

Mind Your Productivity

BY HENRY TOI

THERE IS SO much buzz about productivity these days. Simply put, productivity is the measure of efficiency of production; it is how much output you get from a unit of input.

The people who are actively generating the buzzwords of productivity are from the government. These buzzwords resonate well with employers, who, often enticed by tax incentives and productivity schemes, look for ways to increase productivity. In turn, employees are urged to start thinking about productivity, which many think is a ploy just to get them to work harder!

Nonetheless, the basic unit of productivity is you, and the basic unit of productivity in you is your brain. Indeed, the brain is the most fundamental unit of productivity anywhere in the world! Ironically, the brain is the most unproductive organ in the human body. It is approximately two percent of your entire body weight but consumes about 20 percent of total oxygen and energy the body needs - in other words, 10 times more than the average organ. It is a “high maintenance” organ. But there is a good reason why the brain consumes so much resource. This is because it is the source of productivity.

How then do we increase brain-based productivity? Here are five ways to do so.

Way No. 1: Decisions

We make about 1500 decisions a day. Some of these decisions we make are so easy that you might not even notice them. For example, how much sugar to add into that coffee, which route to take, which email should I answer first, etc. You will notice decisions that are “big” enough, that is, those that require complex levels of thinking. These decisions however have greater ramifications. They are like the fork in the road that leads to different chains of events, and you should diligently focus on them. However, making tough decisions can tire out your brain. Research at the University of Maryland has discovered that people who make decisions when their brains are fatigued tend to make decisions based on more simplistic and often inferior thought processes.

How do we apply these brain-based principles? Firstly, make important decisions when your brain is fresh. Key decisions are better made first thing in the morning and not left till the afternoon, when you will probably have been tired out by other decisions involuntarily forced upon you by the vagaries of life. If that is not possible, or if you have just locked horns in a three-hour intense meeting, a decision is better made if it is deferred till you have recharged your brain. Perhaps after an hour’s recess, or perhaps make a tentative decision, and give it a 24-hour cooling period before any confirmation. Decision making requires good focus.

Way No. 2: Focus

We now know that our brain is easily distracted. Research indicates that office distractions can destroy up to two hours of productive time a day. Some other study found that employees are distracted every 11 minutes, after which it takes up to 25 minutes to return to the efficiency before the distraction. Those statistics were presented between 2005 and 2007. Imagine the statistics in today’s offices, with WhatsApp, KakaoTalk and Viber, which were not available in 2007, and whatever else will be invented to “keep you connected”!

Being able to focus on a task and completing it not only gives you higher productivity, but higher quality work as well. Studies have indicated that more accurate work is produced when people can focus. You will be wise to find uninterrupted time in the work day. Tell your co-workers if you need extended time to focus on a task. Work somewhere else like the library, boardroom, a café or even at home. Do whatever it takes to get a stretch of uninterrupted time. It will do wonders to your productivity and your brain will thank you for that. We

look at nourishment in the next way.

Way No. 3: Nourishment

If the brain is so important, then a brain-based way should include physical nourishment. The brain, unlike other organs in your body, requires two types of nourishment, physical and emotional. Physical nourishment can be divided into two further sources, firstly the food we eat and secondly the type of exercises we do. The brain needs food that helps it regulate and maintain itself. Dr Patrick Holford, CEO of the Food for the Brain Foundation recommends getting sufficient omega-3, DHA and EPA fats through fish. Eating fish at least once a week helps. Eggs are good as well as it provides the raw material for the neurotransmitter acetylcholine, which is essential for memory. Antioxidants help to protect the brain cells from damage. Food rich in antioxidants includes onions, beans and berries. The other physical nutrition is a constant, good source of oxygen. This comes from exercise, which helps to keep blood supply to the brain healthy.

For emotional brain nourishment, watch out for your mental state. High stress levels, anger and unresolved emotional issues can lead to poor brain health and poor productivity. Talking to someone about your problems is a good way to maintain emotional health. Other ways include establishing a routine to lower stress, such as music, exercise, journaling and doses of humour. Stress management is something that needs planning. This leads us to the next way.

Way No. 4: Plan

The adage “if you fail to plan, you have planned to fail” rings true today, especially when various forces are tugging at us from all angles. Therefore putting aside time to plan is almost an essential way to productivity. We have limited resources and planning is a resource allocation activity and is one of the most important activities you can engage in. Planning should be done on a daily basis and going by brain-based principle, it should be done first thing in the morning.

A planning activity can be assisted with the help of templates and priority tagging system. However, an often overlooked step is to estimate the amount of time required to complete the task. More often than not, people over-plan, resulting in incomplete plans by the time the day ends. This has an ill-desired effect on the brain, which will be discussed next.

Way No. 5: Reward

After completing a task, you generally feel good, because your brain tells you so. The feel-good feeling comes from a cocktail of hormones and chemicals released by your brain. In a sense, it is a “nature-given reward” drug. You can help nature by giving yourself a treat, a short break, or an activity you reward yourself with, such as shopping or going to your favourite café. Reward spurs you on, keeps you going, increases persistence and makes you feel good at the end of the task. Rewards also have the effect of building a habit, albeit a good one.

These five ways are just a short list of brain-based ways to help your brain become more productive. More information is available on www.braincapitalgroup.com ■

About the Author

Henry Toi is the Founder and CEO of the Brain Capital Group. He graduated from the National University of Singapore with a honours degree in engineering and a Masters of Education from RMIT university.

Do It Right

Conversation with Jay Levinson on global marketing

BRAIN CAPITAL MAGAZINE caught up with Jay Conrad Levinson, who was in Singapore recently. The father of guerrilla marketing, he was the first to coin the term more than 50 years ago and is the bestselling author of “Guerrilla Marketing”, named one of the 100 best business books ever written. The book is now in 62 languages and over 21 million copies have been sold.

BC: As the world becomes more globalised, how has global marketing evolved to remain relevant?

Jay: Global marketing moves with the globe, that’s why a book, such as mine - “Guerrilla Marketing” - can be in 62 languages. As the global economy continues to grow, global marketing has to be custom-made. It’s an organic kind of marketing rather than the static kind of marketing, and that’s the same way the globe can be described.

BC: Do you then see global marketing at play in Singapore as a nation and among organisations here?

Jay: I’ve been watching television here, reading newspapers published here, and noticing signs here. I think Singapore is adapting to global marketing as global marketing is adapting to Singapore. I’m very impressed by everything I’ve seen. I believe Singaporeans are really getting it when it comes to global marketing. They don’t have some of the misconceptions that other nations have. They’ve really got on the button.

BC: How do you redefine global marketing in the age of social media and “attention deficit” consumers?

Jay: One of the major differences about global marketing, compared to other marketing, is it’s built to accommodate changes. When global marketing first came to this planet, there was no Internet at work in its economy. And there was no social media at work. Today, you’ve numerous books available on global marketing on the internet, social media marketing, etc. Global marketing continues to evolve as marketing by nature adapts and changes to the needs of the market.

BC: Would you tell us some distinctive success factors of global marketing?

Jay: There are many reasons why global marketing is succeeding. For global marketing to work, first, keep everything so simple that anybody – from different corners of the globe – can adapt and use it successfully. Secondly, ensure what you do for global marketing works every single time. Why and how it works (or doesn’t work) cannot be left to acts of fate. It has to work all the time. Only then can global marketing work. Remember, global marketing mass transfer information around the world in a split second, showing people how to do it right. Marketing in the past was, as I’ve said, sometimes an act of fate: you dragged something, you crossed your fingers, you prayed that it might just work! But global marketing always works if

you follow pre-set rules of marketing. The reason why I'm in Singapore is to help people understand what they've to do in order to do it right.

BC: Why do some organisations fail in achieving the potential of global marketing?

Jay: Some organisations think that global marketing means sneaky marketing, or usually called furtive or ambushed marketing, or unethical. Simply, these organisations don't think that global marketing is not going to work. But because global marketing resolves itself to the highest standard of verdicts, it takes on a very straight forward, honest and easy-to-follow approach. Any deviation from this approach will ensure certain failure.

BC: What mindset should leaders and business owners adopt to ensure continuous global marketing success?

Jay: First, they have to realise that global marketing is about moving things all the time, not necessarily immediately or instantaneously. You see, many people have the tendency to expect instant results; but global marketing requires patience. Incidentally, it's also patient people who are best to do marketing.

BC: What would you say to the people who are willing to understand and know more about global marketing, but are not sure how to proceed?

Jay: Start by reading books or learn online about global marketing - what it is and why it works. Be assured, global marketing is not complex. It is straight forward, real and honest. Best of all, global marketing is a very rewarding way to build a business. ■

Fast Forward

Speed read for a more productive and happier you

BY HAROLD TANG

INCREASED READING SPEED is perhaps the most easily attainable improvement in personal skills. However, few are aware of their need to increase their reading speed. Most of us are currently reading at the same speed we did when we were 12 years old. In almost every other area of life, we have made improvements and developed skills to match our output, except for one – our reading speed.

In a 1953 *Harvard Business Review* article on speed reading, it was reported that the average American reads at about 250 words per minute. An academic article in the *Training and Development Journal* in 1972 also cited the average reading speed of Americans at 250 words per minute. Current literature on reading speed estimates that the average reading speed globally is about 200 to 250 words per minute. It is amazing that over the past 60 years, the world has not witnessed an increase in reading speed. Yet a 2003 study by the University of California concluded that global information doubled every three years. No wonder we are suffering from information overload!

It's the Brain that Reads

Speed reading training focusses on two broad aspects, the technical aspects and the psychological aspects. Technical aspects include the way the eye is trained to pick up words, the pace of eye movement and the use of reading aids. Psychological aspects include beliefs about reading and the mental preparation before and during reading.

Technically we underestimate the power of word recognition. For example, you would probably be able to read a sentence such as “I cuold not beilvee taht I can raed tihs”. This is because our brains are wired to recognise whole words and not every letter of the word. This would only come when you, as a reader is familiar enough with the language, which is a fundamental requirement for speed reading. If you are just learning a new language, including those who are still in primary school, then speed reading is not advisable. Once we understand that it is the “brain” and not the eyes that is doing the reading, we can make use of the plasticity of the brain to start to train ourselves to read faster. Many speed reading courses are conducted over 15 to 25 hours. At Brain Capital, we have been able to achieve significant results within a six-hour training session.

The psychological aspects of reading includes tightly held beliefs such as “if I read faster, I will lose comprehension”. Studies have proven that you can increase speed without losing comprehension. The *Harvard Business Review* reported that at Johnson & Johnson, a group of executives who underwent speed

reading training increased their speed from an average of 215 words a minute to 425 words a minute without loss of comprehension. These results are similar to the results of many groups who have taken speed reading training in Singapore.

As a result of improved efficiency and time savings, a reading programme conducted by the University of Houston Reading Clinic at the Texas City plant of Monsanto Chemical Company was evaluated at an annual savings of over US\$40,000. The increase in productivity was so evident that many well-known companies have been training their executives to read faster. Among these institutions are household names such as GE, IBM, Mutual Life Insurance, The Gulf Oil Company, and the White House.

An additional bonus for speed reading is its effect on lifting the individual's moods, self-esteem, feelings of creativity, power and energy level. Research by Emily Pronin of Princeton University and Daniel Wegner of Harvard University, which was published in 2006, concluded that increased speed of thought had a positive effect on an individual's mood. This can be brought about by reading faster.

In conclusion, of all the personal skills that an executive needs to bring to his work, the one which is most widely neglected and yet most readily and dramatically improved is speed reading.

If you have taken more than two minutes to read this, you need to increase your reading speed. ■

About the Author

Harold Tang is a researcher on thinking and the brain. He presents frequently at international conferences on thinking and has a deep interest and passion on brain development and health issues. He is currently conducting research on thinking tools in corporate management processes.

Visualise. Think.

The essentials of thinking through visualisation

BY THUM CHENG CHEONG

“IN CREATING THE world’s largest mind map, first conceptualised by Henry Toi, the founder of Brain Capital, what was the one skill that helped you the most?”

I was asked this question soon after the unveiling of the mind map measuring 14.6 metres wide by 10.1 metres long in Singapore on 13 November 2007. My answer at that time and which still holds true today is the ability to think visually. From a very young age, we are given the gift of sight and visual thinking skills; but as we are taught our native language and enter into the education system, we begin to lose this ability to think visually.

Visual Thinking can be analysed in two ways:

- 1) The “thinking” portion relates to the ability of the brain to process information from the outside world and also from within ourselves.
- 2) The sensory receiver of information in Visual Thinking is the eye (Visual). The other two main sensory receivers of information are the ear (Auditory) and the body (Kinaesthetic).

The Auditory Thinker listens to the words spoken in sequence and thinks in orderly steps. This word-for-word approach starts off with the easiest and it works through to more difficult portions as more details and instructions are provided over time. Auditory Thinkers tend to take notes in a linear manner and have short-term memory because it gets harder with more information. The Kinaesthetic Thinker uses information of a feeling nature, i.e., movement and touch. The Kinaesthetic Thinker tends to take notes for the sake of moving their hands during a lecture or talk.

The Visual Thinker

The Visual Thinker uses pictures, diagrams, abstract plans, etc. and works through these materials thoroughly in “fits and starts”. He or she tends to be a holistic thinker who is often confused at the beginning, due to an overwhelming load of information, but is able to find creative connections and associations to make the materials click and form a big picture for clearer understanding.

The ability to switch from an Auditory Thinker and a Kinaesthetic Thinker to a Visual Thinker will enable information to be processed faster. The Visual Thinker has an eye for size, space and relationships. This awareness helps in instant processing of images and pictures leading to a powerful way to find inherent problems.

The Visual Thinker is associated with inventiveness, intuition and divergent thinking, which are essential characteristics for creative thinking. We often find gaps in information even after gathering all the data and materials. Under such a situation, an imaginative mind of a Visual Thinker is required to sense the missing elements and test and evaluate the results of the “guess-work”. The frequent use of metaphors in visual thinking helps to promote long-term memory.

Reclaim Your Gift of Visual Thinking

Visual Thinking is a Creative Thinking Process that incorporates the following key areas:

- a) Problem awareness through a big picture approach, sensing difficulties.
- b) Information gathering and sensing gaps, missing elements.
- c) Ideas generation by making guesses and formulating hypotheses about the inadequacies.
- d) Better planning with evaluation and testing, and revision and re-testing of the guesses and hypotheses.
- e) Production of a solution and communication of the results often incorporating visuals.



There are a variety to strategies which you may adopt to develop Visual Thinking. I started venturing into Visual Thinking at the age of 43. Some of the strategies that have helped me to move from an Auditory Thinker and Kinaesthetic Thinker to a Visual Thinker are listed below:

- a) VISUALISATION. Develop and use the visualisation skills. Have an eye for images, pictures flow-charts, concept maps and hold these in your mind's eye. Take time to manipulate these and stretch your visual imagination with different sizes, shapes and colours.

- b) **LEARNING STYLES.** Information and data are usually provided in linear forms, i.e., books, lectures and conversation. Learn to apply visual techniques of converting the words and concepts into visuals and design concept maps, flow-charts, mind maps and other forms of visual mapping. Practise brain-storming for ideas with individuals and groups. Learn from others who are experts in the field of visual thinking and attempt the new tasks.
- c) **TIMELINES.** Implement timelines when planning and sequencing your targets. Have long-term and short-term plans with specific objectives to achieve at the end of the timeline.
- d) **DEADLINES.** Within the timelines, set shorter deadlines of the activities required to achieve your targets at the end of the timelines. This will allow the brain and eyes to have the necessary power-breaks and also re-charge themselves. Visualisation is an intense and energy-sapping activity whilst it can be fun and fulfilling. Be disciplined in this aspect to maximise the benefits of visual thinking. Identify the critical areas that require more time to consider and review for decision. Do not rush and place unreasonable deadlines to complete these activities.
- e) **BIG PICTURE.** Look for the big picture in any situation. Put the pieces together and connect the various ideas and concepts. If you are reading a book or attending a lecture, look at the contents page or overview of the lecture. This is your starting point to identify the key ideas and make them click together with a visual tool or graphic organiser, i.e., mind map, concept map, etc. Make more important ideas bigger and set priorities.
- f) **ORGANISATION.** The initial phase of Visual Thinking is in “fits and starts” and can be rather confusing and challenging. The way forward is to organise and bring together the large pieces of information together. One technique you may use is to actively and creatively categorise the pieces of information. You may use a creative thinking tool, i.e., a mind map to bring together and highlight the various ideas. Once you have organised the large pieces of information, fill in the details. Be selective and use key words or points with visuals for better and quicker recall.
- g) **LISTENING.** It can be challenging to sit down uninterrupted during a talk or lecture for more than 45 minutes and concentrate on the content. As the talk or lecture progresses, take time to repeat the key words or ideas by writing down the words. An alternative to merely writing down the words is to learn to doodle so that you may incorporate what you hear into the doodle. Go through your doodle soon after the talk or lecture to refresh your mind and the connections with a big picture view. Use a blank A4 size paper to write or doodle your notes.
- h) **THE VOICE.** Learn to “hear” your own voice when you practise visual thinking strategies. The outcome of this creative process is unique to yourself which others may not understand fully. Have faith in your work and seek to be extraordinary. With the exception of using a camera, photocopier or scanner, no one (not even yourself) can duplicate your notes.

Empower yourself by reclaiming this special gift of visual thinking. May the following words from the father of Creativity, E. Paul Torrance inspire you, “Don’t be afraid to fall in love with something and pursue it with intensity”. Begin your Visual Thinker journey at this very moment by looking at the visual which I have drawn and recall what you have read. Take this very important first step by appreciating the power of visual thinking.



About the Author

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Hearts and Minds

Up your organisation's productivity through employee engagement

BY CAROL WAIN

ACCORDING TO GALLUP, a research-based performance-management consulting company, organisations with a higher level of employee engagement saw an increase in productivity of 18 percent. So it makes sense to increase your employee engagement, right? Well, the simple answer is "absolutely" because organisations with employees that have high levels of engagement also saw a 16 percent increase in profitability and 3.9 times the Earnings per Share growth compared to organisations with low levels of engagement. But exactly what is employee engagement and how do you go about increasing it?

What Drives Employees

There are many definitions of employee engagement. However, the two that stick in my mind are that engaged employees give you their hearts as well as their hands and minds. They truly care about your organisation, its goals, what it stands for and how they can help it succeed. The other definition is that an engaged employee is committed to giving what he can to the organisation, whereas the disengaged employee is committed to taking what he can get from the organisation.

According to global HR consulting firm Watson Wyatt (now Towers Watson), the top drivers for engagement in Asia are customer focus, compensation and benefits, and communication. The "Value Creators", which represent 13 percent of the Asia-Pacific workforce are engaged by these same drivers, along with performance management and strategic direction. The "Core Contributors", which make up 51 percent of the workforce, have high commitment levels but no clear line of sight.

Another global HR consulting firm Blessing White, in its 2011 report, states that only 26 percent of the workforce in South-East Asia are engaged, with China exhibiting the lowest engagement levels in the world at

17 percent. The top three drivers that would increase job satisfaction are:

- Career opportunities and development (23 percent)
- More flexible job conditions (17 percent)
- More opportunities to do what I do best (15 percent)

In response to the question “Choose the item that would most improve your performance” the top three results are:

- Greater clarity about what the organisation needs me to do and why (25 percent)
- Development opportunities and training (23 percent)
- More resources (14 percent)
- Regular, specific feedback about what I’m doing (14 percent)

I have been an engaged employee and a disengaged employee and I am positive that every single person has been engaged and disengaged with at least one employer in their lives. I witnessed my daughter turn from an engaged worker to a disengaged worker because of a single comment by her supervisor. She had been working really hard, putting in lots of hours and willingly filling in for sick co-workers on her days off. She was an advocate for the company and she saw her future with it. However, one single comment, which should never have been made, turned this top-producing salesperson into an employee that shortly thereafter left for another company.

Perhaps you have seen it too - the employee who has stopped caring, who starts calling in sick, who takes longer than permitted lunch breaks, who is rude to co-workers or customers, who thinks it is okay to photocopy their child’s report at work, or who steals inventory or supplies.

So, what sets them off?

Many times it is a change that is occurring outside of the workplace. Perhaps they are going through a divorce, or a family member is ill, or a partner has lost his/her job or a child is misbehaving, or any number of other stressors. Perhaps their supervisor does not know how to supervise effectively. Perhaps the company has made a decision that the employee feels is a mistake. Perhaps their co-workers are causing the problem. Perhaps they realise that they have no room for career advancement or they are worried about their job security. Perhaps they feel trapped with no other options.

On the other hand, perhaps you have seen an employee who absolutely loves coming to work - goes the extra mile to help co-workers or customers while producing beyond expectations, notices a problem and either resolves it or makes a recommendation to solve it, shares valuable insider insight that increases profitability, advocates for the company while on personal time, learns everything he can to make a difference and to advance, volunteers to take on special projects and generally is a delight to have as a co-worker and an employee. You probably know these people yourself; they are the most valuable assets that an organisation can possibly have.

What Makes a Great Employer

- A great employer is an employer that sets standards and enforces them. After all, top performers do not like carrying the load of slack employees, and they will leave their employer if the issue is not addressed.
- A great employer has integrity. He does what he says he will do. He is honest and does the right thing when faced with a moral or ethical choice. The corporate mission and vision are referred to when making

decisions.

- A great employer creates a corporate culture that builds relationships and respects employees and customers.
- A great employer is profitable. After all, no one is in business to simply make customers and employees happy.
- A great employer is a great two-way communicator, who listens to his employees and his customers.
- A great employer acts on valuable, profitable feedback rather than just paying lip-service.
- A great employer recognises that his people are his best competitive weapon and he will do what it takes to hire the best, train and coach them and provide them with challenges and opportunities that expand their skills, experiences and education.
- A great employer knows the financial impact of being a desirable employer – in terms of easier recruitment, higher retention, lower absenteeism, lower safety issues, lower defects, lower shrinkage, higher productivity and higher profits.
- A great employer knows that there is a direct link between customer satisfaction and employee engagement and she will do everything within her power to build a corporate culture that focusses on creating positive relationships with her customers and employees to increase their profits and productivity.

Employee Engagement: Steps to Get Started

- a) *Take an inventory of your employees.* Who exhibits signs of high engagement, who of low engagement?
- b) *Ask your employees questions.* Do they know what the mission of the organisation is? Do they know what the goals are? Do they know how they fit in? Do they know how they can get more training? Do they know what is needed to get a promotion or change jobs? Do they even want a promotion or to change jobs? If they were the boss what would they change? Who do they work with that is doing a fantastic job but doesn't get the credit they deserve? Divide the responses according to the top performing, most valuable employees; the middle of the pack; and the low engagement, low performing employees. What is each saying?
- c) *Take action.* Compile the results and take the appropriate steps to improve. Make plans to replace those who should be replaced. Implement viable suggestions from your top performers. Work on moving the middle of the pack employees toward higher engagement, higher productivity and higher profits with coaching, training, removing barriers, providing opportunities and other areas of opportunity identified in your research.
- d) *Set up a formal employee recognition program.* Enable your employees to nominate each other for work well done above and beyond what is expected. This is called a peer-to-peer recognition programme. You can use it to identify employees who are producing more, building better relationships, providing more profit, etc. than you would normally notice. You can also look at the employees who never get nominated and you can get a better sense of the cliques within your organisation. For example, do the low engagement, low productivity people only nominate each other? I would venture to say "yes". Also, create a manager-to-employee recognition programme because you want to enforce desirable behaviours. Therefore, instruct your supervisors and managers to take notice of people doing the right things. The best programmes recognise the behaviour immediately, so with a manager to employee recognition programme, the manager needs to immediately point out specifically what action impresses him. For a peer-to-peer program, the supervisor should review the nominations daily and then personally congratulate the employees for their actions. You should also create a reward component. In some cultures it is best to reward individuals,

whereas in other cultures it is best to reward the team. Finally, remember to add an element of fun to any initiative. After all people love to have fun. How you do this, of course, will depend on your corporate culture.

e) *Create an incentive program.* This programme rewards increases in productivity, reduction of defects, increases in sales, reduction of accidents, perfect attendance or whatever metrics you wish to improve. Just remember, every action has an implication. So do not create a safety incentive that results in people hiding accidents, do not create a sales incentive that reduces cash flow or increases cost of goods sold, do not create a productivity incentive that increases accidents. Talk to all the department heads about how your incentive programme can positively or negatively affect their department. Sort out the implications before creating the programme. Then calculate how much incremental profit you could earn as a best case, worst case and most likely scenario. Take 20 percent of this amount for communication and administration of your programme and allocate the rest to reward the audience for achieving the goals you set for them.

There are many ways that you can manage your recognition and incentive programmes. Regardless of whether you create and manage your programme in-house or by using a specialist, it is critical that you create a programme designed to inspire your employees – by engaging their hearts and minds - to increase profits, and to delight your customers while giving you valuable data that can be used to further increase productivity, build relationships and improve profits and cash flow. The risk is minimal and the rewards exponential. ■

About the Author

Carol Wain, President of Marquee Marketing and Marquee Incentives, is an award-winning entrepreneur, consultant, author and trainer who specialises in engaging audiences, building communities and optimising customer lifetime value. Visit www.marqueemarketing.biz for more information.

In the Face of Change

Using multiple intelligences to develop future leaders

BY C. BRANTON SHEARER

In this two-part article, neuropsychologist C. Branton Shearer explores the practical usefulness of several interrelated ideas that can influence how public servants (both front line as well as managerial) can respond to change (or the lack thereof) in daily operations. In Part 1 (BrainCapital, Vol No. 2) , he examines how the idea of multiple intelligences can be applied to promote intrinsic motivation. In this Part 2, he focusses on developing leadership potential by recognising the unique intellectual strengths of each individual—even those associates who do not display traits typically associated with direct leaders.

CHANGE IS A fact of life and business, but drastic changes can disrupt the normal course of activities and distract an organisation from accomplishing its mission. Particularly painful periods of change can result in

demoralisation, confusion and strife. But, of course, not all change is harmful. Every organisation depends upon a degree of positive change to sustain healthy growth and keep up with alterations in society. “Grow” or “die” is not an uncommon guiding principle in the corporate world. And growth provokes essential changes in both the material as well as human resources.

As managers during times of change, we need to act as leaders with an eye for long-term goals if we are to thrive and not merely survive the potentially destructive forces of change (or non-change). Leadership skills are not automatic or simple as we work to balance immediate issues with future opportunities/needs. It is a great challenge to discover and nurture the “right” leaders at the “right” time.

The Practical Application of Multiple Intelligences

There are a number of practical applications of multiple intelligences (MI) theory to the everyday work life of an agency. Several of these have been described by Howard Gardner and others (Gardner, 1995; Shearer, 2008; Goleman, 2006). Briefly, they are: 1) communication; 2) person-position fit; 3) professional development; 4) team building; 5) creative problem solving; 6) building an enriched corporate culture; and 7) leadership development. Of these, developing future leaders may be one of the most frequently neglected of our duties.

During times of stressful change, people can feel helpless and hopeless. It is all too easy to get caught up in distressing events and think negatively about ourselves and our future, such that the result is that our performance suffers. Supervisors may be distracted and not protect us from the damaging winds of change and the harmful floods of emotion that wash through the offices. When the skies are grey and the future is murky we can quickly become lethargic, anxious or angry. We can act in random and impulsive ways that divert us from achieving our goals. Too many negatives piling up on our desk can rip our Strategic Plan to shreds.

Crisis = Danger and Opportunity

To facilitate adjustment and prevent a time of change from devolving into a full-blown crisis it is helpful to keep in mind the Chinese character for the word “crisis” (危机; pronounced as wēi jī). This character consists of two parts: Danger and Opportunity. Of course, we are all too keenly aware of the dangers associated with difficult changes but there is a second under-appreciated danger. This is the hazard that we will fail to recognise and act on the Opportunity that a crisis presents. What this Opportunity might be is a mystery that can only be discovered by paying close attention to people during the crisis and responding in ways that will bring out their best.

Change in the workplace can provoke a disruption in two of our basic human needs: 1) to be included and, 2) to be valued for our uniqueness. Change that involves a renegotiation of our role in the organisation may be threatening to our basic security as someone who “belongs” to the group especially if “our group” has drastically changed. Second, there is the danger that in the corporate shuffle, our unique characteristics and abilities and their future potential will be overlooked or devalued.

If my sense of purpose and relevance to the group changes, there is the hazard that my motivation will be paralysed. Paralysed motivation results in anxiety, social discord, reduced creativity and impaired problem solving. An important Opportunity hidden among the dangers associated with a major change is that a person’s intellectual potential will be crystallised and energised in the service of my company’s mission.

The multiple intelligences can help us to realise these Opportunities and to develop the capacities of our essential “human resources”. However, management can only go so far in its efforts to lead people successfully through any transition. We need to help each person to recognise the skills that they possess so they may develop as “self-directed leaders” who are able to navigate their way through challenging times.

Understanding a person’s multiple intelligences profile can bring the power of MI into this important task of developing unrecognised leaders in the workplace. It can be hard to hear the voice of the “inner leader” when surrounded by confusion and uncertainty. The effective leader during times of crisis will acknowledge these

negatives but not get stuck there. An effective leader will find ways to allow the small shoots of hope to blossom. From out of the muck of painful change can emerge new skills, a refreshed sense of mission and a dedication to teamwork to survive, perhaps to thrive beyond this crisis.

We can bring a new view of each employee's abilities and future potential to contribute to the company by reviewing their multiple intelligences profiles. The value of an MI perspective is that it describes a rich and meaningful set of skills that constitute an organisation's "culture" that contributes to its productivity and well-being. An employee can contribute in many ways to the organisation's success. Likewise, a company can contribute in a multitude of ways to the employee's work efficiency and personal well-being.

The Value of the MIDAS™ Profile

One's job serves many functions and purposes in a person's life. Like a marriage, much of that relationship is rooted in the future. Will we forge a mutually beneficial (work) life together? This fundamental question may lie unspoken in the background during normal times but a significant change can thrust it onto centre stage so that it must be dealt with. As the labyrinth of changes is being negotiated, it is useful to keep in mind that an effective negotiation strategy is to expand "the pie" so that there is something for everyone at the table. An MI profile provides meaningful information from the person about his or her "intellectual pie". Bringing this rich and descriptive MI Profile to the table as roles are being renegotiated can provide a variety of attractive options not previously considered.

The Multiple Intelligences Developmental Assessment Scales (MIDAS™) are a practical and psychometrically sound method for describing a person's MI strengths and limitations. The MIDAS™ provides a detailed description of the person's intellectual and creative life in a way that can be associated with a wide variety of workplace tasks. The Profile is not a test but rather a "map" that can serve to generate a dialog between the person and their company.

Reviewing the MIDAS™ Profile can begin a productive conversation about the person's changing role in the organisation. Everyone wants to know, "How can I best contribute so that I will be valued?" This conversation can result in practical benefits to the company's productivity as it navigates the storm. There is a second benefit to examining each person's MI Profile. This discussion can answer the unexpressed question in the employee's mind, "How can this (re)organisation contribute to my well-being and my own future progress?" Yes, sustaining motivation during changes is a two-way street. At its best this can be a creative conversation that results in a previously undefined new role for the employee in the culture of the company.

A unique aspect of the MIDAS™ process is its focus on the person's strengths along with a realistic appreciation for limitations. This is different from most cognitive tests that serve to mark the limits of one's abilities. The MI profile points the way into the future describing which of his or her abilities can be developed to maximise the potential for success. This strengths-based and "potential orientation" can inject a much needed positive perspective in the midst of change that sparks angst and uncertainty.

The Profile can provide information beneficial in many ways. It has been described as the "Swiss Army Knife" of assessments. It is useful for understanding how unique combinations of intelligences are matched to appropriate careers. It can also guide powerful "brain-based study strategies" to enhance learning. Personalised stress management activities can be selected from among a long list of strategies for reducing anxiety and tension.

The leadership development function of the MIDAS™ profile may be one of its most powerful uses during times of change and crisis. Leaders take the initiative when confronted with conflicts, problems and dilemmas. Effective leaders know themselves well and how best to achieve their personal goals. Extraordinary leaders bring their gifts to the mission of their group so that difficult problems are dealt with in creative and sustainable ways.

A full appreciation for one's MI strengths can activate positive, practical activities to respond to change. An MI perspective can encourage creative thinking in the midst of uncertainty and problem-solving during times of

confusion. It can also draw out latent leadership abilities in people who might otherwise fade into the background.

Direct and Indirect Leaders

It is a strong message to all personnel that their company views them as potential leaders and is willing to invest time and attention to the recognition and development of their intellectual potential (and its contribution to the company's strategic goals). This doesn't mean that everyone will assume a position of Direct Leadership as a manager or supervisor, but rather it recognises that there are also Indirect Leaders who lead in their particular area by example. These Indirect Leaders can bring crucial positive influences on the group performance and mood during a crisis. They may well be the power behind the throne (Direct Leaders) that can drive the organisation either forward towards its goals, or not.

The MIDAS™ Profile can be a useful guide to generate positive coping strategies to bring out the latent leadership abilities in people. I think of a person's Profile as a "map" that serves to focus attention on strengths when making choices, decisions and action plans. The appreciation of a person's MI strengths can instil a sense of hope and control over the situation that there is, indeed, a way forward out of these dark times.

One powerful opportunity for some people will be the chance to stretch their wings and display their heretofore unrecognised leadership abilities. From an MI perspective these can be described as keen Interpersonal understanding, adept Intra-personal management and powerful Communication. Other abilities may emerge like small flowers struggling to be noticed among the emotional rubble that the winds of change may generate. It is important to pay close attention and respond constructively to allow a creative response to grow amid the troubled times.

How?

The MIDAS™ dialog of discovery is best performed in two steps. First, the person completes the MIDAS™ and then reviews his or her profile following the R.A.V.E. procedure. This is then followed by a discussion with management in the creation of My L.E.A.D. Plan. The R.A.V.E. worksheet guides the person to think carefully about his or her MI strengths and limitations. The first objective is to simply Recognise specific MI strengths that may not be obvious to anyone. The second step is to Appreciate that these skills are important parts of one's intelligence. Third, it is important to consider how these strengths can be Valued to produce something of worth to the group (company, community, family, etc.) as well as oneself. Last, these strengths need to be Engaged and Encouraged if they are to increase in value. It is also important to consider how to engage strengths as a means of managing one's limitations and weaknesses.

Once the R.A.V.E. procedure is completed the employee can then meet with management to create My L.E.A.D. Plan. The first step is to Learn about what strengths and limitations have been identified by the MIDAS™ Profile. Next, the discussion can focus on which of the strengths the employee would like to be Enhanced, either through on-the-job-training or by way of additional education. Looking further into the future, the employee and supervisor can discuss possibilities and options for Advancements within the company. Finally, for advancement to occur it may be necessary to identify and consider how important skill deficits can be Developed.

A Familiar Management Responsibility

A frequent and essential management task is selecting people for promotion. It is not unusual for the highest producing person to be elevated to a management position, but is this necessarily the wisest choice? A clerk whose high intra-personal and logical skills allow him or her to be efficient, accurate and self-directed maybe not be best suited for management tasks. Managers require a unique combination of leadership skills including interpersonal, intra-personal, linguistic and practical. A discussion of an employee's MI profile can provide clues to the potential quality of fit among his or her abilities and job requirements. There may be a lower

performing clerk who would make an excellent manager, but whose potential is unrecognised due to a lack of awareness of his or her high interpersonal and linguistic abilities by a department head.

During times of change and transition everyone can benefit from the use of “power tools” that can provide meaningful data and insight to inform good judgments and wise decisions. A good map can offer essential guidance and warnings. A lack of knowledge about personnel can result in ill-conceived placements and missteps best avoided. A multiple intelligences assessment can provide important information and guidance when it is most needed to develop the next generation of company leaders.

In the post-modern world humans and organisations are developing greater knowledge about numerous fields, and one of these fields is that of multiple intelligences. To overlook the workplace applications of multiple intelligences is to overlook human uniqueness and potential. Humans are not robots; on the contrary, each one is unique. As a result of these unique combinations of intelligences, each individual has the potential to bring something different to the organisation, and thus to every job that it is performed. If institutions, leaders and policy-makers quickly come to terms with the idea of multiple intelligences, then the methods and skills people possess can be deployed in more beneficial ways.

What is important to acknowledge is that each person’s unique profile of multiple intelligences influences job performance and impacts the organisational culture. Who we are, and how we act can affect the working environment, the way we respond, communicate, and deliver our services.

If leaders, managers and professionals are very much aware of the multiple intelligences portfolio within their respective institutions, they can better couple the relationship between organisational-job requirements, multiple intelligences profile, behaviour specification and social responsibility. The organisational proposition of the multiple intelligences field is that there are infinite ways that intelligence can play out for the better provision of services. Multiple intelligences point to different behaviour patterns. A pattern is often a sign of an underlying set of intelligences that are influencing or can influence reality. In a conventional work setting, people tend to brush off their patterns, wondering why they always tend to do things in certain ways regardless of what is prescribed. Our recommendation is for leaders and organisations to look deeper inside their portfolio of multiple intelligences as reflected in the structure of their social capital.

Using multiple intelligences in the service of building a culture of collaboration and high performance is fundamentally a design process, a kind of organisational craftsmanship for assuring a flow of wisdom whereby it is possible to reach a greater clarity of purpose, of processes, of human capital management, and of the web that weaves these various aspects together. ■

About the Author

C. Branton Shearer is a neuro-psychologist who has taught about the creative and practical applications of multiple intelligences since 1990 at Kent State University in Kent, Ohio. He is the creator of the Multiple Intelligences Developmental Scales (MIDAS™ | www.MIResearch.org) that have been translated into 12 languages and implemented by educators and researchers in more than 20 different countries.

Sit Up Straight!

Work posture can affect your brain and productivity

“SIT UP STRAIGHT!” You have heard this before - parents order their children, a music instructor reminds the student, an embarrassed wife motions for her slouching husband to look more presentable by mimicking the military attention position. The phenomenon of poor posture is not something that people in our community are unaware of, but did you know that repetitive poor posture, especially in the seated position, can begin to create changes in the way that the brain functions and therefore decrease productivity?

Poor Posture Causes Pain

As a chiropractor, I spend a large amount of my day discussing with patients the aches, pains, and other body signals that result from very common poor postural sitting positions in which many of us spend the majority of our time. Commonly, people associate the time they spend seated at the office as a necessary but poor habit in relationship to these neck, shoulder, and low back complaints. What research is starting to show is that this poor postural position in the workplace is usually further supported by a sedentary seated social lifestyle outside of the office⁽¹⁾. The early problematic effects of the seated position are demonstrated by the amazing capacity of the body to adapt. The seated position requires certain muscles to increase in length while others shorten. As muscles shorten they get stronger as lengthened muscles weaken. This physical adaptation is called reciprocal inhibition⁽²⁾ and can create massive postural distortions that manifest as forward head posture (FHP), rounded shoulders, and an increased low back curvature. These physical adaptations begin to have a profound effect on our ability to work, play and live at an optimal level.

Not only do people understand the assertion that poor posture is bad simply because they can feel the effects of slouching, rounded shoulder and forward head, and the strain it puts on musculature almost immediately upon assuming that position but research is now showing an incredible link between a simple forward shifting of the head, FHP, and an increase in shoulder, neck and headache pain⁽³⁾. What is astonishing to me is the casual nature in which people have come to accept the effects of poor posture as “normal” and something they must live with. Pain, and any related factor contributing to the onset or exacerbation of, is an indication that something is not right. It is a signal from the body that the current situation is putting an amount of stress on the body that it cannot adapt to. The experience of pain or tension in the body is an opportunity to reassess what our daily repetitive habits are and think about how we may improve upon them in order to contribute to a more productive lifestyle.

Be Productive, Happier and Healthier

Yes, I said a more productive lifestyle simply by increasing a conscious awareness of how long and, more importantly, how we sit throughout the day. The reason that this is so important is not only because you may be a happier and healthier person because a change in posture may cause a decrease in the shoulder tension you have been experiencing, but also of much greater importance is the fact that the experience of chronic pain actually changes the way the brain works⁽⁴⁾. Pain is an event that must be processed neurologically in the brain. This makes sense because most of us are aware of the pain when it is happening, and if you are aware of the pain it means the brain must be processing the experience in order to perceive it. A neuronal network is created between motor (nerves that control muscle movement), sensory, and pain pathways in the brain that help create the conscious experience of pain⁽⁵⁾. The experience of pain significantly decreases productivity by decreasing the capacity to utilise full cognitive capability because of the distractive nature of pain, and it also changes the chemical make-up in the brain and prevents the nervous system from performing at optimal physiological function⁽⁴⁾.

I know there is a population of people who will insist that they do not have pain or tension even though they do sit for up to twelve hours a day. There are also the very stoic and determined people that are insistent upon the fact that they have developed the ability to push themselves beyond the capacity of the average human

being by ignoring the vital signs of tension or pain. If this is you, I applaud the virtues of perseverance and determination but take caution that the body is not designed to endure prolonged repetitive physical stress.

Poor posture or any prolonged sitting contributes to a decrease in our optimal neurological function. I encourage you to become more aware of the daily repetitive habits especially those associated with workstation ergonomics. Also, become aware of potential stress outside of the office that may exacerbate work-related repetitive stress trauma such as a sedentary lifestyle. Finally, if you have any questions about how what you do may affect your ability to perform optimally at work, at home, or in life, contact a healthcare professional and enquire about the effects of your own daily habits.

Productive work and recreation require a pro-active relationship with health and happiness. A very simple step in the direction of a more productive life may be a simple look at how you sit. ■

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Navigating

Organisations

Developing the right mindset and best pathway amid turbulent times

BY AVIAD GOZ AND KIRPAL SINGH SIDHU

Introduction

The present economic and social conditions, the complexities of markets, competitions, frequent and radical changes make it almost impossible to lead and manage an organisation seamlessly. Numerous execution and people issues make the strategic process of just setting visions and missions meaningless and non-effective.

The burning question is how can management teams lead their organisations to, not just survive, but thrive in today's rapid or troubled waters? The answer lies with having the right mindset in organisation navigation, like the ancient explorers did when they set out to discover the world and encountered many unknowns in the course of their journey.

Uncertain Times

In the last decade, we have seen severe financial crises, nations on the verge of bankruptcy, national economies crushed by natural disasters, political turmoil, tainted food chains, organisations rise and collapse, etc. It is scary and it has never been more difficult to make sense of what is happening in the world. Also, we live in a globalised, well-connected world that has a direct impact on the rate of change.

Thus, the world is encountering complex issues with increasing uncertainties. The leadership within the organisation is faced with a multitude of decisions that need to be made to deal with external pressures caused by economic crisis, skills shortage, workforce demographic changes and mobility, technology changes and globalisation.

The turbulent times we are in pose opportunities for organisations that are able to navigate through these challenges.

The Asian Challenge

As Asia moves to take centre stage in global economic developments, they face some challenges unique to their region. It is forecasted that by 2050, Asia will form 49 percent of the world economy, while North America and Western Europe's share will fall from 41 percent to 18 percent. Seventeen out of 20 mega-cities are expected to be located in this fast emerging part of the world.

Some of the unique challenges of Asia are:

- shortage of skilled and talented managers;
- re-thinking of business models to meet specific Asian needs;
- managing the young Facebook Generation who wants more freedom than their supervisors are prepared to give;
- managing change.

These challenges add to the complexities of leading and managing organisations in this region.

Navigating Organisations

Navigating an organisation is a complex task. Throughout history, humans have developed its navigation

capabilities, from using stars to compasses to gyroscopes and finally to GPS systems.

Whatever the methods, you start by identifying one's current location in order to progress on a set course and direction. To the modern-day GPS user, it might all seem simple, as the system locates where you are and you simply key in where you want to go. The friendly voice in the GPS device will then direct you to your destination with great ease. Yet throughout history, many ships, caravans and travellers have lost their way because of poor navigation skills and/or the lack of technology.

In the same manner, for organisations to navigate in the sea of uncertainties, they first need to define where each organisation currently stands in the marketplace and where it wants to go. From our experiences with many organisations over the last 25 years, setting a strategy, vision and mission is a very small part of navigating an organisation.

A decade ago, organisations could set the vision for the next 10 years. Today, very few organisations bother to do that. There are too many changes and variations that it is almost futile to set anything definitive for such a long time frame. In the book "Built to Last" published in the 90's, the authors named market leaders, companies that existed for many decades and were "built to last". Twenty years later, most of these companies either do not exist anymore or have lost their market leadership.

Navigation System

Navigating an organisation requires constant engagement; it is not a auto-pilot process. As in the old days, hands-on navigation, with the eyes often on the compass, amidst many changes and constant ambiguity is the way to go. Every decision about policies, products, developments and recruitments are acts of navigation that might influence the course of the organisation.

To navigate well, one needs a trustworthy compass, a "GPS" or a system of some sort, that can be used by the organisation in the arena of their market or by teams in the arena of the whole organisation. Such a system needs to address the many complexities inside and outside of the organisation.

What would be the characteristics of such a Navigation System for an organisation? Here are some:

- easy to understand and simple to use;
- can become a common management language within the organisation;
- flexible in its application – for change management, strategy development, decision making, management transfer or transition;
- useable for individuals, teams or the entire organisation;
- consensus based and empowering;
- structured, holistic and can easily incorporate with other systems like Balance Score Card or Blue Ocean strategy, etc, that the organisation might already be using.

The navigation system described here uses the four cardinal points of the compass (North, East, West, South) to examine the various aspects required in navigating an organisation. Now let us take a deeper look at the process.

Navigation Steps

Step One:

Assess your organisation's current position - a complex task by itself. One way to do this is to look at the organisation's stakeholders (shareholders, customers, managers, employees, vendors, community, etc) and assess their current needs. Review how well the organisation answers their needs and where there might be gaps. The appraisal of the current situation involves examining various perspectives like financial, marketing, sales, R & D, employees' engagement, management stability and competencies, etc. This type of information must be readily available to those who navigate the organisation.

Step Two:

Read the trends of where your market or industry is. This is crucial. Navigating without paying attention to the currents might lead the navigators very far away from where they had originally intended to go. The organisation's technologies might become obsolete, structures might become invalid, talents might leave and marketing might become irrelevant. In the last few years, many companies and organisations have experienced this.

So reading the trends, internally and externally, is important. It is a bit like fortune-telling, as trends should be discovered early on. Also, there is the challenge of trying to differentiate between major and minor trends as they occur. As an example, the CEO of Digital Equipment (DEC), a leader in the IT markets in the 80's said at that time, "There is no reason why anyone would want to have a personal computer in their home." Failing to read this trend caused the fall of this major corporation.

The NEWS™ Compass



North

The **North** process takes into account the current position and the trends taking place and asks "**Where to?**". It identifies the following three key areas:

- The best future **direction** for the organisation that uses the core competencies and core drivers vis-à-vis the market, current and future needs.
- The **strategy** – a practical model that will allow us to move in the next step of our progression.
- The **vision** – a best case future reality along the axis of the chosen direction. Nowadays, for most organisations, setting a vision for three years is a far-reaching task.

In an ever-changing world like ours, setting a direction and updating it from time to time should happen before setting a vision. This is because very often the vision might not be relevant to the organisation competencies, drivers and resources.

East

The **East** process works out the question “**Why?**”. It locates the core drivers, motivations and engagements of the organisation for the direction, strategy and vision it has identified. Without the existence of these empowering engines, the organisation will not be able to fulfil its intentions. The key areas explored here are:

- a) What are the drivers and motivations needed to succeed?
- b) Are the people in the organisation connected and engaged with these motivations?
- c) Are the core values of the organisation defined and embedded in the minds of its people?

West

The **West** process looks into the question “**How?**” – how shall we get there? How shall we plan the next stage? How shall we execute it? This is a well-known process; however, it is rarely done well as it does not take into account all the relevant factors. Here we look at two stages:

a) Planning

The planning phase should include short-term goals; reviewing all the necessary resources, skills, teams, etc.; building realistic consequential steps; setting time lines and milestones. It takes the ability to break down the strategy and vision into bite-sized manageable chunks of activities, roles and responsibilities.

b) Execution

The execution phase requires great discipline and consistency. Most organisations fail in this stage due to poor communication, lack of follow-up, insufficient training and most frequently, dispersion. This dispersion occurs due to endless distractions, such as information overload and AADD, or Acquired Attention Deficiency Disorder. So many people run all over the place, exchanging hundreds of emails a day, bombarding each other with information and not involved in real productive work. So, disciplined execution is a serious challenge.

South

The **South** process looks at:

a) What might be the external difficulties or stoppers that might hinder us?

These issues are usually not looked at. Many organisations often prefer to ignore them. External difficulties are easier to observe – competition, regulatory changes, price wars, change of markets trends, recession, etc. These difficulties can be leveraged to improve the resilience and flexibility of the organisation and its people.

b) What might be the internal limiting factors that might stop us or slow our progression?

The internal difficulties are more difficult to observe. They range from limiting beliefs, historical anachronistic perceptions, comfort zones, interpersonal issues, lack of engagement or cooperation, etc. To navigate without paying attention and handling such issues is like navigating the Titanic after colliding with the iceberg. These situations create a leakage in the energy of the organisation and sabotage its ability to succeed.

Conclusion

The navigation system for organisations should meet as many of the criteria as mentioned above. Our experiences with organisations, especially in the last few years, have shown that the “compass” model does help organisations to develop the right mindset to navigate successfully. It provides clarity, builds consensus, engages the whole team and is simple to use. The four directions include a broad view and a holistic approach

that is unique but vitally necessary for effective navigation of organisations in an ever-changing reality.

With rapid and constant change in our operating environments, the next few years will be crucial for many organisations. The difference between success and failure will be determined by leaders who know how to navigate wisely. ■

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