised by a doctor) in the context of appropriate lean (muscle) body weight is more appropriate. Many people don't realise that muscle weighs more (per kilogram) than fat. If you haven't trained for some time it is possible that your lean body weight is lower than it should be. Exercise may increase your lean body weight, decrease your fat body weight, your measurements (where they matter!) might have significantly improved but you may have gained weight, or not lost very much.

When trying to achieve a healthy weight many people forget to consider how their health and fitness will affect the rest of their life. What are they going to stop doing to make time available to start doing what they should be doing? It could be as simple as "I'm going to stop watching television as much as I do, and I'm going to go to bed one hour earlier so that I can wake up one hour earlier to allow me to go for a walk/run/swim/ride/gym session", or whatever it is that works for you.

The positive effects of increasing your health can be enormous. Sleep can be improved which then provides more energy for work, family, study etc. Being healthier results in people people having more energy that enhances clarity of

thought and performance at work. Who wouldn't want that? In Australia, increasing your health and fitness will also decrease your risk of heart disease, a condition that kills 128 Australian everyday! Very quickly living the purpose for becoming more healthy and fit can have a positive effect on all other aspects of your life!

Planning for personal success

So how do you ensure that your New Year resolutions are achieved? Planning for personal success is the solution. In its most simple form, planning for personal success requires the following seven elements.

1. Identifying what you want to achieve

What do you want to achieve? Don't limit yourself to just this year, think of the things that you'd like to achieve at any stage in your life.

2. Understanding vision, strategy, goals and action

As I have outlined above, clarity of purpose is critical for personal success. Purpose is a part of vision which is not only about achieving what you want, but also includes how you behave while you are achieving what you want. Strategies are your high level plans about how you will move from your current reality toward your desired future, and your actions are the things that you actually have to do now in order to successfully achieve your strategies.

3. Identify your vision

This is more than just identifying what you want to achieve. It is about identifying how you want to live while you are travelling your journey toward your vision. It also involves understanding why you want what you want. Often the process of clarifying their vision results in people becoming clearer about what they really want, so much so that they change the achievements they identified in element 1 above. This is a positive aspect of personal planning for success.

4. Assess your current reality

Whenever we wish to go somewhere, we must always clarify our starting position. Being honest about our current reality in the context of our vision is critical if we are to have any chance of establishing effective strategies that will take us from where we are to where we want to be.

5. Develop strategies

Once the structure of your vision and current reality is established, it is amazing how you can begin to see what needs to be done to enable your current reality to move toward your desired future or vision.

6. Clarify your actions

Ultimately taking action is what brings your vision into reality. Strategies have to be broken down into clear time chunks so that your immediate and short term actions are clear. Once identified, place your actions into your calendar and commence doing them!

7. Review

The world is constantly changing. In addition, most people find that once they commence the personal planning journey, their clarity about their vision becomes more and more clear. Don't be surprised if this happens to you. Reviewing your plan is critical to ensure that you really do create the future that you desire.

Planning for Personal Success email program to get you started

Organisations That Matter provides a seven week program for those of you who would like to complete an Introductory Personal Plan for Success. Each week you will receive an email which explains a key Personal Planning for Success Concept and then sets out a number of activities for you to complete. At the end of the program you will have developed your first Personal Plan for Success. If you are interested in this program and would like to learn more about the details and costs of the program, please express your interest to me via email at Gary@orgsthatmatter.com .

Discover the secret to motivating your team members

Over many years of facilitating leadership development programs I have been continually asked, "What is the secret to motivating my team members?".

I have been taking the participants of our programs through a simple three step process to find the answer to this question. You might like to treat this process as an activity, so why not pull out some paper and a pen and see what answers emerge for you.

Step One

Rather than focusing upon the factors that will enable you, as a leader, to motivate your team members, let's consider your thoughts about the factors that enable you to be the best that you can be at work. Take out your pen and paper and jot down some points that, for you, enable you to be highly motivated at work.

Once you have completed your answer, look at the typical responses that I have received over many years of collecting participant responses to this question.

The following are the Top 10 typical responses that are listed in no particular order of importance.

- ✓ Recognition for the work that has been done
- ✓ Opportunities to be creative
- ✓ A sense of contributing to the company
- ✓ A sense that what I do has value
- ✓ A fair wage for my contribution, all things considered
- ✓ Being treated fairly and trusted to do my job
- ✓ Being given appropriate feedback on my performance
- ✓ Having work that is interesting and that uses my skills
- ✓ Having opportunities to develop and grow in the business
- ✓ Having opportunities for promotion

Step Two

Now place yourself into your leadership role. What factors do you think will enable your team members to perform to the best of their ability? Once again take out your pen and paper and write down your answer to this question.

Once you have completed your answer, look at the typical responses that I have received over many years of collecting participant responses to this question.

The following are the Top 10 typical responses that I have received over many years of asking this question.

- ✓ Being given compliments and recognition for doing good work
- ✓ Having appropriate work delegated to them
- ✓ Having opportunities to progress their career
- ✓ Having training and development opportunities
- ✓ Having work that uses their skills
- ✓ Being paid appropriately for their work, all things considered
- ✓ Having leadership opportunities
- ✓ Being shown that management actually cares about them as a person
- ✓ Being trusted to do their job
- ✓ Being consulted about changes before they happen

Step Three

Look at both lists of responses. What do you notice? What stands out to you?

Many people have responded that they are surprised at the similarities between the two lists. When I have asked why they are surprised about the similarities between the two lists, people have responded that they somehow thought that the motivators for leaders and everyone else would be different. In reality it seems that most people's motivations are fairly similar.

In summary, people want:

- ✓ To be paid fairly for what they do
- ✓ To be provided work that uses their skills
- ✓ To be provided training and development opportunities
- ✓ To be recognised for the work that they do
- ✓ To be trusted to do their job properly
- ✓ To be provided with opportunities for advancement or promotion
- ✓ To be included in making decisions about changes that will affect them
- ✓ To be treated fairly including being given feedback on their performance
- ✓ To be shown that people in the organisation actually care about them as a person
- ✓ To have work that has some value
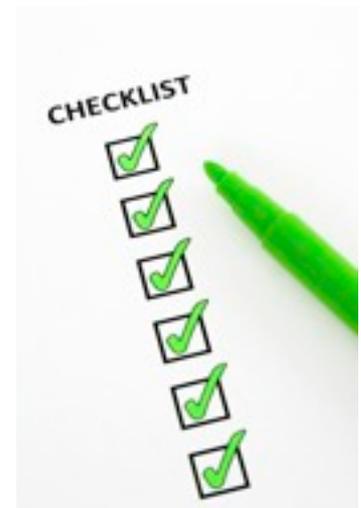
How to use this information

As a leader the easiest way to use this information is to look at the three lists and ask yourself, "How am I and my organisation performing with each of these motivating factors?". Neither leaders nor organisations are perfect, so you are unlikely to have a positive tick against each item. However, if your team members are lacking motivation then I guarantee that the underlying reason will lie in what you and your organisation are not doing to help them to maintain their motivation.

The beauty about this simple exercise is that it can quickly highlight what you can do to increase motivation. If you discover that you aren't properly recognising your team members for the work that they are doing, then start doing this behaviour. If you recognise that you aren't providing appropriate development opportunities for your team members, then consult with your People & Culture department and discover how they might be able to help you. If you discover that some of your team members aren't being paid properly, all things considered, why not commence whatever processes that you can to increase their pay to a more appropriate level? These actions and others can be taken to quickly enhance the motivation of your team members.

Motivating team members is not as difficult as many leaders think. Follow the three steps above and take action based on your results. You will be pleasantly surprised by the increase in motivation that your team members display.

How goals, structures and patience combine to create the results you desire

"You're doing it, you're doing it! Well done son, you can ride your two-wheel bike. Woo hoo!", I called with delight.

"Yeah! I can go for a run with you now Dad!", called back my five year old son.

My son has had a goal to ride his bike without its training wheels so that he would be able to go on a run with me. For nearly his entire life his older brother and then his older sister have been going for a run with me (they ride their bikes while I run).

Since he was three my five year old son has asked, "Can I come too?". "Yes, when you can ride on two wheels" has been my response.

Achieving this goal has required re-enforcement, a clear structure and patience. The re-enforcement of the goal has occurred everytime my son asked if he could come on the run with me. The structure has been the rule that in order to ride his bike while I go running, he must be able to ride on two wheels.

Patience has been present while I have waited for him to want to practice riding on two wheels. After he would ask if he could come on a run with me I would ask, "Would you like to practice now? I'm happy to practice with you before I go on my run."

Honestly, I don't know how many times I asked that question over the past two years only to hear, "Hmmm, not really. Maybe another day."

I would always respond with a re-enforcement of his goal. "That's okay. Just remember that if you want to come on a run with Daddy, then you have to be able to ride your bike without your training wheels."

I had learnt with his two older siblings that as soon as they were the ones motivated to want to practice, then five days in a row of practice would guarantee success. I regularly reminded my son about this structure as well. "When you

decide that you are ready, we just need five days in a row of practice and you'll be able to ride your bike!"

As it happened he only needed three days! He was the one who said to me, "Come on Dad, I want to be able to ride my bike. I really want to go on a run with you!". Broom stick in hand (which is a tool that I jam in behind the bike seat so that I can walk behind the bicycle and assist with balance), pedals off (turning the bicycle into a scooter which makes it easier and safer to learn how to balance) we went out into our street to practice. About 15 minutes each day was all that was required.

The goal and structures were easy to create. Maintaining patience was the most challenging part of this process. Not from his perspective, but from mine!

Relating this experience to leadership in the workplace

This is very similar to what often occurs in the workplace. Many leaders expect that the new structures that they implement will produce immediate results. Time delays are inevitable when change takes place. Performance may not improve, yet 'time is ticking'. Unfortunately this results in many leaders not persisting with good programs and structures. Instead, they declare that the current structure 'obviously doesn't work', so they switch to something else. This creates a cycle of changing structures that produce no measurable performance improvements over time.

A simple example of this relates to the concept of using conversation starters (see How to stimulate conversations that matter) to create 'conversations that matter'. The goal may be to create a strong sense of the organisation's values on a day to day level at work. The structure may be that the leader provides an example of the values in action as a hand-out to read before a team meeting. The meeting agenda may also include a section on 'Our values'.

When the first meeting is held the leader asks, "What were your responses to the story in the hand-out?". Silence. The leader shifts uncomfortably in their seat. The silence continues. So the leader quickly moves on to another agenda item.

After the meeting the leader declares, "Well, that conversation starter stuff certainly didn't work! I'll never do that again." Leaders often do the same thing when it comes to creating team ground rules for the first time. Sound familiar?

Just because a new structure doesn't produce immediate results when you try it, doesn't mean that it won't work. The important aspects to consider are:

1) Does the structure align with the goals that you are trying to create?
2) What leadership skills are necessary to support the structure?
3) How will those skills be developed?
4) What was learned each time the structure was practiced?

As you develop your leadership skills and learn which structures are most likely to produce the results that you desire, it is amazing how you can also learn how to combine goals, structures and patience to maintain focus even when performance doesn't appear to be improving. But when it all comes together, the performance improvement can be exponential, just like the seemingly fast performance improvement that my son displayed when he finally started to ride his two-wheel bike. While it seemed fast, the final performance improvement occurred as a result of patience over a long period of time, a clear goal and structures to support that goal becoming a reality.

When you understand the interplay between these variables you discover that, 'slower is faster'. Maintaining patience in the face of zero performance improvement can eventually create a performance improvement that otherwise is unlikely to occur. Many leaders can become seduced by the 'sense of speed' that often comes with trying something new, which is why they keep changing structures without giving them the proper time to be successful. Your challenge is to be clear about what you want to create, to develop structures to support your goals, to be patient and to never stop learning. While it may seem slow, this process is often a faster way to achieve performance improvement.

What are your examples where goals, structures and patience have combined to create the results that you desire?

If you want to improve your academic performance, increase your fitness

Research dating back to the 1990s and continued throughout the first decade of this century has positively correlated improved health and fitness with improved academic performance (Journal of Sport & Exercise Psychology, Research Quarterly for Exercise and Sport, Journal of School Health and Journal of Small Business Management). The studies have been conducted at the primary/ elementary school level, high school level and at university/college level. A study in 2005 even found that improved health and fitness correlated positively with the goal attainment of small business owners!

Eating poorly and not exercising both increase your risk of heart disease. The National Heart Foundation of Australia reports that 128 people in Australia die each day as a result of a cardiovascular event. These people are from all age groups and include both males and females. Risk factors for cardio-vascular disease include:

- smoking - both active smoking and being exposed to second-hand smoke
- high blood cholesterol
- high blood pressure
- diabetes
- physical inactivity
- being overweight
- depression, social isolation and a lack of social support.

Improving your eating habits and commencing regular physical activity have a positive affect on the status of your heart health. Evidence from the National Heart Foundation overwhelmingly supports this statement, as does quitting smoking (if you haven't already).

Many of you will have either already returned to study for 2010 or be just about to commence the year. Whatever your circumstance, where does health and fitness fit in your plan for personal and academic success? The commitment to improve your health and fitness may not be as significant as you may think. A few simple tips are outlined below, each of which can contribute to improved health and fitness. Actioning a couple of the tips from each list can make a big difference to

your health and fitness. If such an affect can improve your academic performance, why wouldn't you do it?

Eating tips

1. Reduce high processed sugar foods such as snack bars and lollies
2. Replace snack bars and lollies with fruit and carrots (these are alkaline which balances out the acidic ph of a lot of fruits and proteins, which enhances the balance within your digestive system)
3. Reduce your food intake after sunset
4. Increase your food intake during daylight, regular snacks or small meals are recommended
5. Reduce fast food intake to once per week, less if you can ☒
6. Drink water, at least 8 glasses per day
7. Reduce (if not eliminate) soft drinks and minimise drinks containing sweetener and 'phenylalanine'
8. Drink green tea and other caffeine free teas
9. Resist drinking 'energy' drinks that contain large amounts of caffeine
10. Drink a maximum of three cups of coffee/traditional tea per day (less if you can)
11. Visit the [National Heart Foundations eating tips and recipes](#) on a regular basis

Exercise tips

Please note that if it has been some time since you have exercised you are advised to seek professional advice from your doctor prior to commencing a program.

1. Walk or ride a bike whenever possible
2. At the end of each 60 minutes of solid study, go for a gentle five to ten minute walk (for many people this would correlate with a 'walk around the block')
3. Commence some aerobic activity (brisk walking, bicycle riding, running etc.) for a minimum of 30 minutes three times per week
4. Perform some light stretches every night prior to going to bed
5. Join a sports club or form a team for indoor sports creating a regular commitment for exercise

If you combine some activities from the Eating tips with some from the Exercise tips, you will significantly enhance your current level of health and fitness. Introducing exercise and improving your eating habits don't have to result in a significant change to your lifestyle. Subtle changes to your eating and exercise

habits will have a positive health and fitness benefit which, as studies have highlighted, will enhance your academic performance.

How to use illustrations to catalyse conversations that matter

Creating conversations that matter is a key skill for organisational leaders. Amidst forecasting, attending to meetings and writing reports, the development of this skill is often neglected. Think about it, how do you stimulate conversations that matter with your peers, direct reports and your leaders? How do you stimulate them with your key stakeholders and clients?

Conversations that matter are conversations where people are able to speak from the heart, speak their truth (whatever it may be) in a safe environment where there will not be negative consequences for speaking their mind. This does not mean that people lose responsibility for what they say. Rather, their responsibility increases as respect is a core requirement for a conversation that matters to be conducted.

So how might a leader create a conversation that matters, especially when there may be a level of distrust present amongst team members?

One way is to use illustrations to catalyse your conversations. For these conversations to be successful, the leader must be prepared to do the following five practices:

1. Be prepared to 'listen to understand' to what is being said, rather than listening to defend/justify
2. Guarantee that no negative consequences will result to people as a result of the conversation
3. Listen more than speak - a good rule of thumb to follow is to speak 30% and to listen 70% of the time
4. Be prepared to ask open questions (see The Art of Skilful Questions)
5. Judge the quality of the conversation by the level of truth that is present in the conversation (see the video Transparency - How leaders create a culture of candor)

If you are able to follow the five practices above, then determine the focus of your conversation, then select an image that you could use and give it a go. As an example a great friend of ours Jock MacNeish has been creating such illustrations for the best part of his life. Over time Jock has created many illustrations for us and the 0 to 10 Relationship Management body of knowledge. As Licensed Elite

Trainer Facilitators in 0 to 10 Relationship Management, Andrew and I are able to use Jock's illustrations.

Culture Survey
1. Autonomy – the ability of individuals to exercise initiative in their jobs

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

THINKING OUTSIDE THE SQUARE IS DISCOURAGED.

LATERAL THINKING OUTSIDE THE SQUARE IS ENCOURAGED.

© 2006 Tony Lendrum & Jock Macneish   Source: 'The Strategic Partnering Pocketbook' by Tony Lendrum

The 0 to 10 Relationship Management Culture Survey illustrations are very powerful catalysts for enabling people to have a conversation that matters. If you were interested to know what your team members thought about the level of autonomy that they had in their jobs, you could place the illustration below on the table and ask them to mark on the scale where they believe the level currently sits.

When people place their finger on the scale that they believe represents their view, simply say, "Thank you for your honesty. What examples do you have that would help me to understand what this score means to you?"

Their answers will be powerful and enable you to identify what you should keep doing, start doing and stop doing. If, of course, you have tried this technique and no-one in your team spoke up, then you may have your answer anyway!

On the other hand if you've never tried this technique before please give it a go. Either print the illustration from this article or select a different one for your team and create a conversation that matters. Please let us know how you go!

Finally, if you like this concept but aren't sure what illustration to use, please provide a brief description of your issue in the comments box and I'll help you find an appropriate illustration.

As a leader a significant part of your success is driven by your capacity to create and stimulate conversations that matter. Is this a skill that you possess? What are you currently doing to develop it?

How a collaborative style and positional authority work hand in hand for effective leadership

Below is a dialogue between two colleagues. One of them Paul, is upset with his manager because he believes that while she preaches 'collaboration', she is in fact (to him) a hypocrite. His colleague Aiden provides a different perspective and eventually enables Paul to see that maybe his manager isn't the hypocrite he thinks she is.

Paul: "Amanda is a hypocrite!"

Aiden: "What do you mean?"

Paul: "Well, she says that she wants us to collaborate, so I gave her my opinion about the Seymour incident and she's pulled rank on me. I've been told that it's her decision and that if I do what I said I was going
to do, then I'll be in trouble."

Aiden: "Hmmm. You're saying that Amanda has asked you for your opinion, you've given it and she's made a decision that is not what you want. Is that correct?"

Paul: "Yes. That is exactly what has happened. She's a hypocrite!"

Aiden: "Paul, let's slow down for a second. What behaviour does Amanda display when you believe that she has listened to you?"

Paul: "Well, that's easy. She does what I want. That proves that she has listened. After all, that's what collaboration is, isn't it?"

Aiden: "Well, not exactly. If we slow down and listen to what you're saying it sounds like Amanda has to do what you want otherwise she isn't seen to be listening to you. Is that what you mean?"

Paul: "No, not really. But she asked me to give my opinion and then she didn't take it. What's the point of asking me what I think?"

Aiden: "The point is that Amanda is seeking more information by getting your opinion. Think back over the past few times that Amanda has asked your opinion,

have there been any times when she has appeared to listen
to you?"

Paul: "Yes, a couple. There was the Monroe issue and the Pothole issue where Amanda's final decision was very close to what I thought we should do."

Aiden: "So, from your perspective Amanda does listen sometimes?"

Paul: "Yes, sometimes."

Aiden: "What's your definition of when Amanda isn't listening to you?

Paul: "That's obvious. When her decisions are different to what I want."

Aiden: "Paul, Can you hear what you are saying? It seems to me that you're saying that unless Amanda's decisions equal what you want, then she's being a hypocrite because she hasn't listened to you. Yet you agree that there have been times when her decisions have been very similar to what your
input recommended."

Paul: "I'm listening" nodded Paul.

Aiden: "Look at it this way. When you've been a boss in the past, don't you expect your positional authority to count for something from time to time?"

Paul: "Yes"

Aiden: "In that case, isn't it possible that Amanda really has listened? In taking your opinion on board she has decided to do something different. She has then used her positional authority, which she is entitled to use, to make the decision. What's wrong with that?"

Paul: "Okay. I suppose that you have a point. In fact she did say that she was using her positional authority to 'make the call'. I took offence to that for some reason, but I'm not sure why".

Aiden: "Great. I'm glad you've been open to having this chat."

Paul; "Yeah, so I am I. I was going to go and do something that probably wouldn't have been the right thing to do. In fact,, I probably would have undermined Amanda if I had continued with the action that I was planning to
do. I suppose there are just times when I'm not going to fully understand Amanda's decisions. I suppose I'll just need to trust her and keep asking questions. That can't hurt, can it?

Aiden: "Of course not. And my experience with Amanda is that she does listen and does try to explain why her decisions are what they are. I think that sometimes we don't listen to her because we're so focussed on what
we want. Maybe it wouldn't hurt for us all to have a chat about these issues at our next meeting.

Paul: "You really think that she'd be up for it?"

Aiden: "Yeah, I do."

Debrief

This dialogue highlights how powerful mental models (see [How what you think affects what you see](#)) can be and how they can influence what we see and don't see. In this situation a manager who collaborates with her team is seen as being a hypocrite simply because she at times, makes decisions that aren't exactly what her team members want her to do.

Collaboration exists when people work as a team. Teamwork requires members to perform their role from both a technical role and team role (see [What Makes People Tick Personality Profile & Job Fit Assessments](#)) perspective. In this context it is fair and reasonable for a leader to exert their positional authority from time to time when making decisions. Providing the leader is constantly seeking and absorbing input from team members, there may be times when the leader has to make a decision and that decision may not be popular with the rest of the team. The nature of a leadership role means that leaders are exposed to information that other staff are not able to access. (at least not in the same timeframe). This means that sometimes leaders have access to information as an input to their decision-making that other team members may not yet know. This can create a paradox for the leader who wishes to be known for their collaborative style because there are times (such as employee disciplinary processes) when a leader is not able to share all the information with their team members.

A way to manage this situation is for the leader to declare when they are expressing a view from the perspective of their formal position and authority, compared to when they are simply expressing a view. For such a system to work the leader will need to conduct a series of conversations with their team about how such a system should work. The intention of the system is to enable team members to be able to speak candidly with their 'boss' (see the video [Transparency – How leaders create a culture of candor](#)).

If conversations such as the ones just described had been conducted throughout Paul and Aiden's team's history, it is unlikely that Paul would have been so convinced that his manager, Amanda, was a hypocrite.

What have been your experiences with regard to the challenge of having a collaborative leadership style, with making decisions when required?

Is your organisation worthy of your commitment?

Is your organisation worthy of your commitment? If you are a leader within an organisation, what are you doing to create an organisation that is worthy of the commitment of the people who work there?

I first heard these two questions in 2001. They were posed by a wonderful woman named Michelle Hunt, who has spent the better part of the last fifteen years helping organisations to answer these two questions.

What organisations, from your experience, have been worthy of your commitment? This is a free chance for you to advertise and possibly attract talent to those organisations.

From my perspective, creating an organisation that is worthy of the commitment of the people who work there is a strategic decision. Think about the advantages of having committed versus uncommitted staff. It is hardly a contest, is it!

It is also possible that you may have worked in a department of an organisation that had somehow managed to be worthy of your commitment, even though the rest of the organisation may have been toxic or at least not worthy of your commitment.

Please note that these questions do not suggest that you shouldn't be doing your best for your organisation, even if it is not worthy of your commitment. The questions are really about the deliberate and conscious culture that your organisation is trying to create that genuinely values the contributions of the people who work in the organisation. With regard to culture, all of us contribute to an organisation's culture, at least to some degree. In that context, all of us are to a smaller or greater extent, contributors to the worthiness or otherwise of the organisations within which we work. For example, if unacceptable behaviour such as bullying is tolerated (which means it has become acceptable), but we have never done anything about it (I acknowledge how difficult taking action in such circumstances can be) then we have in fact contributed to the continuation of that culture.

How to host 'difficult' workplace conversations

During a recent program that I was conducting a participant shared the following workplace experience. My questions are in italics.

"I work twelve hour days, we're under resourced and there is no sign that we are going to get more people to help with our workload. I spent my last leave break in the office every day even though I wasn't supposed to be there. I'm passionate about serving our customers and don't want to let them down, so I keep doing it. But I know it isn't sustainable and the only way out for me is to leave my team. It seems crazy but we aren't able to have proper conversations about these issues. Our boss will simply say, "Toughen up"".

I then asked, "Have you actually asked your boss about this issue?"

"No, but I know what he'd say." was his reply.

"How do you know what he'd say?"

"I just know. Everyone in my team knows!"

"Okay if everyone knows, then you must have examples of your boss saying these types of things. So, what are your examples?"

"I can't think of any, but I'm sure they have happened."

"Is it possible that you don't actually know what your boss's reaction to such a conversation would be?"

"Well, yeah, I suppose it is possible. But it's hard, how do you have such conversations with your boss. He's under as much pressure as we are."

At this point our conversation changed. We had now discovered that a possible reason for not having the type of conversation that was required was because of a lack of knowledge regarding how to hold such a conversation.

I then asked, "How alive are your organisation's values in the way that your team works together?"

"We use our values everyday in the way that we interact with our clients, so they are very alive."

"That is great. Have you ever had conversations with all of your team, including your, regarding how your organisation's values should guide how you work together as a team, including how they might help you to have team conversations regarding difficult issues?"

"Hmmm. We've never had a conversation like that at all. I suppose that because we are all professionals, we simply expect that we can be honest with each other. The facts are, we're not. Many people are scared that if they are honest then they might lose their job. So while most of us are unhappy with the way things are, we never stop to have the type of conversation that you have suggested. In the end, the only way out is to leave."

"If you could have what you want, would you prefer to stay in your current job if the conditions were better, rather than to leave your team?"

"Yes, of course I'd prefer to stay. But it has gotten to the point where I can't."

"How are you going to prevent the same structure from happening in the new team that you are joining?"

"I don't know. I just hope that I'll have some time when it's not like my current team."

Over time I have had numerous conversations like the one above. There are a number of complex issues that drive such a scenario, but there are ways to overcome them.

One of the first ways is to recognise that the term 'professional' is over used and holds little shared meaning to have any worthwhile relevance. Unless you have had a conversation to clarify what the term 'professional' means in your workplace, what may be 'professional' for one person, may be 'unprofessional' for another. I have continuously been amazed at how many times the phrase, 'but we are professionals' has been used as an excuse for people not being honest with each other! Yet this mental model is very powerful and often stops people from having

the sort of conversations that they should have to enable them to achieve the success they desire.

The second way is to recognise the power of unsurfaced mental models (see How what you think affects what you see) and how they can effectively create office 'ghosts' that drive people's behaviour even though there is no data to support their existence. In our example above 'ghosts' were raised regarding the bosses probable reaction to raising the issues regarding being over-worked and under-resourced. Yet, when queried, there was no evidence available to support that such a reaction by the leader would actually happen. Over time I have noticed how people bring a bad experience with a leader from one organisation and 'drag' that experience into their next organisation.

While there may have been real data to support such a statement in a previous role, such a statement may no longer be true regarding the person's current leader. Yet the ghost of the past is alive and well in the new organisation or team. So critical, yet difficult issues are never raised. Sound familiar?

Learning how to dialogue (see The Seven Skills of Dialogue) is another way to learn as a team to have difficult conversations. A final way is to have a team conversation regarding the organisation's values. Simply ask, "How do our organisation's values guide us in the way we work together?"

Ideally such a conversation should be conducted separately from any operational issues. In simple terms you don't want operational issues to cause you to shift your focus away from hosting a conversation about how you should work together as a team.

I also encourage you to include the following question in this conversation. "How will our organisation's values guide us when we need to have difficult conversations, including how we interact with our leader?".

What are your examples of how your teams have created the conditions where 'difficult' conversations are safe? Do you have conversations about how your organisation's values guide how you work together?

An artist, a dream and creating desired futures in action

Inspiring stories don't have to come from far away places. On many occasions they can come from a single degree of separation. This article is about a family friend, Camilla. My wife and I met Camilla through our local primary school where our children go to school together. Camilla has an inspiring story about creating the future that she desires. Camilla has two daughters and is an active mum.

Camilla's story

At heart, Camilla is an artist. Trained as a secondary school teacher, Camilla teaches Italian part time at a local private girls school. As her life unfolded and the pressures of family life grew, Camilla's art took a back seat in her life. Yet, deep down she wanted to see if she really had what it took to be a genuine artist - could she create an exhibition and sell her art?

When rare opportunities arose Camilla continued to paint her oils on canvas, producing at least a couple of paintings per year. On occasion friends and family would say to her, "Camilla, these paintings are so wonderful. They are bright and the colour combinations are amazing. You really should try to sell them."

Self doubt sat heavily on Camilla's shoulders for a long time. "No one would ever buy my paintings, they aren't good enough.", she would say to herself. This went on for many years. Then one day Camilla asked herself, "What do I really want?". Her answer was to "Have a go. You never know, maybe my dream could come true! I'm going to have an exhibition!".

Camilla's first step was to find out what was involved. Her research uncovered that she required 30 paintings, but she only had 12. So, with less than 12 months to prepare, Camilla set about creating a further 18 paintings. This is an important step in her process. When Camilla discovered that she was well short of the required number of paintings for an exhibition, she could have easily given up. Yet her clarity about why she was doing what she was doing it was such they quitting never entered her mind. "I just had to paint, it was as simple as that!" Camilla told me. This is the power of desired futures in action!

On November 13th 2009 Camilla opened her exhibition at an art gallery in Glen Waverley, Melbourne, Australia. Her 30 paintings looked amazing as they adorned the walls of the gallery. Varying in size from 30 square centimetres to 1.5 metres by 1.8metres, Camilla was stunned when a single buyer bought a collage of her paintings. By the end of the exhibition, 22 out of her 30 paintings had been sold. I'm told that such a high number is extraordinary for a first time exhibitor at a local community gallery. It certainly looked impressive to walk around and see so many red dots (which means that the painting had been sold) on her paintings.

Camilla is now preparing for her next exhibition. What is also interesting about her story is how she discovered that the energy that she gained from living her passion enabled her to get back into exercise and to increase her fitness. People often report how living their passion provides energy for the rest of their life. What is your passion? Are you living it, at least in some part of your life?

Camilla's story really is inspirational in the context that she had a dream and made it come true. No doubt a lot of effort went into creating her dream, and while it was terrific that she did sell her paintings, she genuinely states that it was the experience and the fact that she was having a go that was more important than selling her paintings. An added bonus was the look on her two daughters' faces. They were so proud of their mum that it cannot be put into words. And what do you think the lasting effect on them will be?

If you are interested in seeing Camilla's art, please check out Art By Camilla.

Report indicates that Gen Y are more loyal

A recent report published on the [CIOwebsite](#) indicated the Gen Y are now more loyal to their employer than they have ever been. For a number of years I have been arguing that Gen Y are not as different as the older generations like to claim that they are. I'm not suggesting that as a generation they aren't different, what I am suggesting is that the degree of difference is not as high as some have been arguing.

For many years I was laughed at for suggesting that the apparent 'lack of loyalty' by Gen Y was more driven by a booming economy than anything else. Gen Y when new in the workforce are able to exercise their right to change employers if the employer's promises didn't match the reality of organisational life. Many of the rest of us would love to have had that freedom of mind to take the same action. The reality is that for many of the older generations, they choose to put up with poor cultures and organisations because of their life stage - many married with children and large mortgages. (I, for one took the "I'm creating my own path" choice and with my business partner Andrew I am loving that choice!)

It is little wonder, therefore that when the economy has changed Gen Y, when asked if they plan to stay or go have responded with a resounding increase in, "I plan to stay!" Gen Y aren't stupid. There's no point being 'mobile' in your career if there isn't anywhere to go!

My hope is that Gen Y don't lose their intolerance for organisations not matching what they say. I have experienced too many people in the older generations who wish that their organisation's culture was better than it is. But many of these people stay in those organisations for fear of not getting another opportunity elsewhere. Unfortunately this means that the organisations don't change like they should.

Gen Y may have a serious impact on organisational cultures over time because they may make them more accountable. While there is good reason to celebrate the reported increase in Gen Y 'loyalty' my hope and belief is that they are just

plain smart and they'll be loyal while they are shown loyalty themselves. I also believe that they will continue to take responsibility for themselves and their career development far more than previous generations. Such action comes with being 'employably mobile'.

How the seven stages of grief help people to manage being asked to leave an organisation

A magnificent two part article has just been released on the Pegasus Communications Blog. Chris Abbey wonderfully articulates his own experience of receiving what he terms a 'warn letter'. In Australia we might refer to being 'offered a redundancy'. On that point, I "chose to accept a redundancy" a number of years ago. I often hear people say that they were "made redundant". When queried, people usually say that, in the end, they chose to take the 'package' rather than stay. I then suggest that they were an active participate in the process that they experienced, and while they may not have liked the experience, they were still an active participant, versus being a passive participant who had a redundancy 'done to them'. While a subtle shift in self-talk, it is my view that the difference can have a massive impact on an individual's capacity to work their way through the seven stages of grief. (listed below)

- Shock and denial
- Pain and guilt
- Anger and bargaining
- Depression, reflection, and loneliness
- The Upward Turn
- Reconstruction and working through
- Acceptance and hope

Once again Chris Abbey articulates his experience over two articles (Part One & Part Two). They are worth reading irrespective of the stage of your career and his insights about using the experience to help you to become even better are powerful. He certainly describes what my experience has been!

Why good service is good business

In highly competitive times it makes sense that good service is good business. Even though customers are not particularly loyal, providing great service consistently and over a long period of time makes it all the more difficult for your competitors to attract your customers away from you. While your customers will try out the competition, if they do not receive a higher and consistent standard of service than your organisation provides, then your customers will come back and be less inclined to try out the competition again.

Implicitly your customers will trust you (just as you, in turn, trust your staff). It is however, good practice to maintain a healthy tension about your customers trying out the competition. The day that you either think that you don't have any competition, or the day that you stop providing good service on a consistent basis, is the day that your organisation will start to decline.

No job is secure. But good, consistent service increases the security of every job, every department and every organisation. Good service IS good business!

Quote from a participant in one of our research activities
"*Great service actually feels good. It feels good for me, it feels good for the people I'm serving and it keeps the business humming along. To me, good service just makes sense.*"

How delivering great service connects your staff to your organisation

Good service organisations connect their staff to the organisation in many ways. Staff feel a regular and consistent level of achievement, job security and engagement with their organisation when service is alive and well. In this context, service lives from staff member to customer, staff member to staff member, manager to direct reports, direct reports to manager and so on.

Staff may even be connected to the organisation after they leave. This is also good business. Good service organisations understand that it is better to train staff and have them leave than to not train them and have them stay. Some jobs simply aren't for life – and shouldn't be! The nature of some jobs is that the staff performing the roles should develop and move on from the role. If it is possible for them to move inside the organisation, then those opportunities will be provided. Often, the staff member needs to leave the organisation to continue to develop. This is okay.

Maintaining a connection with ex-staff can create a larger customer base, opportunities to move into new markets and a potential network of like-minded people who can sporn opportunities to and from each other. There is nothing wrong with being explicit about these hopes when good staff leave. Once again, it is simply good business.

Quote
All internal efforts, programs and processes have to be geared towards maintaining or improving the external performance of the firm (Christian Gronroos, Researcher and Author)

Another report highlights that Gen Y are more loyal than expected

Alicia Curtis, founder of the GenY Club, has recently released a report that indicates that Gen Y are more loyal than people expect. A whopping 34.5% of respondents indicated that they would like to stay with their employer for five years or more. So what were some of the findings that would help Gen Y stay in organisations for that long?

Well, the answers aren't that surprising.

- ☑ Take Gen Y seriously. This was by far the biggest issue that relates to Gen Y staying with an organisation
- ☑ Provide access to relevant projects that will expand their skills
- ☑ Provide training opportunities
- ☑ Provide mentoring programs
- ☑ Create opportunities to develop their skills (how to do this will be featured in an upcoming article)
- ☑ Understand that Gen Y believe in a balanced lifestyle
- ☑ Create opportunities to develop their confidence (this will be included in the upcoming article on creating opportunities)

What is interesting about these results is that they aren't different to the issues that I hear Gen X say is important to them. The difference is that Gen Y are more likely to move out of an organisation if they aren't having their expectations met. Gen X tend to stay longer, especially when the economy isn't as strong as it was three years ago. The important issue here is that if you are an employer, irrespective of the generation of your employees the seven elements described above are essential for retaining talent. What are you doing to address each of these elements?

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Organisations That Matter provides a wide range of Online Courses to assist you in your personal & professional development.

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- How to Create High Performing Teams
- Weekly Inspiration
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Webinars

A webinar is an online seminar. Providing you have access to a computer and the internet, webinars are a simple, easy and cost effective way to access critical information for your personal & professional development.

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Please sign up for our newsletter if you would like to be invited to our upcoming webinars.

Partnerunning.com

Partnerunning is one of the new service brands provided by Organisations That Matter. Inspired the eight marathons in eight countries in eight weeks achieved in 2008 by Organisations That Matter co-founder Andrew O'Brien and his wife Sue, partnerunning provides a wide range of resources for creating successful relationships. Andrew and Sue have discovered that the systems and processes that they have used to create their own success are relevant to all walks of life, including organisational life. Please click here to find out more about partnerunning.

Desired Futures

Creating plans and establishing systems and processes to create the future that you desire is critical for success at all levels. This is equally true for individuals, partners, teams, departments and organisations. Founded upon the doctoral thesis completed by Andrew O'Brien while he was a CEO, the Desired Futures body of work from Organisations That Matter has been established as its own brand. To access critical information and resources to enable you to create the future you desire, please click here.

Accelerating Careers

The What Really Matters! series of books and Online Courses have been collated into a single website. To access information specific to each stage of your career, please click the relevant link below:

What Really Matters For Undergraduate Students!

What Really Matters For Post Graduate Students!

What Really Matters For Young Professionals!

What Really Matters For Aspiring Leaders!

What Really Matters For Young Professionals!

Are you taking full advantage of your first years of employment?

Are you consciously developing yourself and taking full advantage of the opportunities presented to you?

Are you fully aware of the opportunities that you have to accelerate your career?

If you answered "No" to anyone of these three questions then we can help you to master 15 practices that will accelerate your career.
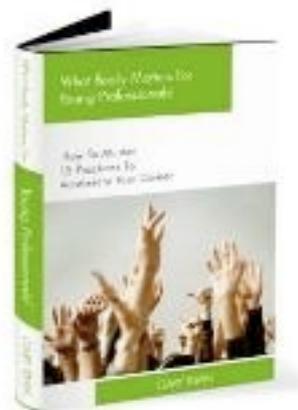
"This book is the definitive tool for young professionals with loads of expert knowledge who need to quickly develop high-level employability skills. It can also be used by managers and HR professionals for induction of their graduate recruits, or young at heard professionals willing to adjust to the contemporary workplace. If you want to succeed in the 21th century as a high-performing individual I recommend you read this book."

Renata Bernarde
Relationship Manager and Career Counselor

Online Checklist

Take the Online Checklist for the 15 practices that are explained in the book, What Really Matters For Young Professionals! Your results will help to quickly identify how you can use the book to accelerate your career!

This product is both for Young Professionals and/or their employers

What Really Matters For Young Professionals! How To Master 15 Practices To Accelerate Your Career is a resource that will help Young Professionals (people in the workforce with between five to ten years experience) to accelerate the speed of their career progress.

While Young Professionals are unlikely to suffer the high unemployment rates of previous generations in countries like Australia, this is not the situation in many countries throughout the world.

In the USA and the UK Young Professionals are having significant challenges finding employment. For those who are employed, even in Australia achieving promotions are a challenge because of the high competition for these opportunities. This is why continuous practical development is essential for career progression.

What Really Matters For Young Professionals! is both a resource for Young Professionals and their employers. The ebook and Online Course create a space for practical development to occur.

In these challenging economic times employers can provide the course to their Young Professionals. Alternatively, Young Professionals can invest in their own development. At less than the cost of three coffees per week over 16 weeks, the investment for becoming a high performer is minimal.

If you are an employer and would like to discuss how the ebook and Online Course can be packaged for your employees, please email Gary@orgsthatmatter.com .

"Wow! This book is jam packed with useful and practical strategies for young professionals wanting to take the next step up in their careers. In a time where young professionals are constantly asking for more mentoring and training, this book is the perfect do-it-yourself manual to improve your employability."
Alicia Curtis
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