

LEADERSHIP AND SELF-DECEPTION

THE HIDDEN KEY TO IMPROVING RESULTS


Based on the book, Leadership and Self-Deception,
by The Arbinger Institute.

Leader's Guide

SCREENPLAY BY KIRBY TIMMONS
LEADER'S GUIDE WRITTEN BY THE ARBINGER INSTITUTE
IN CONSULTATION WITH NAN STERMAN

CONTENTS

Introduction	Page 1
How to Use These Materials	Page 2
Background	Page 5
Video Synopsis	Page 7
Session 1	Page 9
Learning Objectives	Page 10
Class Sequence and Timing	Page 12
Preparation	Page 13
Leader's Script	Page 14
Session 2	Page 29
Leader Materials	Page 39
Addendum	Page 74
Companion Videos from CRM Learning	Page 79

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ADDITIONAL MATERIALS AND TRAINING FROM THE ARBINGER INSTITUTE

The impetus for this workshop is the book Leadership and Self-Deception, by The Arbinger Institute. For those interested in going beyond the ideas in Leadership and Self-Deception and the workshop designs included in this Leader's Guide, Arbinger offers in-depth programs in each of the following areas:

- Team-building
- Conflict Resolution
- Leadership
- Teaching and Education
- Intervention and Peacemaking
- Counseling
- Care-giving
- Crisis Management
- Personal and Executive Coaching
- Family life
- Personal Improvement

Those interested in additional training in this material may contact
The Arbinger Institute at 800-307-9415.

INTRODUCTION

In our work and personal lives, we spend much of our time attempting to solve problems — big ones, little ones, simple ones and the not-so-simple. But what if all the various problems that irritate and provoke us in our lives were really just “one” problem? A problem that keeps all of our energy, and that of our organizations, focused on sustaining the problem? A problem so pervasive that probably no one in your organization even knows it’s a problem?

At The Arbinger Institute, we’ve discovered that there actually is such a problem at the heart of the human sciences. It’s called “self-deception,” and it’s a problem so deep that, until recently, only a small group of scholars even knew of its existence.

Arbinger’s consulting and research with organizations around the world has proven that “self-deception” in the workplace isn’t simply an interesting quirk of human dynamics, but is directly tied to both individual and organizational “results.” In fact, “self-deception” is arguably responsible for more waste than any other single factor in the workplace. All of the common “people problems” that we typically face — relating to leadership, communication, conflict resolution, team-building, trust, among others — can be traced to “self-deception” in one form or another.

As you might imagine, Arbinger has also focused a good deal of time and thought upon a solution to “self-deception.” And, after many years of study and research, we’ve uncovered a relatively simple one — but one that will not be obvious, even to the discerning observer, without fundamentally changing the way we look at ourselves and our interactions with others.

Now, The Arbinger Institute has partnered with CRM Learning to bring you what we believe you will agree is one of the most innovative and ground-breaking training programs you will ever have experienced: The LEADERSHIP & SELF-DECEPTION Workshop. In this workshop, which includes a gripping and engaging video, you will learn how to identify when “self-deception” is taking place and how it negatively affects you and your organization. Perhaps more to the point, you will learn how to implement a simple solution that can lead to more than just improvement, but to a virtual transformation of performance.

In short, a solution that changes everything, especially results.

— The Arbinger Institute

HOW TO USE THESE MATERIALS

This training workshop is divided into two sessions. Session 1 is appropriate for any training audience. Depending on your group and its interests and needs, you may choose to use Session 2, as well. Either way, all the materials you would need to lead both sessions are included in this package.

This training package has six components, each designed to help you teach this class: the Leader's Guide, a PowerPoint presentation on CD-ROM, ten Participant Workbooks, a *Leadership and Self-Deception* videotape or DVD, ten copies of the book Leadership and Self-Deception, and 25 Reminder Cards.

LEADER'S GUIDE

The Leader's Guide is your teaching guide. It includes most of what you need to teach the class such as your teaching script, important background information, and master copies of activities to use in the class. Each section of the Leader's Guide is described briefly below:

Program Introduction

The program introduction provides an overview of the training.

How to Use These Materials

This is the section you are reading right now.

Background

Background explains the concepts behind the training. This is where you will learn what self-deception is and how it impacts leadership.

Learning Objectives

The learning objectives describe the basic concepts that you will cover in the course of the workshop. It describes what participants will get from the course. The purpose also includes a note on teaching strategy, as this course is unlike most you are likely to have taught in the past.

Class Sequence and Timing

The Class Sequence is basically the schedule and timing of the class components.

Preparation

In the preparation section, there is a list of all the materials you need to read, copy, and prepare before you teach each class.

Video Synopsis

The synopsis includes a short description of the content presented in the video. The synopsis is for your benefit but if you find a way to use it in your class, feel free to do so. It might well be used as a summary or review of the course.

Leader Script

There are two scripts included in this guide: a Leader Script for Session 1 and another Leader Script for Session 2. Each script is for you to use in delivering the respective courses. They guide you through the courses, from learning point to learning point. They include suggested wording, tell you what activities to have the class do and how to do them. The scripts tell you when to show the video, which materials to use, and when to use them. You are welcome to revise your scripts and adapt them to meet the needs of each class you teach.

Session 1 will provide participants with the “basics”: it introduces and explains the concepts of self-deception and its effects, and proposes some ways for participants to generate basic solutions.

If you choose to do Session 2, students will be required to read the book, Leadership and Self-Deception before attending the training. Session 2 goes into more depth on the concepts in the book; it requires participants to take an honest look at themselves, consider how self-deception affects their lives, and also provides some real-life applications to the concepts presented in the book.

The scripts also includes several visual aids to assist you:



Text “bubbles” (provided throughout the Leader’s Guide) give suggestions on what the trainer might say. Feel free to put these sections into your own words.



Slide icon to indicate when a PowerPoint slide should be used



Worksheet icon to indicate a particular worksheet



Video icon to represent video viewing

Leader Materials

Leader materials includes a variety of items you need to read and/or copy before you teach the class, including:

- Masters for participant handouts. Before each class, make copies for each student.
- Critical background information to read before leading the class.

Addendum

Additional information and readings are included in this section.

Companion Videos

CRM Learning has many training videos and packages in its catalog, some of which are excellent choices as companions to the Leadership and Self-Deception training program.

POWERPOINT PRESENTATION

The PowerPoint presentation (on CD) includes all the slides you need as you lead the workshop.

PARTICIPANT WORKBOOK

Most of the participants materials are included in the Participant Workbook. A few, however, are included in your materials as you will need to make copies of them and hand them out during the course.

REMINDER CARDS

We have included a set of wallet-sized reminder cards for students to take away with them and use once back at their work places.

LEADERSHIP AND SELF-DECEPTION VIDEO OR DVD

The video in this workshop briefly, but memorably, tells the true story of Ignaz Semmelweis. The book also recounts Semmelweis' story, which serves as a springboard for all that happens in the workshop.

Be sure to view the video several times before you teach the course.

LEADERSHIP AND SELF-DECEPTION BOOK

Be sure to read the book before you teach the course. Ten books are included in your package, should you choose to have participants read them after Session 1.

BACKGROUND

WHAT IS SELF-DECEPTION?

It is not often that leadership training touches on the topic of self-deception. What do we mean by self-deception? Think of the most difficult people you've ever had to work with. What were they like? What made them so difficult? Now ask yourself this question: Did *they* think they were a problem the way *you* thought they were a problem?

Chances are, the answer is no. You and everyone else around them could see they were a problem, but *they* couldn't see it. And if they ever did think there might be a problem, no doubt they blamed it on someone else. This is a fascinating phenomenon. How can someone be a problem and not be able to see that they are a problem?

This phenomenon is called "self-deception." Simply put, it's the problem of not being able to see ones' own problem.

WHY SELF-DECEPTION MATTERS

Here is why self-deception matters: it turns out that self-deception is at the heart of many common "people problems" that hurt organizational performance. Problems relating to leadership, communication, motivation, conflict resolution, team-building, fear, trust, offense-giving, offense-taking, and so on, are often manifestations of one thing: self-deception.

Once the individuals in an organization begin to crack their self-deceptions, the organization can discover much higher levels of performance. Reducing self-deception is one of the greatest competitive advantages an organization can achieve.

THE SELF-DECEPTION TRAP: AN ANALOGY

To give you an idea of how self-deception traps us into wasteful and destructive ways of working, consider the following analogy: An infant is learning to crawl. Before the baby learns to move forward, she first learns to move backwards. This is often the sequence in an infant's physical development. So the infant pushes herself backwards around the house and gets lodged beneath the furniture. There she thrashes about — crying and banging her little head against the sides and undersides of the pieces. She is stuck and hates it. So she does the only thing she can think of to get herself out — she pushes even harder, which only worsens her problem. She's more stuck than ever.

If this infant could talk, she would blame the furniture for her troubles. She, after all, is doing everything she can think of. The problem couldn't be *hers*. But of course, the problem *is* hers, even though she can't see it. While it's true she's doing everything she can think of, the problem is precisely that *she can't see how she's the problem*.

Self-deception is like this. It blinds us to the true nature of problems, and once blind, all the “solutions” we can think of actually make matters worse. That’s why self-deception is so central to both formal and informal forms of leadership. Leadership is about making matters better, but to the extent we are self-deceived, our leadership is undermined at every turn — and not because of the furniture.

VIDEO SYNOPSIS

THE STORY OF IGNAZ SEMMELWEIS

The video in this workshop briefly tells the true story of Ignaz Semmelweis (pronounced “Ignawts Semelvice”), a European doctor in the mid-1800s. Semmelweis worked at Vienna’s General Hospital which at the time was an important research institution. At the hospital, Semmelweis was horrified by the horrendous mortality rate among maternity patients. Many women giving birth in the hospital died from a set of symptoms that doctors referred to as “childbed fever.” The physicians at the time had no knowledge of disease or how it was caused so their attempts to treat it often failed. Countless women contracted the disease and more than half died within days.

The terrible risk was well known in Vienna. Vienna General had such a frightening reputation (but no more so than any other hospital in Europe) that some women actually gave birth on the street and then went to the hospital.

One particularly disturbing aspect of the problem at Vienna General was this: One section of the maternity ward had a much lower mortality rate than the other section. Semmelweis reported frequently seeing pregnant women “kneeling and wringing their hands” as they begged to be moved to the less risky section of the maternity ward.

Doctors at the hospital were anxious to find the source of the disease. They routinely performed autopsies on patients who died from childbed fever, searching for some abnormality or some other physical cause for the disease. They found nothing.

Over time, Semmelweis became more and more obsessed with the problem — in particular with determining why the mortality rate in one section of the maternity ward was so much higher than in the other. There must be some difference between the wards, he thought, but what? In his effort to solve the problem, Semmelweis went to extreme efforts to standardized the way things were done in both sections, from birthing positions to ventilation to diet. He even standardized the way the laundry was done. Semmelweis looked at every possibility but could find no answer. Nothing he tried made any measurable difference in the mortality rates.

Then something happened that transformed Semmelweis’s thinking. One day, Professor Kolletschka, who was Semmelweis’s mentor, was performing an autopsy on a patient who died of childbed fever. During the autopsy, an assistant accidentally cut Kolletschka’s hand with a scalpel used to cut the cadaver. Shortly thereafter, Kolletschka was struck with the symptoms of childbed fever. Like so many of the maternity patients, Kolletschka died. Based on his observations, Semmelweis hypothesized that “cadaverous particles” from the diseased cadaver had contaminated Kolletschka’s wound and caused his death.

Semmelweis noticed something else extremely important. Vienna General was both a teaching and a research hospital. Many of the doctors, Semmelweis included, split their time between research on cadavers and treatment of live patients. Moreover, the only difference between the two sections of the maternity ward was that the high mortality section was attended by doctors, while the low mortality section was attended by midwives—and midwives did not perform research on cadavers. Finally, Semmelweis recalled that once when he had left Vienna for a time, the mortality rate in his section of the maternity ward had actually decreased. The only difference between himself and the doctor who had filled in during his absence was that the other physician did far less research on cadavers.

From these observations, Semmelweis developed a theory about what caused childbed fever. He concluded that “particles” from cadavers and other diseased patients were being transmitted to healthy patients on the *hands of physicians*. Immediately, Semmelweis instituted a policy requiring physicians to wash their hands thoroughly in a chlorine and lime solution before examining any patient. The mortality rate decreased immediately and dramatically.

SESSION 1

LEARNING OBJECTIVES FOR SESSION 1

PURPOSE OF THE LEADERSHIP AND SELF-DECEPTION WORKSHOP

The purpose of this workshop is to give participants a new perspective that puts them at the center of organizational problems and their solutions. Then, with this new perspective in mind, help them begin the process of analyzing and solving those problems.

In the course of the workshop participants will:

- Discover that there is often a single problem that underlies their other problems. For example, difficulties in communication, teamwork, leadership, loyalty, motivation, conflict resolution and so on are often manifestations of just one *deeper* problem.
- Come to understand that the deeper problem is self-deception.
- Define the concept of self-deception.
- Realize some of the devastating effects of self-deception.
- Discover why, despite its destructiveness, self-deception is so hard for people to see. In fact, they will learn how they themselves suffer from it.
- Discover that they contribute to many of the problems they complain about in their organizations.
- Learn that the solution to self-deception always begins with them.

Experience has shown that learning about self-deception and its solution is liberating. It sharpens vision, reduces feelings of conflict, enlivens the desire for teamwork, redoubles accountability, magnifies the capacity to achieve results, and deepens satisfaction and happiness. This workshop on self-deception and its solution — though only an introduction — will give participants new leverage in these areas.

A NOTE ABOUT THE TEACHING STRATEGY

We are often tempted to teach didactically — to just “tell” participants what we want them to know. That is not the case in this course. Here, we have created a learning experience in which participants discover important principles for themselves.

So, for example, the video does not explicitly teach any ideas or applications. Instead, it tells a profound story, a metaphor. After you show the video, you will guide participants through a process of discovering that, much like the people in the video, they too create problems without realizing it. In this process they will learn that they likely contribute to many of the very problems they complain about in the workplace.

HOW TO DEAL WITH PEOPLE WHO WORK TOGETHER

Since this workshop is very personal, both the facilitator and the participants are asked to think deeply about problems they encounter in their work. They are also asked to share some of that information. If your class is comprised of people who know each other or who work in the same company, they could be uncomfortable revealing such information. In those cases, please ask participants to share examples from past jobs, past working situations, or even their personal lives rather than from their current situations.

CLASS SEQUENCE AND TIMING

Training Session Activity	Approximate Time (in minutes)
Session overview	5
Icebreaker/Personal	30
Course Introduction	5
Survey	10
Video and Debrief Activity	45
Video as Metaphor	30
Break	20
Debrief	5
Characteristics of Effective Organizations	5
Survey Score and Analysis	25
Define Self-Deception	5
Personal Stories	15
Debrief	10
Action Plan	10
Summary/Review	5
Q/A	5
Total running time	230 minutes (3 hours, 50 minutes)

PREPARATION

Before you teach this class

- Read Leadership and Self-Deception: Getting out of the Box by The Arbinger Institute, which is provided in your package. This book takes approximately three hours to read.
- Familiarize yourself with the entire Leader's Guide.
- Familiarize yourself with the Participant Workbook, paying special attention to the activities you will do with the group.
- Watch the videotape or DVD.
- Prepare a personal story (see guidelines in your Leader Materials).
- Assemble your materials (see below).

Equipment and materials

- Leadership and Self-Deception* videotape
- VCR and monitor
- Flipchart and easel
- Set of markers
- Roll of masking tape
- Computer and projection system
- PowerPoint presentation
- Extra pens
- Participant Workbook for each participant (10 copies included; order additional copies from CRM)
- Participant handouts from the masters in your Leader Materials
- Reminder Card for each participant (25 included; order additional copies from CRM)

LEADER'S SCRIPT

WELCOME AND SESSION OVERVIEW (5 MINUTES)

Welcome



Slide #1

Say:

Welcome to Leadership and Self-Deception: the hidden key to improving results.

Introduce yourself to the group if they do not know you. Tell them your name, and *briefly* state your background as it relates to training.

Today's workshop will last approximately four hours.

We all know that there are great companies and great working situations. If you have one, you are certainly lucky. Yet even in great situations, there is room for improvement.

I assume that your being here today means that you are interested in finding out what you can do to help improve things where you work.

This program is unlike any other program you have been through. I am not going to tell you what you will learn in the end, as it will be different for each of you.

It is more like a journey, even if you all go on the same trip, you will each have a different experience.

One of the great things about today's course is that each of us will get a chance to look at our own situations and see how what we learn today applies to our own lives and our own observations.

Ask:

Has anyone read the book Leadership and Self-Deception?

If any participants have read the book, say:

Great. I would just ask you to please keep what you learned from reading the book to yourself today, so everyone else has a chance to take their own journey.

Session Overview



Slide #2

Here is our itinerary:

- *Start with an activity to help us get to know each other (or know each other in a new way)*
- *Complete a survey*
- *See a video and talk about it*
- *Take a break*
- *Score and analyze our surveys*
- *Share some stories about our own situations*
- *Look back at what we learned to see what we can do differently with our new knowledge*

If you are not at the participants' worksite, be sure to point out the locations of phones, rest-rooms, etc.

Ask participants to turn all cell phones and pagers off.



ICEBREAKER (20 - 30 MINUTES) — THINKING ABOUT MY ORGANIZATION

Direct participants to the icebreaker questionnaires located on page 1 of the Participant Workbook. The icebreaker focuses on what is going right in their organizations in terms of management and leadership. The intent is to get the participants sharing and feeling safe with each other while at the same time, starting off on a positive note.

Say:

The point of this exercise is for us all to get to know each other.

Participants work with a questionnaire in their workbook. You can present the questionnaire in either of two ways:

1. Allow participants five minutes to complete their questionnaires. Then, have them individually take a turn introducing themselves to the group (name, company, position, etc.) and briefly presenting *one* of the answers to their questionnaire. Allow no more than two minutes per introduction.
2. Allow participants five minutes to complete their questionnaires. When they are done, divide them into pairs. Allow five minutes for each pair to introduce themselves to each other and share the answers to one of their questions. After the pairs are done, have each participant introduce their partner to the group (name, company, position, etc.) and report on one of the answers to their partner's questionnaire. Allow no more than two minutes per introduction.



If you choose the second option, be sure to pair up people who don't know each other. Point out that participants should use Notes About My Partner and His/Her Organization on page 2 of their Workbook. If your class is largely people who know each other, try to create pairs of people who don't work directly together or who don't know each other very well.

COURSE INTRODUCTION (5 MINUTES)

Say:

We all know that every organization faces challenges in its leadership and there are ways to resolve those challenges.

Today's class is an overview of one of those methods. Leadership and Self-Deception is a concept pioneered by the Arbinger Institute, a management training and consulting firm located just north of Salt Lake City, Utah.

Arbinger's philosophy and today's workshop evolve from the perspective that organizational problems - from problems in leadership, to problems in motivation, teamwork, communication, accountability, stress, and so on — are not always separate problems. Often, they are all connected and are symptoms of a deeper problem. If we could find one solution to all of these problems, that would be extremely helpful.



Slide #3

Organizations seldom recognize these issues as symptoms of a single problem. Instead, they look for one solution for communication problems, and another solution for mistrust, for example. However, if they treat what lies beneath the surface they can often resolve many, if not all of the symptoms.

This is what you will learn today. You won't necessarily walk out of here ready to solve all your organization's problems. Remember this is a journey and each of you will end the journey with a slightly different experience, but you will learn to recognize some of the underlying problems and the role you play in resolving them.

Personally, as I went through this information myself, I found new insights and deeper understandings and I suspect that you will as well.

SURVEY (10 MINUTES)

Introduce the Video:

We all know that diagnosing problems requires a set of diagnostic tools. The first tool we will work with today is a survey. The survey helps us understand what is going on in our workplaces. It includes a variety of questions about your workplace, your manager, and your co-workers. You will complete the survey now, but we will wait until a bit later to analyze the results.

The survey is for your eyes only, we won't share our responses.



Slide #4



Direct participants to the Survey on page 3 in their workbooks (see page 42 in your Leader Materials).

Explain how to complete the survey:

- There are 12 questions.
- Rate each question on a scale of one to ten and place the answer in the box on the right.
- Review the first question as an example.
- Tell participants that they have 5 minutes to complete their surveys.

When participants are all done, ask them to set the survey aside as they will need it later in the day.

SEMMELOWEIS VIDEO (45 MINUTES)***Introduce the Video (5 minutes)***

In a moment, we are going to see a video about a man named Ignaz Semmelweis (pronounced "Ignawts Semelvice"). Semmelweis was a doctor in Vienna in the mid 1800s. He was an obstetrician at Vienna's General Hospital, an important research institution.

Vienna General had a horrendous mortality rate among maternity patients. Women giving birth in the hospital died from a collection of symptoms that the doctors referred to as "childbed fever."

The physicians in those days knew very little about the disease and how it was caused or transmitted so they were not successful in treating childbed fever. Countless women contracted the disease, and more than half died within days.

As you will see, not long after starting work at the hospital, Semmelweis grew alarmed about what he saw happening around him. He became desperate to improve the situation.



Slide #5

As you watch the video, think about:

- The problems presented in the video*
- The barriers to solving those problems*
- How Semmelweis came to the realization of what was causing the problems*
- How the story of Semmelweis could be a metaphor for what happens in organizations.*

If you would like to take some notes during the video, there is a note page in your workbook. Turn to page 4.

Show Video (17 minutes)

Show video.

Debrief Video (20 minutes)

Slide #6

Ask the group the following questions. As you ask each question, invite participants to jot their answers in their workbooks.

- *What prevented the doctors at Vienna General from seeing the underlying cause of childbed fever?*
- *Why were they so resistant to seeing the roles they played in spreading the disease?*
- *What do you think of the idea that we each contribute to the problems we complain about?*

Give participants a minute to think and write in their workbooks.

When they are done, ask them to share their ideas.

The conversation might transition here from talking about other people to talking about themselves. Allow this to happen naturally, do not force it and do not focus on it. Do not reveal that the training is indeed about them — yet.



Direct participants to page 5 in their Workbooks, More Video Debrief. Tell participants that the answers to the next questions will be more private. Participants can share if they want to.



Slide #7

Say:

- Think about the most difficult person you work with now or have worked with in the past.*
- *Would they accept that they have a role in the conflicts they are involved in?*
 - *What prevents that person from seeing the role he or she plays?*

BREAK (20 minutes)

Debrief (5 minutes)

Reconvene the class.



Show Slide #7 again.

Say:

Before we continue, let's take a few minutes to talk about the ideas we discussed before the break.

Allow five minutes for discussion.

Summarize discussion and move ahead.

CHARACTERISTICS OF EFFECTIVE ORGANIZATIONS (5 MINUTES)

Say:

We will talk more about the video a bit later. Right now, let's turn our attention to what an effective organization looks like as we make our way back to the survey you took earlier.

Ask:

In your experience, how would you describe an effective organization? I am not talking about marketing expertise here or manufacturing power, but rather the characteristics of effective working groups.

Take several responses, write them on a flipchart.



Slides #8 and #9

Say:

The Arbinger Institute did extensive research into effective working groups and they identified eight characteristics demonstrated by these groups. As a group and as individuals, they:

- *Enthusiastically focus on results rather than on doing particular duties or following certain processes.*
- *Enthusiastically help others get results.*
- *Actively learn and teach.*
- *Focus on solutions to problems, not on the problem itself or who is to blame.*
- *Take correction easily.*
- *Hold themselves accountable.*

- *Take responsibility and acknowledge mistakes.*
- *Inspire trust.*

Think back now about the survey. The questions you answered focused on three of these characteristics:



Ask for volunteers to read from Slides #10 - 12 (3 slides):

- Enthusiastically Focus on Results
 - Conceptualize all of your work in terms of *achieving the right results*, rather than completing your specific “duties” or following certain processes.
 - Think of the things you need to do. Don’t wait for someone to tell you what to do.
 - In a new situation, do what is right, guided by your common sense.
- Actively Learn and Teach
 - Seek all the information, training, wisdom, and insight you can to help you achieve your results.
 - Conscientiously share information, insights, etc. with others to help *them* achieve results.
- Take Responsibility
 - Acknowledge mistakes when you make them.
 - Do not shift responsibility to others or make excuses.
 - Learn from mistakes and move on.

If you need more detail, please see “Three Characteristics of Effective Organizations” in your Leader Materials, page 44.

Say:

With these three characteristics in mind, let’s look at your survey results.

SCORE AND ANALYZE THE SURVEY (25 MINUTES)



Slide #13



Direct participants to the scoring sheet for the survey, Calculate Your Score, in their Workbook on page 6 (see the copy in your Leader Materials, page 45). Walk participants through the directions using slide #13.

Allow 5 minutes for participants to score their surveys, following the directions on the sheet.

If participants appear to be comparing scores, remind them that this is an individual journey and the point is not to compare your score to someone else's.

Analyze the survey

Say:

Now let's turn back to the survey and discover what our scores might reveal.



Hand out: Analyze Your Results (Original in Leader Materials, page 49) and direct participants to follow directions on the handout.



Hand out: Thinking About the Survey, Question by Question (Original in Leader Materials, page 50) and read through each item with participants.



Hand out: Think About Your Results (Original in Leader Materials, page 53) and direct participants to follow directions on the handout.

Note that this is the turning point for some participants. As they analyze their surveys, some will realize (if they have not already done so), that the class is actually about them. This realization might bring about some discomfort, but that is fine.

Ask:

Up until this point, we've talked about your organization, your boss and your co-workers. Now, who do you think this workshop is really about?

This is the point at which all participants should realize that the workshop is about them. You might get some resistance at this point. Or, you might find some participants are confused, somber, or feel guilty. Simply acknowledge the resistance if it exists. Choose your own words but be sincere in your support.



Show Slide #14

We reveal ourselves most completely in the way we see other people.

OPTIONAL: You might choose to show the hosted video segment before proceeding (2 minutes).

Define self-deception (5 minutes)

Say:

As you know, this workshop is called Leadership and Self-Deception. I wonder now, if you can tell me what we mean by self-deception. How would you define self-deception as it relates to you?

Take responses.



Show Slide #15

“Self-deception is the problem of not knowing my role in the problem.”
—The Arbinger Institute

Ask:

So what do we mean when we say someone is self-deceived?
Why is self-deception a problem?

Take responses.

VIDEO AS METAPHOR: FIVE KEY CONCEPTS (30 minutes)

Say:

The video, of course, is a metaphor for what happens in today's workplaces. A metaphor is a comparison between two things, based on resemblance or similarity.

Let's look back at the issues that arose in Semmelweis' time and see how they relate to common problems in our own working situations.



Direct participant to page 7 of their Workbook.

Ask for volunteers to read each description of the elements from the Semmelweis video.

Have a participant read the first element.



Show Slide #16 (Focus on symptoms individually rather than on the underlying cause.)

Explain in your own words:

- Many organizations don't realize "people problems" can be symptoms of a single underlying disease.
- Organizations attempt individual treatments for each symptom.
- The underlying disease that needs to be treated is self-deception.

Ask participants for *specific* examples that typically occur in organizations.

Have a participant read the second element.



Show Slide #17 (We think that our problems are caused by something outside of ourselves.)

Explain in your own words:

- Organizations and individuals are resistant to looking to themselves as the source of a problem or even as contributing to it.
- When we act in self-deception we don't *see* that we are in self-deception. We think all problems are caused by someone or something outside us and we spread that attitude to others.

Ask participants for specific examples that typically occur in organizations.

Have a participant read the third element.



Slide #18 (Our influence goes far deeper than our behavior and is based on our ability to be genuine in our attitudes towards ourselves, our situation, and towards others.)

Explain in your own words:

- The way we influence our organizations depends more on our deep attitude and our authenticity towards others, than on personal skills we may have.

Ask participants for specific examples that typically occur in organizations.

Have a participant read the fourth element.



Slide #19 (Only by taking responsibility for our problems can we solve them.)

Explain in your own words:

- Successful problem solving comes from an honest appraisal of the role each of us plays in the problems we face.

Ask participants for specific examples that typically occur in organizations.

Have a participant read the fifth element.



Slide #20 (Each of us must wash our own hands if we are to be effective at resolving problems.)

Explain in your own words:

- Each of us must recognize our own self-deceptions and take steps to eliminate them.

Say:

I know that some of you may not agree with the idea that we each contribute to the problems we face, but it is an idea worth considering.

Ask participants to share some examples of problems that typically occur in organizations. The problems do not need to be specific problems that they are dealing with, but problems that they see in general.

List responses.

Say:

I am sure that each of you can find a problem in this list that you have dealt with or are dealing with now. Take a moment to think about these problems and make notes in your workbook. Consider:



Slide #21. Read the list:

- *The problems you encounter on a regular basis.*
- *The role might you play in contributing to those problems.*
- *What you think about the idea that we all contribute to the very problems we complain about.*

Take questions.

PERSONAL STORIES (15 MINUTES)

Say:

We are going to get a bit more personal now.

I know that some people have a hard time accepting the idea that they themselves play a role in the problems in their workplace. I had a hard time accepting that too, at first, until I started thinking about some of the situations in my past.

Tell one or two personal stories. Directions for developing your personal stories are included on page 48 of your Leader Materials.

Ask for two or three volunteers to describe their own personal stories. Limit stories to two or three minutes each.

If no one volunteers, simply move on.

DEBRIEF PERSONAL STORIES (10 MINUTES)



Slide #22. Lead a discussion about the personal stories:

- *What did the other person (or persons) think the problem was?*
- *How did the participant (the storyteller) contribute to the problem?*
- *What brought the storyteller to consider his or her own role in the problem?*
- *How did he or she resolve the situation?*

ACTION PLAN: THE IDEAS APPLIED TO ME (10 MINUTES)

We have covered quite a bit of ground in the last few hours. You, no doubt, have much to think about. But, we don't want you simply to think about what you learned today. We want you to act on it and to carry it with you into the future.



Direct participants to page 8 in their Workbook, Action Plan (see page 55 of your Leader Materials).

Allow participants five minutes to work on their own action plans.

Lead a group discussion on the action plans.

OR

Have participants regroup in the pairs they first met in when they did their icebreaker at the beginning of the workshop. Have them share their plans with each other.

Once the pairs have shared, ask for a few volunteers to share their plans with the entire group.

Discussion Prompts (in case you need them)

Who can tell me one thing they will do differently tomorrow based on what we talked about today?

How is that different from what you have done in the past?

How will you be different by doing it that way?

SUMMARY/REVIEW (5 MINUTES)

Direct participants to the Review Activity on page 10 of their Workbooks. This is a fill-in-the-blank activity that serves as a summary of the concepts presented throughout the workshop.

OPTIONAL: Have participants work in pairs to complete the review.

Go through each point with the group, asking for volunteers to read and complete each statement.

The answer key is in your Leader Materials on page 58.

Allow for a few minutes of discussion on each point.

Q/A (5 MINUTES)

Say:

This is the end of our journey for today. You now have a new itinerary, so to speak, for dealing with the problems you face in your workplaces, or in any other area of your life, for that matter.

Sometimes, it helps to have a visual reminder of where we are going and what our goals are. Towards that end, I would like to give you something to help you on your journey: a "key" to remind you of Leadership and Self-Deception, the hidden key to improving results.

Hand out reminder cards.

Before we end the class, I would like to express my appreciation to all of you for undertaking a bit of a difficult journey. This is hard stuff to deal with. I know that some of you may not be happy with the idea that you play a role in the problems you face, and that is okay. What is important is that you keep your eyes and your mind open to recognizing when you are in self-deception, and that you make an effort to break out of that mode.

Rather than thinking about today as a single trip, I would encourage you to think about it as a passage, an experience that changes the way you approach everything you do in the future. It is an ongoing process, an ongoing journey that takes you to an amazing place where no one else can go.

Take questions.

Say:

If you are interested in learning more about combating self-deception, I would encourage you to read the book, Leadership and Self Deception.

We also have a more in-depth workshop that is a follow-up to this one.

Thank participants for attending the class.

SESSION 2

SESSION II INTRODUCTION

In the last session of Leadership and Self-Deception, you guided participants through understanding the basic concepts of self-deception. Today, you will work with them to delve even more deeply into the outcomes of self-deception.

Today's session is only for individuals who have completed Session I and who have read the book Leadership and Self-Deception. The class will have no meaning to anyone who has not met these requirements.

LEARNING OBJECTIVES FOR SESSION II

By the end of this session, participants will be able to:

- Define the terms self-betrayal, “in the box,” and collusion
- Describe how self-betrayal relates to the idea of being in the box
- Describe typical feelings associated with being in the box
- Describe typical behaviors of individuals (leaders and non-leaders) who are in the box
- Describe how people (leaders and non-leaders) in the box typically regard others
- Describe the kinds of interactions one might see during a problematic interaction between two individuals who are each in the box (leader/non-leader and peer/peer)
- Describe typical problem solving strategies attempted by people who are in the box
- Describe ways to get out of the box
- Describe what makes a successful leader
- Identify at least one problem that is the result of the participants' being in the box
- Identify and commit to at least one action for getting out of the box

CLASS SEQUENCE AND TIMING

Training Session Activity	Approximate Time (in minutes)
Welcome	3
Review and Discussion	25
Video (optional)	20
Case Study	30
Leadership In the Box	20
Personal Applications	30
Summary	10
Q/A and Send-off	5
Total Running Time	133 minutes (2 hours, 13 minutes)

PREPARATION

Before You Teach This Class

- Read Leadership and Self-Deception: Getting out of the Box by The Arbinger Institute, which is provided in your package. This book takes approximately three hours to read.
- Review the videotape or DVD
- Review the Leader's Guide for Session I
- Read Leader's Guide for Session II and prepare to teach the course
- Read the addendum materials for Session II
- Make copies of all participant handouts for this session (in Leader Materials)
- Assemble your materials (see below)

Equipment and materials

- Flipchart and easel
- Set of markers
- Roll of masking tape
- Computer and projection system
- PowerPoint presentation
- Extra pens
- Participant handouts from the masters in your Leader Materials
- Leadership and Self-Deception* videotape (optional)
- VCR and monitor (if you choose to show the optional video)

How to Deal with People who Work Together

As you discovered in teaching Session I, this workshop is very personal. Participants are asked to think deeply about problems encounter in their working situations. They are also asked to share some of that information. If your class is comprised of people who know each other or who work in the same company, they could be uncomfortable revealing such information. In those cases, please ask participants to share examples from past jobs, past working situations, or even their personal lives, rather than from their current situations.

LEADER'S SCRIPT

WELCOME (3 MINUTES)



Slide #1

Say:

It has been a while since we last got together to talk about Leadership and Self-Deception.

I want to remind everyone that this session is only for people who have participated in Session I and who have read the book Leadership and Self-Deception.

If you have not been through the class and read the book, today's session will not make any sense to you, so please excuse yourself and reschedule for a day when you have met those prerequisites.

Set expectations

If you are not at the participants' worksite, be sure to point out the locations of phones, restrooms, etc.

Ask participants to turn all cell phones and pagers off.

Describe the sequence and duration of the course (see course sequence page 31).

REVIEW AND DISCUSSION (20 MINUTES)

Say:

Today we delve deeper into the concepts of self-deception and how it affects our day-to-day lives.

I would like to start by asking what you thought of the ideas presented in the book?

Lead a discussion about the book.

This is an open-ended discussion that is intended to give participants an opportunity to discuss the concepts, struggle with them if necessary, and basically get their thoughts out into the open.

The discussion will most likely take its own direction. However, here are some prompts if you find you need them:

- What is self-deception?
- What do we mean by in the box?
- What did you agree with?
- Where did you see yourself in the book?
- How would you have reacted in that situation?
- What did you disagree with?
- What did you feel you learned from the book?
- Did you see anyone else you know in the book? (don't have them name names)
- Did your personal definition of self-deception change after reading the book?
- Are you looking at things differently? If so, how?

Lead discussion about how the book relates to the video.

Say

Now that you have read the book and have a far better understanding of the concept of self-deception, think back on the Semmelweis video.

OPTIONAL: Show the Semmelweis video again before leading the following discussion.

- *What do you understand now that you did not understand before?*
- *Let's talk about some of the ways that Semmelweis' story is a metaphor for Arbinge's concept of self-deception.*

- How is Semmelweis' struggle with self-deception a metaphor for our own struggles with self-deception? (Just as Semmelweis couldn't see that he was the problem, so when we are self-deceived, WE can't see that we are the problem.)
- How is the underlying cause of Semmelweis' problem a metaphor for the problems we face today? (Just as one underlying disease was causing a multitude of patient symptoms, so self-deception is the underlying cause of multiple organizational problems.)
- What lessons does Semmelweis' story teach us about getting out of the box? (Just as Semmelweis' solution came when he realized he was the problem, so our solution—getting out of the box—comes when we consider that we might be the problem and quit betraying ourselves.)

Define terms

Say:

Before we move on, let's be sure we all agree on the terms we are going to use for the next couple hours.

Ask participants to define the following terms on slides 2 - 5.



Slides # 2 - 5

Slide #	Term	Definition
2	Self-deception	Not seeing that I play a role in the problem
3	Self-betrayal	Not acting on what I feel I should do for another
4	In the box	Self-deception
5	Collusion	When two or more people are in the box, they blame each other, and thereby provide each other with the justification for their behaviors

WORKPLACE CASE STUDY

Say:

We've talked about self-deception using examples from the past and examples of other situations.

Let's look at how self-deception and being in the box plays out in the workplace.



Hand out Case Study Part I. Case study keys are in your Leader Materials on pages 62-64.

Divide participants in pairs.

Direct the pairs to spend five minutes reading through the case study and answering the questions.

After five minutes, reconvene the group and take up to five minutes going through the questions, having the participants answer each one. Encourage their discussion. If there are some questions that bog down the discussion or seem inappropriate, feel free to move past them.



Hand out Case Study Part 2.

Direct the pairs to spend five minutes reading through the case study and answering the questions.

After five minutes, reconvene the group and take up to five minutes going through the questions, having the participants answer each one. Encourage their discussion. If there are some questions that bog down the discussion or seem inappropriate, feel free to move past them.



Hand out Case Study Part 3.

Direct the pairs to spend five minutes reading through the case study and answering the questions.

After five minutes, reconvene the group and take up to five minutes going through the questions, having the participants answer each one. Encourage their discussion. If there are some questions that bog down the discussion or seem inappropriate, feel free to move past them.

LEADERSHIP IN THE BOX (20 MINUTES)

This section focuses specifically on those who have others reporting to them. If your group is made up of mostly non-leaders, skip this section. The activity format is similar to the last activity.

We've talked quite a bit in hypotheticals. I'd like to switch now to what you have seen in the workplace. No names please and no details that would give away the identity of the person you are speaking about.

Divide your class into groups of three this time, mixing them up so that participants are working with different people.



Hand out the Leadership in the Box questionnaire.

Have the groups work through the questions on the handout.

Reconvene the group and discuss responses as a whole class. Lead a discussion using the answer key on pages 67 -68 of your Leader Materials.

PERSONAL APPLICATIONS (30 MINUTES)

Worksheet: Getting Out of the Box (10 minutes)

Say:

You have seen how the ideas of collusion, being in the box, and being out of the box apply to workplace situations as well as to leadership.

Now comes the hard part. What do they mean to you? Where are you in the box? Where and how can you get out of it?

This is a private activity. It requires you to be honest and self-revealing.

Don't worry, you won't have to share your thoughts.



Hand out the Getting Out of the Box worksheet on page 69 of your Leader Materials.

Tell participants that they have 5 minutes to complete the form.

The process of working through this sheet is as important, if not more so, than the outcome, and we don't want participants to race through it. Allow at least three minutes for the activity even if participants appear to be done earlier. Give them plenty of time to consider and reconsider what they are writing.

Discussion (10 – 20 minutes)

After participants have completed their sheets and at least three to five minutes have passed, start a discussion.

Ask:

- *How did it feel to work through that process?*
- *What was the hardest part?*
- *What was the easiest part?*
- *Do you have a plan you feel you can carry out? (ask why or why not)*
- *What would make carrying out your plan easier to do?*
- *When will you start?*
- *How do you think you will feel or behave differently once you do what is in your plan?*

SUMMARY/REVIEW (10 MINUTES)

The last thing we will work on today is a brief review of what we covered in the last couple of hours.



Hand each participant a copy of the sheet entitled “Course Review” from page 72 of your Leader Materials. This fill-in-the-blank activity serves as a summary of the concepts presented throughout today’s session.

OPTIONAL: Have participants work in pairs to complete the review.



Allow two or three minutes for participants to complete their sheet. Then go through each point with the group using slides #6 - 17, asking for volunteers to read and complete each statement.

The answer key is in your Leader Materials on page 72.

Allow for a few minutes of discussion on each point.

Q/A AND SEND-OFF (5 MINUTES)

Take questions.

Say:

As we conclude this workshop, the most important thing is for all of us to realize that we all might be Semmelweis. As we’ve read the book, seen the video and talked about it, we each can see just how much we are like him. We’ve discovered that—both at home and at work—we are part of the problem even when we don’t think we are.

Where can we go from here? Well, fortunately, we’ve read about the solution and talked about it in these workshops. We now know how to think about these issues and what to do about them.

I hope this workshop has been valuable for you. There is so much more to discover and learn. I hope that we all continue to consider these ideas and learn from them in the future. Thank you.

LEADER MATERIALS

THINKING ABOUT MY ORGANIZATION

What things are going right or are we doing well in my organization?

What things are going right or are we doing well in my department?

In my opinion, what is my boss doing right or doing well?

NOTES ABOUT MY PARTNER AND HIS/HER ORGANIZATION

Partner's name _____

Partner's company _____

Partner's position _____

What is going right in my partner's situation (one example only) _____

SURVEY

1. My manager's own goals have been clearly laid out for me:
Not at all 1 2 3 4 5 6 7 8 9 10 Explicitly and thoroughly
2. My co-workers' objectives hinder my objectives:
Frequently 1 2 3 4 5 6 7 8 9 10 Never
3. My manager's conception of my objectives seems:
Very fuzzy 1 2 3 4 5 6 7 8 9 10 Crystal Clear
4. In my most difficult lateral relationship, the other person seems to understand what I am trying to achieve:
Not at all 1 2 3 4 5 6 7 8 9 10 Very Clearly
5. As a teacher/mentor, my manager is:
Ineffective 1 2 3 4 5 6 7 8 9 10 Effective
6. My co-workers' goals have been clearly laid out for me:
Not at all 1 2 3 4 5 6 7 8 9 10 Very clearly
7. When it comes to the realities of working at my level, my managers seems to be:
Oblivious and confused 1 2 3 4 5 6 7 8 9 10 Concerned and knowledgeable
8. My co-workers share helpful information with me:
Seldom 1 2 3 4 5 6 7 8 9 10 All the time
9. When my manager makes an error in work we're doing together, he/she tends to:
Shift responsibility to me 1 2 3 4 5 6 7 8 9 10 Take responsibility
10. When my co-workers are trying to solve problems between us, they generally:
Ignore my opinion 1 2 3 4 5 6 7 8 9 10 Value my opinion
11. When I make a mistake, my manager _____eager to blame me.
Seems 1 2 3 4 5 6 7 8 9 10 Doesn't seem
12. When it comes to process breakdowns between us, my co-workers tend to _____ the problem.
See me as 1 2 3 4 5 6 7 8 9 10 See their contribution to

MORE VIDEO DEBRIEF

Think about the most difficult person you work with or have worked with in the past:

Would they accept that they have a role in the conflict they are involved in?

What prevents that person from seeing the role he or she plays?

THREE CHARACTERISTICS OF EFFECTIVE ORGANIZATIONS

Effective organizations, whether they are small work teams or whole companies, exhibit several important characteristics. When such groups are genuinely effective, the members:

ENTHUSIASTICALLY FOCUS ON RESULTS

They conceptualize all of their work in terms of achieving the right results, not in terms of merely doing particular “duties” or following certain processes. They independently think of more things to do than anyone could ever tell them to do, and in general they are guided by common sense, not rigid policy, in circumstances unforeseen by policy. They are equipped, and they are free, to do what is right.

ACTIVELY BOTH LEARN AND TEACH

They seek all the information, training, wisdom, and insight they can get to help them achieve their results. They also conscientiously share with others any information, data, insight, etc. that will help them achieve their results.

TAKE RESPONSIBILITY

When they make mistakes they acknowledge them; they do not shift responsibility onto others or make excuses. Because they freely admit mistakes, they learn from them and move on. (Incidentally, they can have fun on the job, and laugh at themselves, because they are not desperate to defend and/or protect themselves; they are just trying to work with others to get the right results.)

CALCULATE YOUR SCORE

After the participants have completed their surveys, have them compile their scores below. Have them record the sum of their answers for questions 1-4 in the box next to "A". Have them record the sum of their answers for questions 5-8 in the box next to "B". Have them record the sum of their answers for questions 9-12 in the box next to "C".

Add together your answers for questions 1-4 and record the score below:

$$A = \boxed{}$$

Add together your answers for questions 5-8 and record the score below:

$$B = \boxed{}$$

Add together your answers for questions 9-12 and record the score below:

$$C = \boxed{}$$

THE VIDEO AS METAPHOR: FIVE KEY CONCEPTS

How does the Semmelweis story relate to organizations? Below are five elements drawn from the story correlated to important organizational phenomena.

1. SEMMELWEIS (*to be read by participants*)

Physicians in Semmelweis's time did not understand the nature of disease. Their single approach was to treat the symptoms of childbed fever — attempting one treatment for this symptom, another treatment for that symptom.

ORGANIZATIONS (*you read this*)

Many organizations don't realize that often, the many "people problems" that can afflict organizations are symptoms of a single underlying disease. They have one treatment for difficulties in leadership, another for problems in communication, or in motivation, and so on. If they looked deeper, however, they could simply treat the underlying disease — the disease of self-deception.

2. SEMMELWEIS (*to be read by participants*)

Tragically, the Viennese physicians couldn't see how they were part of the problem. They could not see how they carried germs to their patients.

ORGANIZATIONS (*you read this*)

Organizations and individuals within an organization are typically unwilling to look to themselves as the source of a problem or even as contributing to it. When we are in self-deception we don't see that we are in self-deception. We think all problems are caused by someone or something outside us—and we spread that attitude to others.

3. SEMMELWEIS (*to be read by participants*)

No matter how hard the physicians worked or how skilled they were in the medical techniques of the time, patients were affected primarily by the disease the doctors carried. Nothing else the physicians did could overcome that influence.

ORGANIZATIONS (*you read this*)

The way we influence our organizations depends more on our deep attitude and our authenticity towards others than on our personal skills.

4. SEMMELWEIS *(to be read by participants)*

Ultimately, Semmelweis found a successful solution only by considering the unthinkable — that he himself was responsible for carrying disease to his patients.

ORGANIZATIONS *(you read this)*

Successful problem solving comes from an honest appraisal of the role each of us plays in the problems we face.

5. SEMMELWEIS *(to be read by participants)*

Semmelweis discovered he could prevent the disease by effectively washing his own hands. That discovery had monumental consequences.

ORGANIZATIONS *(you read this)*

Each of us must wash our hands — in other words, we must do the right thing by recognizing our own self-deceptions and taking steps, however challenging they may be, to eliminate them.

THE VIDEO AS METAPHOR: FIVE KEY CONCEPTS

How does the Semmelweis story relate to organizations? Below are five concepts drawn from the story. How do they correlate to what happens in organizations?

1. SEMMELWEIS: Physicians in Semmelweis's time did not understand the nature of disease. Their single approach was to treat the symptoms of childbed fever — attempting one treatment for this symptom, another treatment for that symptom.

ORGANIZATIONS: _____

2. SEMMELWEIS: Tragically, the Viennese physicians couldn't see how they were part of the problem. They could not see how they carried germs to their patients.

ORGANIZATIONS: _____

3. SEMMELWEIS: The physicians were unwilling to consider themselves the carriers of the disease. Their egos and their refusal to consider any non-traditional possibility prevented them from seeing that they were responsible for childbed fever.

ORGANIZATIONS: _____

4. SEMMELWEIS: Ultimately Semmelweis found a successful solution only by considering the unthinkable — that he himself was responsible for carrying disease to his patients.

ORGANIZATIONS: _____

5. SEMMELWEIS: Semmelweis discovered he could prevent the disease by effectively washing his own hands. That discovery had monumental consequences.

ORGANIZATIONS _____

ANALYZE YOUR RESULTS

As you answer the questions below, keep in mind three of the characteristics of effective organizations:

Characteristic "A": Enthusiastically Focus on Results

Characteristic "B": Actively Learn and Teach

Characteristic "C": Take Responsibility

For which characteristic did your survey show the lowest score?

Consider the lowest scoring characteristic in relation to your boss. Why isn't the score for that characteristic a 40? Is there something holding your organization back from improving this score? If so, what is it?

Consider the lowest scoring characteristic in relation to your co-workers. Why isn't the score for that characteristic a 40? Is there something holding your organization back from improving this score? If so, what is it?

THINKING ABOUT THE SURVEY, QUESTION BY QUESTION

For your information and assistance, below you will find some ideas for thinking about the connection between each Survey question and the workplace characteristic it measures. Beginning with characteristic “A” (focusing on results) each question is listed by the characteristic it measures with a way of thinking about its connection to that characteristic.

CHARACTERISTIC “A”: ENTHUSIASTICALLY FOCUS ON RESULTS

1. My manager’s own goals have been clearly laid out for me:

Not at all 1 2 3 4 5 6 7 8 9 10 *Explicitly and thoroughly*

If I feel that my manager’s own objectives are not clear to me, I might wonder why I haven’t taken more initiative to learn them. The more I am genuinely focused on results, the more likely I probably am to take this initiative.

2. My co-workers’ objectives hinder my objectives:

Frequently 1 2 3 4 5 6 7 8 9 10 *Never*

If other people’s work gets in the way of my work, it may be because I haven’t done enough to coordinate with them. The more focused I genuinely am on achieving results, the more likely I probably will be to talk with others to make sure that our objectives support one another.

3. My manager’s conception of my objectives seems:

Very fuzzy 1 2 3 4 5 6 7 8 9 10 *Crystal Clear*

If I feel that my manager doesn’t understand my objectives very well, it may be because I haven’t done enough to clarify them with him or her. The more enthusiastically I am focused on the results, the more likely I am to work with my boss to make sure I am focused on the right results. In that case, my manager would likely understand my objectives very well.

4. In my most difficult lateral relationship, the other person seems to understand what I am trying to achieve:

Not at all 1 2 3 4 5 6 7 8 9 10 *Very Clearly*

If others don’t understand my objectives, I might wonder if I am focused clearly enough on them. The stronger my focus on specific results, the more obvious my objectives would likely be, both to myself and to others.

CHARACTERISTIC “B”: ACTIVELY BOTH LEARN AND TEACH

5. As a teacher/mentor, my manager is:

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

If I feel that my manager is a poor teacher, I might ask how actively I am trying to learn. It may be that the less I shift responsibility for my learning onto others—and actively take this responsibility myself—the less critical I will tend to be of them.

6. My co-workers' goals have been clearly laid out for me:

Not at all 1 2 3 4 5 6 7 8 9 10 *Very clearly*

If other's goals are not clear to me, I might ask why I haven't taken more initiative to learn them. It is likely that the more responsible I feel to actively both learn and teach, the more initiative I will take to be informed about others' goals.

7. When it comes to the realities of working at my level, my managers seems to be:

Oblivious and confused 1 2 3 4 5 6 7 8 9 10 *Concerned and knowledgeable*

If my manager is oblivious and confused about the realities of my work, I might wonder if I am giving him/her enough information about what I do. It's likely that the more initiative I take to share important information, realities, etc., the more knowledgeable my manager will be.

8. My co-workers share helpful information with me:

Seldom 1 2 3 4 5 6 7 8 9 10 *All the time*

If my co-workers are not sharing helpful information with me, I might wonder if I am sharing helpful information with them. It is likely that the more helpful I am to them in this way the more helpful they probably will be to me.

CHARACTERISTIC “C”: TAKE RESPONSIBILITY

9. When my manager makes an error in work we're doing together, he/she tends to:

Shift responsibility to me 1 2 3 4 5 6 7 8 9 10 *Take responsibility*

If I see my manager as shifting responsibility to me, I might ask how objective I am in seeing my errors and in taking full responsibility for them. I might wonder whether seeing my manager as shifting responsibility to me is, perhaps, my way of avoiding blame and shifting responsibility to my manager.

10. When my co-workers are trying to solve problems between us, they generally:

Ignore my opinion 1 2 3 4 5 6 7 8 9 10 Value my opinion

If co-workers ignore my opinions on the problems between us, I may wonder whether my opinions tend to shift responsibility rather than accept it. It is likely that the more I see and accept my own responsibility for problems, the less others will feel blamed by me and the more they will value my ideas.

11. When I make a mistake, my manager _____eager to blame me.

Seems 1 2 3 4 5 6 7 8 9 10 Doesn't seem

If my manager seems eager to blame me, I might ask whether I generally avoid responsibility in my work and am eager to blame others. It is likely that the less responsibility I take when things go wrong—and shift it instead to others—the more my manager will be eager to have me take responsibility and thus seem eager to blame me.

12. When it comes to process breakdowns between us, my co-workers tend to _____ the problem.

See me as 1 2 3 4 5 6 7 8 9 10 See their contribution to

If co-workers tend to blame me for problems, I might ask how much I blame them. It is likely that the more I blame others for my own wrongs, the more wrongly accused they will feel and the more likely they are to blame in return.

THINK ABOUT YOUR RESULTS

Focus on the characteristic on which you scored lowest on your survey. Refer back to the description of that characteristic as you then complete the table below.

1. Identify one or two people I work with most closely and one or two I have the most difficulty with, now or in the past:

2. What would these people say are the reasons I would not score a 40 on this characteristic?

3. In what ways might these people be right?

DEVELOP YOUR PERSONAL STORY

Sharing of personal stories is a powerful tool in helping break down the barriers that prevent people from accepting the possibility that they play a role in the difficulties they face. During this class, you will be asked to share some of your own stories. They should be stories that illustrate situations where you were able to face the fact that you played a role in a problem — and by the same token, played a role in the solution.

Here are some of the basic guidelines in developing a personal story to share with your class:

- Think of a time you were complaining about someone else.
- Ask yourself whether, in that situation, there was anything at all that you did to contribute to the problem.
- Ask yourself whether the other person would say there was anything at all that you did to contribute to the problem.
- Ask yourself what they would say you did to contribute to the problem.
- Ask yourself what effect your contribution would have on the other person and how they would respond to it. What might they do or say in response?
- Did they respond in any of the ways you would predict? If so, then you are most likely acting in a way that invites the behavior you complained about.
- Did you make a change in your behavior? If so, did it improve the situation at all?
- If you did not resolve the situation at the time, what do you think you could have done to resolve it?

Please realize that these guidelines are intended to help you develop the story. They are *not* a series of questions for you to answer. Tell your story as if you were sitting and having lunch with a friend. The more naturally your tale unravels, the more effective (and inspiring) an example it will be.

For a good example, look at [Leadership and Self Deception](#), page 64.

ACTION PLAN

Before you return to work, take some time to think about what we've discussed today. It is important that you go beyond passive listening and instead, work at applying the concepts to your worksite and your particular challenges. Complete the items below. When you are done, you might want to share one or two items with the rest of the group.

1. What is one problem you frequently complain about?

2. Before today, how did you interpret the cause of the problem? How have you blamed others?
How have you acted and felt towards them?

3. In what ways have you dealt with this problem? Are there things you should have done, but didn't?
Are there things you shouldn't have done, but did? What is the deep truth about your conduct?

4. List three people you have affected negatively by your behavior towards this problem.

5. Can you describe how both you and the other person blame each other for the problem?

6. Focus on one of the three people you listed above. What could you do to help that person? What kind of help would they appreciate?

Whatever you identified above, go do it. Do it immediately if at all possible. If it can't be done immediately, do it as soon as you are able. Identify below exactly what you will do.

REVIEW

Fill in the blanks below with one of the words to the right.

1. People problems that affect organizations today are really _____ . WASHING
2. More important than our behavior towards others is our fundamental _____ toward them. SYMPTOMS
3. When we are self-deceived, we think all _____ are caused by someone or something else. SELF-DECEPTION
4. Quitting self-deception is like _____ our own hands in the Semmelweis story. ME
5. Considering how we are _____ for problems is critical for successful problem solving. PROBLEMS
6. _____ is the inability to recognize oneself as part of the problem. RESPONSIBLE
7. Despite its destructiveness, self-deception is very difficult for each of us to see in _____ . OURSELVES
8. The most important point of self-deception is that the solution to the underlying problem always begins with _____. ATTITUDE

REVIEW: ANSWER KEY

1. People problems that affect organizations today are really SYMPTOMS.
2. More important than our behavior towards others is our fundamental ATTITUDE toward them.
3. When we are self-deceived, we think all PROBLEMS are caused by someone or something else.
4. Quitting self-deception is like WASHING our own hands in the Semmelweis story.
5. Considering how we are RESPONSIBLE for problems is critical for successful problem solving.
6. SELF-DECEPTION is the inability to recognize oneself as part of the problem.
7. Despite its destructiveness, self-deception is very difficult for each of us to see in OURSELVES.
8. The most important point of self-deception is that the solution to the underlying problem always begins with ME.

WORKPLACE CASE STUDY

Case Study Part I: A senior manager has information that she knows would be useful to a less senior manager in the firm. Her first thought is to share it with him. However, she resists that thought and keeps the information to herself.

1. What do we call the act of failing to do what one feels he or she should do?

2. What is the relationship between this act and being in the box?

3. What is the relationship between being in the box and self-deception?

4. Describe the attitudes and thoughts you would expect the senior manager to have once she made the decision to resist her feelings?

5. How might she now behave towards the lower level manager?

Case Study Part 2: The lower level manager, taking offense and feeling slighted, retaliates. He might withhold information from her, ignore her, speak to her sarcastically, complain to others about her, or in some other manner punish her.

1. What term describes where *this* manager is?

2. What does his behavior show to the senior manager?

3. What is the interaction between these two managers called? Why?

4. Stuck in this interaction, both managers claim that the only thing they want is for the other one to change — to stop creating problems. Why isn't this the full truth?

5. What are these two managers focused on? What *aren't* they focused on?

6. What self-justifying images might each of these managers have — what boxes might they have been carrying around with them even before this simple incident?

Case Study Part 3: The senior manager decides to correct the problem between herself and the lower level manager. She decides to cope with the other manager, to communicate with him and/or to try to change him.

1. Why won't "coping" with the other manager correct the problem?

2. Why isn't "communicating" the solution?

3. Why won't it work to try to change the other manager? Would it work if she tried changing herself? Why or why not?

4. Fill in the blank: "We change at the moment we _____." What does this mean for each of our managers?

WORKPLACE CASE STUDY — ANSWER KEY

Answers to the case studies are provided below. For many of these questions, there are no hard and fast answers. To help you in guiding the discussion we have provided the corresponding pages from Leadership and Self Deception so you can refer back to the book as needed.

Case Study Part I: A senior manager has information that she knows would be useful to a less senior manager in the firm. Her first thought is to share it with him. However, she resists that thought and keeps the information to herself.

1. What do we call the act of failing to do what one feels he or she should do?

- The act is called “self-betrayal.” See page 65.

2. What is the relationship between this act and being in the box?

- Self-betrayal is the way we get in the box. See pages 75-76.

3. What is the relationship between being in the box and self-deception?

- These are two ways of saying the same thing: being in the box is a metaphor for being in self-deception. See page 15.

4. Describe the attitudes and thoughts you would expect the senior manager to have once she made the decision to resist her feelings?

- Seeing the other manager as an object, inflating his faults, inflating her own virtue, inflating values that justify her self-betrayal, and having blaming feelings toward him — feelings such as anger, irritation, resentment, self-pity. See pages 76-79.

5. How might she now behave towards the lower level manager?

- There are infinite responses to this question. Encourage the group to brainstorm suggestions. If the group struggles, ask how they might behave in a situation like this.

Case Study Part 2: The lower level manager, taking offense and feeling slighted, retaliates. He might withhold information from her, ignore her, speak to her sarcastically, complain to others about her, or in some other manner punish her.

1. What term describes where *this* manager is?

- He is in the box

2. What does his behavior show to the senior manager?

- She likely sees him as uncooperative and undeserving of her help. This proves to her that he is blameworthy and that she was right not to help him in the first place: it is “proof” that she is justified. See page 101.

3. What is the interaction between these two managers called? Why?

- It is called “collusion.” When two people are in the box and blaming each other, they constantly provide each other with justification. It is as if they “collude” or “conspire” to keep each other feeling justified. See page 101.

4. Stuck in this interaction, both managers claim that the only thing they want is for the other one to change—to stop creating problems. Why isn't this the full truth?

- It's not the full truth because each of them actually gets justification from problems the other creates. They each take those problems as proof of their own innocence. This is why they actually find such problems “delicious.” See page 101.

5. What are these two managers focused on? What *aren't* they focused on?

- They are focused on themselves. They aren't focused on results. See pages 104-105.

6. What self-justifying images might each of these managers have—what boxes might they have been carrying around with them even before this simple incident?

- Possibilities for the first manager might include: “I'm the sort of person who is extremely busy” (in this case: too busy to share information every time I think of it); or “I'm the sort of person who is important” (in this case: too important to go out of my way for a manager who is not as important as I am).
- Possibilities for the second manager might include: “I'm the sort of person who ought to be respected” (in this case: respected enough that you owe me the help I could use); or “I'm the sort of person who deserves others' help” (in this case: so deserving that you are obligated to give me whatever help I need). See pages 82-88.

Case Study Part 3: The senior manager decides to correct the problem between herself and the lower level manager. She decides to cope with the other manager, to communicate with him and/or to try to change him.

1. Why won't "coping" with the other manager correct the problem?

- Coping is just a way to continue blaming. See pages 130-31.

2. Why isn't "communicating" the solution?

- As long as she is in the box, she will be communicating an attitude of blame. Even if she is "skilled," she won't be able to hide the blame she feels. See pages 132-33.

3. Why won't it work to try to change the other manager? Would it work if she tried changing herself? Why or why not?

- The first manager won't leave the box by changing the second manager because he's not the reason she's in the box. She's in the box because of her own self-betrayal. Furthermore, by trying to change him she will only provoke him — trying to change him only escalates the problem. See pages 129-30.
- Trying to change herself won't work because as long as she is in the box, the only kind of change she can think of is just more of the box. She can change her behavior, her style of being in the box, but her attitude of blame continues. See pages 134-35.

4. Fill in the blank: "We change in the moment _____"

- "We change at the moment we cease resisting the people outside our box." Page 141.

What does this mean for each of our managers?

- The first manager has been uptight and defensive. She sees the other manager as an object. She inflates his faults. She inflates her own virtue. She inflates the value of things that justify her self-betrayal. She blames him through feelings such as resentment and irritation. All this comes about because she resisted what she felt called upon to do for him.
- Once she ceases resisting and just responds to him, she will be out of her box. In other words, she gets out of her box in the moment she responds—really responds—to what is outside her box: the other manager. She is liberated from her self-justifying thoughts and feelings.
- The same is true for the second manager. He leaves his box of blame and self-justification the moment he responds to her. The minute he thinks of her as a person and thinks of what he owes her as one person to another, in that minute, he leaves his box. He is liberated from his self-justifying thoughts and feelings, as well. See pages 140-41.

LEADERSHIP IN THE BOX

1. What attitudes do leaders have towards others when the leaders are in the box? What attitudes do leaders have when they are out of the box? Identify as many characteristics of these attitudes as possible.

Attitudes When In the Box

Attitudes When Out of the Box

2. What effect do leaders have on others when the leaders are in the box? What effect do they have when they are out of the box? Again, identify as many effects as possible.

Effect When In the box

Effect When Out of the Box

3. How do leaders who are in the box behave like Ignaz Semmelweis? Identify as many ways as possible.

4. How can leaders get out of the box? What can it mean for an organization when they do?

5. Fill in the blank: "Success as a leader depends on _____." Why is this so?

6. What am I like as a leader when I am in the box? What am I like as a leader when I am out? What effect do I have on those I lead when I am in the box? What effect do I have those I lead when I am out?

LEADERSHIP IN THE BOX ANSWER KEY

Suggested responses are listed below along with page numbers that correspond to where each concept is addressed in the book Leadership and Self-Deception.

1. What attitudes do leaders have towards others when the leaders are in the box? What attitudes do leaders have when they are *out* of the box? Identify as many characteristics of these attitudes as possible.
 - Encourage the group to brainstorm based on their experience and on their understanding of the box.

2. What effect do leaders have on others when the leaders are in the box? What effect do they have when they are out of the box? Again, identify as many effects as possible.
 - Encourage the group to brainstorm based on their experience and on their understanding of the box.

3. How do leaders who are in the box behave like Ignaz Semmelweis? Identify as many ways as possible.
 - Answers might include the following:

Simmelweis was spreading a disease and didn't know it.	Managers who are in the box also spread a disease, the box, (or self-deception) without knowing it
Simmelweis discovered that he was the problem.	Managers often discover that they are the problem.
Simmelweis spread disease because of a germ.	Managers spread the box, or self-deception, because of self-betrayal.

See pages 17-20, 124-25.

4. How can leaders get *out* of the box? What can it mean for an organization when they do?
 - Leaders get out of the box the same way everyone else does: they quit resisting others and respond to them, instead, as people.
 - If the discussion leans towards seeing leaders out of the box as being “soft,” remind the group that seeing others as people does not mean treating them indulgently or “softly.” It means treating them the way they require as fellow humans. Sometimes this is “soft” — so called — and sometimes it is hard. But it is always in the context of regarding them as people. See pages 21-24, 45-47.

5. Fill in the blank: "Success as a leader depends on _____." Why is this so?

- So success as a leader depends on being free of self-betrayal. Page 154.
- Invite the group to brainstorm all the reasons this is so. Think of the connection between self-betrayal and the following: blame, self-justification, provocation, lack of focus on results, collusion, etc. Also see pages 154-58.

6. What am I like as a leader when I am in the box? What am I like as a leader when I am out? What effect do I have on those I lead when I am in the box? What effect do I have on those I lead when I am out?

- These answers will be based on the group members' own personal experiences. Don't be judgmental as you hear their answers. Acknowledge that you recognize those characteristics in yourself. Make this discussion light and fun.

GETTING OUT OF THE BOX

We all realize that we are in the box in some way and at some time. With all you have learned in Leadership and Self-Deception, it's time to work on getting out of the box. The questions below are designed to help you with your exit strategy. This process deserves your full attention. Do not race through it. Give yourself time to think each item through. You can even go back and change what you write. Be honest, be open, think carefully.

- 1. Identify a problem you frequently complain about.

- 2. Identify how you have been in the box related to that problem: How have you inflated others' faults? How have you inflated your own virtues? How have you inflated the importance of issues/values/principles that justify your behavior? How have you blamed others? How have you acted and felt toward them?

3. In what ways have you betrayed yourself around this problem? Are there things you should have done, but didn't? Are there things you shouldn't have done, but did? What is the deep truth about your conduct?

4. List three people you have affected negatively by being in the box around this problem.

5. Can you identify a collusion with one of those people—a situation where you are both in the box and blaming each other?

6. Focus on one of the three people you listed above. What would that person like from you? What help — of whatever kind — would he or she value from you?

7. Whatever you identified above, go do it. Do it immediately if at all possible. If it can't be done immediately, do it as soon as you are able. Identify below exactly what you will do.

COURSE REVIEW

Fill in the blanks below with one of the words to the right.

- | | |
|---|----------------|
| 1. Self-deception is caused by a single _____ called self-betrayal. | BLAME |
| 2. Self-betrayal is an action contrary to what I feel I should do for _____. | PROVOKE |
| 3. When I betray myself I begin to see the world in a way that _____ my self-betrayal. | OTHERS |
| 4. This self-justifying view of the world is _____. | SELF-BETRAYAL |
| 5. To be in self-deception is to be _____. | GERM |
| 6. To be in the box is to see others as _____. | BLAMING |
| 7. One characteristic of being in the box is an attitude of _____. | OBJECTS |
| 8. Being in the box, we _____ others to be in the box. | COLLUDE |
| 9. When two or more people are in the box toward each other, they _____ in giving each other justification. | LEVERAGE |
| 10. We leave the box when we cease _____. | IN THE BOX |
| 11. Relationships where we are already out of the box give us _____ to get out of the box in other relationships. | PEOPLE |
| 12. To be out of the box is to see others as _____. We are not justifying ourselves by _____ them. | SELF-DECEPTION |
| | JUSTIFIES |

COURSE REVIEW: ANSWER KEY

1. Self-deception is caused by a single GERM called self-betrayal.
2. Self-betrayal is an action contrary to what I feel I should do for OTHERS.
3. When I betray myself I begin to see the world in a way that JUSTIFIES my self-betrayal.
4. This self-justifying view of the world is SELF-DECEPTION.
5. To be in self-deception is to be INTHE BOX.
6. To be in the box is to see others as OBJECTS.
7. One characteristic of being in the box is an attitude of BLAME.
8. Being in the box, we PROVOKE others to be in the box.
9. When two or more people are in the box toward each other, they COLLUDE in giving each other justification.
10. We leave the box when we cease SELF-BETRAYAL.
11. Relationships where we are already out of the box give us LEVERAGE to get out of the box in other relationships.
12. To be out of the box is to see others as PEOPLE. We are not justifying ourselves by BLAMING them.

ADDENDUM

BACKGROUND ON THE ARBINGER INSTITUTE

ACADEMIC ROOTS

The Arbinger Institute's study of self-deception began with the academic work of Professor C. Terry Warner. Intrigued by the depth of the problem of self-deception, and motivated by the critical importance of solving it, Warner assembled a team of scholars to study the issue. Their purpose was to develop an understanding of self-deception that avoided the fatal difficulties that had plagued all earlier attempts to explain it—attempts in both the philosophical and the psychological literature.

Warner's scholarly work has been conducted primarily at three universities: Yale, where Warner received his Ph.D. in philosophy and where the seeds of his interest in self-deception were originally sown; Oxford, where Warner is a visiting senior member and where he has lectured and collaborated with other faculty, principally Rom Harre; and Brigham Young University, where Warner is a professor of philosophy and where he researches and teaches a wide range of philosophical/psychological topics in addition to his unique work in the study of self-deception.

Though not widely realized, intensive study of self-deception is as old as Freud and as new as psychological studies of cognitive dissonance and computer-informed models of information processing and consciousness. But what Warner's work has shown is that self-deception is not a matter primarily of cognition. We don't deceive ourselves by something we say to ourselves — by telling ourselves lies, for example. Self-deception is much deeper than that. To be self-deceived is to be in a false *way of being*. It is a corruption of our very experience of the world.

PRACTICAL APPLICATIONS: THE ARBINGER INSTITUTE

The Arbinger Institute was founded to translate the Warner team's important work on self-deception and its solution-into practical effect for individuals, families, and organizations worldwide. The term "Arbinger" was chosen for a very specific reason. It is the ancient French spelling of the word "harbinger." It means "one that indicates or foreshadows what is to come; a forerunner." Because its work cuts so deep-so deep that genuine transformation in people and organizations is finally possible-Arbinger is a forerunner, a "harbinger," of change.

Arbinger's focus on organizations began when a well-known management consultant asked for Arbinger's help with one of his clients. As a result of Arbinger's work, that company, which had been languishing in its performance, became the industry's profit leader, eventually doubling and tripling the return on investment of its nearest competitors. Out of the reputation that began to spread after that experience, Arbinger began to focus on the organizational implications and applications of the self-deception problem and solution.

Today, Arbinger is a management training and consulting firm and scholarly consortium that includes people trained in business, law, economics, philosophy, the family, education, and psychology. Together the members of Arbinger work to apply the sweeping implications of self-deception and its solution to helping organizations reduce people problems and increase bottomline results.

IDEAS ABOUT HUMAN BEHAVIOR

The book, Leadership and Self-Deception presents the following ideas about human behavior.

1. An act contrary to what I feel I should do for another is called an act of “self-betrayal.”
2. When we betray ourselves, we begin to see the world in a way that justifies our self-betrayal.
3. When we see a self-justifying world, our view of reality becomes distorted.
4. When we betray ourselves, we enter the box (or become self-deceived).
5. There are several characteristics of being in the box: we inflate others’ faults, we inflate our own virtue, we inflate the value of things that justify us, and we blame. On a fundamental level we see other people as mere objects.
6. Over time, certain boxes become characteristic of us and we carry them with us. We develop images of ourselves. We carry those images with us because they justify our behavior.
7. By being in the box, we provoke others to be in the box in return.
8. In the box, we invite mutual mistreatment and obtain mutual justification. We collude in giving each other reason to stay in the box.
9. We leave the box the moment we cease resisting what is outside our box — others. We leave the box when we cease betraying ourselves toward them.
10. Relationships where we are already out of the box give us leverage to leave the box in the other areas of our lives; they can help us get out of the box in those relationships, too.

IDEAS ABOUT ORGANIZATIONS

How the Semmelweis metaphor exemplifies some of the major ideas about organizations:

- Like the maladies that accompanied childbed fever, the “people problems” that afflict organizations are symptoms. Difficulties relating to leadership, communication, motivation, conflict resolution, team-building, fear, trust, offense-giving, offense-taking, and so on, are often manifestations of a single, deeper problem: self-deception, or “the box.” This means that there isn’t one solution for communication problems, and another solution for mistrust, for example. Instead, it is possible to treat the single disease — the disease of self-deception — that lies beneath the surface and generates all of these problems.
- Like childbed fever, self-deception is caused by a single germ, that germ being self-betrayal. Knowing this, we know how to prevent self-deception and how to cure it.
- Like the physicians who carried disease without knowing it, people who are in the box don’t see that they are in the box and that they are spreading it to others. To be self-deceived is to think that all problems are caused by someone or something else and this attitude of blame provokes others into self-betrayals of their own in return. The disease spreads — it’s called “collusion” — and no one can see how *he* or *she* is responsible for it.
- No matter how hard Vienna General’s physicians worked or how skilled they were in the medical techniques of the time, patients were affected primarily by the disease the doctors carried. Nothing the physicians did could overcome that influence. The same is true in organizations. Our influence for good or bad is not a function of our behavior. It is primarily a function of whether we are in or out of the box. Any behavior or skill we perform while in the box carries the attitude *of* the box, which is what others respond to. Other people respond more to our fundamental attitude toward them than to our outward behavior.
- Semmelweis discovered the solution to childbed fever when he considered that he himself was responsible for bringing disease to his patients. Successful problem solving in organizations requires the same mentality: only by considering how we are responsible for problems — by our being in the box — are we able to solve them.
- Semmelweis discovered that he could prevent childbed fever by washing his own hands. That discovery was monumental. In organizations the requirement is the same. Each of us must quit our self-betrayals — wash our hands, so to speak — if we are to bring problems to an end. This discovery is equally monumental in its sphere.

COMPANION VIDEOS FROM CRM LEARNING

EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) shows how forward-looking organizations such as Kaiser Permanente, State Street Bank, and Nichols Aluminum are accessing the power of emotions to create more productive teams and team leaders. Viewers will come away with specific areas of improvement on which to focus and a step-by-step approach to developing the required emotional competencies to bring more creativity, energy and intuition to their work, whatever the industry or field.

ENCOURAGING THE HEART

Many people assume that money is the way to motivate others, but Jim Kouzes and Barry Posner teach us that appreciation is the ultimate motivator. This program is filled with real-life examples of managers helping others believe in themselves, celebrate their uniqueness, and discover their own value. This inspirational and instructional training program shows how to master one of the most difficult and valuable leadership skills of all: praise and encouragement.

GROUPTHINK

This program uses real-life examples, such as the space shuttle Challenger disaster, to provide a thought-provoking look at group decision-making, particularly the importance of soliciting input from all team members and helping individuals speak their true feelings in group situations.

THE PYGMALION EFFECT, 3RD EDITION

This 3rd Edition of the CRM classic clearly illustrates how changing our expectations of others can completely change the outcome of any given project. Using real-life examples and dramatic vignettes, this program depicts the types of transformations made possible through the power of positive expectations.

FOR MORE INFORMATION ABOUT CRM'S
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AND OTHER TRAINING PRODUCTS
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