Facilitator Workshop Guide

Created by

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Cracking the Curiosity Code

and

The Curiosity Code Index Assessment

What to Expect in This Workshop

This workshop is designed to give you a framework to understand the importance of curiosity and how it impacts individual performance. As organizations strive to become more innovative, they must recognize the factors that impact their success. Some of the most critical issues HR professionals, leaders, consultants, and individuals face are tied to the impact of curiosity. Creativity, engagement, motivation, innovation, and productivity can be improved if we begin by looking at the spark that leads to of these critical issues. That spark is curiosity.

In this workshop, we will go over the background to what led to the work in Cracking the Curiosity Code: The Key to Unlocking Human Potential. We will analyze the Curiosity Code Index instrument as well as the results obtained from taking that assessment. In this workshop, there will be multiple opportunities to create an individual action plan as well as provide input to the organization for what they can do to create a more curiosity-drive, innovative culture.

Through a series of discoveries published in *Cracking the Curiosity Code,* we will look at the causes of diminished curiosity traced to four major characteristics: *Fear, Assumptions, Technology and our Environment (F.A.T.E.)*

This workshop will enable HR professionals, leadership consultants, other professionals, and individuals to analyze their findings to (1) identify actions they can take to improve their curiosity; and (2) based on their findings, discuss and recommend company practices their organization can take to improve the overall curiosity and downstream benefits of its workforce or workforce for which he or she consults.

The intended result of the resulting I-Plan created in this workshop is: (1) an increased corporate focus on improving the curiosity of its workforce; and (2) a resulting increase in employee engagement, creativity, corporate innovation, productivity, and other known benefits of improved curiosity.

The implementation of this I-Plan will contain four components:

1 – The book, *Cracking the Curiosity Code;*

2 - The CCI Assessment;

3 – I-Workshop and Workbook

4 – Corporate Follow-Up from Workshop

Phases

The workshop will consist of the following phases:

Phase I - Pre-Workshop – What you have done prior to attending and what your attendees should do when you give a workshop

- Each participant has read Cracking the Curiosity Code: The Key to Unlocking Human Potential
- Each participant has taken the CCI Assessment Code Instrument, and printed their findings

Phase II - The I-Workshop

- This I-Workshop is to prepare you to:
  - (1) Discuss and explore potential actions to improve their curiosity based on taking the CCI Assessment Instrument (participants will not be required to share individual results); and,
  - (2) Discuss and identify recommendations regarding any corporate practices that can enhance the company's curiosity and downstream benefits of increased creativity, productivity, etc.

Phase III - Post-Workshop (for HR professionals, Consultants, and Leadership Professionals)

- Based on the outputs and recommendations received in the I-Workshop, you will provide the organization with feedback.

(Trainer Tip: Note that anything in red is designed to draw your attention to it. As a training professional, this will be unique information for you, the trainer, as compared to those you would train. It can also be helpful to you when taking the assessment.)

About the Creator of this Program

The author of Cracking the Curiosity Code and the creator of the Curiosity Code Index (CCI) is Dr. Diane Hamilton.

Biography of Dr. Diane Hamilton

Dr. Diane Hamilton is the President and Founder of Tonerra, a global coaching and consulting firm. She is also a nationally syndicated radio host, speaker, and educator. Through her work as the MBA Program Chair at the Forbes School of Business and several other universities, she has taught more than 1000 business courses.

Dr. Hamilton possesses a Ph.D. in Business Management and is a certified Myers-Briggs MBTI and Emotional Intelligence EQ-i instructor. She has advised and inspired Fortune 500 executives and entrepreneurs, to help them increase engagement, improve productivity, and reduce conflict.

She is the author of multiple books, one of which was about personality assessments that was required reading at a university in Arizona.

Benefits of the Workshop

As you read in Cracking the Curiosity Code, it is critical to understand the benefits individuals receive from improving their curiosity. Some of those benefits include:

- **Critical thinking** – If we consider critical thinking to mean having the ability to objectively analyze and evaluate to form a judgment, it is crucial to have an open mind that questions content. If we rely too much on assumptions, we impede our ability to think critically.

- **Decision making** – Once we can think critically, we are better prepared to make important decisions based on proper analysis and evaluation. Decisions made in a vacuum can lack insight. Just like an example of a hospital bringing in a pit crew to help with efficiency, decisions can be improved by opening our minds to unconventional ideas.

- **Conflict resolution** – Part of the reason we have conflict is due to lack of empathy, which is a big part of emotional intelligence. There are endless studies that have demonstrated the importance of EI. With five generations in the workplace, conflict has become problematic. Through understanding others' perceptions and viewpoints, we can improve conflict. We can gain that understanding through asking questions and feeling safe to ask those questions.

- **Employee engagement** – Part of what holds people back from being engaged at work is that they do not see how their job is important to the overall goals of the organization. Employees crave feedback. However, they may hesitate to ask for it. Employees might also be misaligned in their job responsibilities based on what they could be better equipped to perform.

Through allowing questions and providing feedback, employees can determine where they would be the best fit for the organization.

- **Creativity** – A lot of people interchange the wording curiosity and creativity. Curiosity is a spark that can ignite a lot of different things like creativity. The more open people are to asking questions, the more likely they are to think in creative ways.

- **Innovation** – The advancements in AI will impact the need for more innovation. To be truly innovative requires creativity and motivation. Curiosity is the spark that leads to the ideas that can be turned into the next innovative ideas. By asking "why not" and "what if", employees can go beyond traditional thinking and become truly innovative.

- **Productivity** – Companies currently lose more than $500 billion a year on lost productivity due to lack of engagement and interpersonal conflict issues. As employees become better communications and more engaged, productivity improves. Curiosity leads to motivation, which leads to innovation, which leads to improved productivity.

- **Teamwork** – As teams become more diverse, there are so many advantages to be had based on different levels of experience. However, if people feel uncomfortable sharing insights or asking questions, there can be group think, which can block innovative ideas.

- **Emotional Intelligence** – EI can include things like empathy and interpersonal skills. Part of having people become successful is to improve some of the soft skills and behavioral aspects associated with interpersonal relationships. To get along in the workplace, we must be able to communicate well and put ourselves in other people's shoes. To do that requires asking appropriate questions and listening skills.

- **Other** – Younger generations want to know how what they do impacts the world. They want to make a difference. By allowing employees to feel safe to be curious, we open the path to communication that can lead to changing the world.

Research: Curiosity and Age

- Three-year-olds ask their parents about 100 questions a day.
- By age 10 to 11 years of age they have significantly stopped asking.
- First signs of cognitive decline begin around the age of 24.
- Study found 98% of five-year-olds were at a genius level, dropping to 30% at age 10, 12% at age 15, and 2% at age 31.
- Curiosity can add to the longevity and quality of our lives, up to 30 percent longer and a higher quality of life.

Measuring Curiosity

There are multiple assessments out there that measure whether individuals are curious. One of the oldest and most respected models was the Big Five Personality Traits that included the trait of openness to experience. This was not just about curiosity, but also included things like creativity, imagination, and the pursuit of self-actualization. Later other tools like the Curiosity Profile Assessment, The Curiosity and Exploration Inventory, and the STCI T-Curiosity Scale were developed. These assessments were all designed to determine levels of curiosity and not the factors that inhibit it.

- Big Five Personality Traits
    - Background – In 1990 J.M. **Digman** advanced his five-factor model of personality, which **Lewis Goldberg** extended to the highest level of organization.

- • Five Factors Include: Openness to Experience, Consciousness, Extraversion, Agreeableness, Neuroticism.
  - • Openness to experience includes curiosity, creativity, imagination, and pursuit of self-actualization.
- • Harvard Business Review published the *Curiosity* Profile *Assessment*
- • Todd Kashdan Created the Curiosity and Exploration Inventory (CEI).
- • Jordan Litman Created the STCI T–*Curiosity* scale

Research: Background of Curiosity

- • State and trait curiosity
  - • State: That's an interesting shade of blue. I wonder what it's called."
  - • Trait: I've always been interested in having a leadership position, so I need to learn a lot more about financial management
- • Curiosity instigated by three sources
  - • Novelty: That which is new or unknown to us
  - • Ambiguity: That which is confusing to us
  - • Complexity: That which is known only partially, and we yearn to know more
- • Reasons for Curiosity
  - • Need
  - • Desire/Want
  - • Void/Missing Element

Research: Background of Motivation

There is some confusion as to what comes first between curiosity and motivation. It's ultimately our curiosity that fuels our motivation. Therefore, it is important to have a little background on current theories of motivation.

- • Daniel Pink's research: Three elements that drive our motivation:
  - • Need for autonomy

- - Need for mastery
  - Need for purpose
- Simon Sinek's research: Two main ways to influence human behavior: manipulation and inspiration.
  - Why – People are inspired by their purpose
  - How – Processes or methods
  - What – Outcomes
- Carol Dweck's research: She claims two mindsets, which include:
  - Fixed – Believe success is based on innate abilities.
  - Growth – Believe success if based on hard work.
- Curiosity as it relates to motivation research:
  - Pink's: Autonomy, mastery, and purpose must be explored, and therefore curiosity is the spark.
  - Sinek's: Purpose, processes and outcomes are influenced by encouraging curiosity.
  - Dweck's: You can grow your level of curiosity.

CCI: Report

It is important to go through an example report with your attendees. Everyone should have their copy in front of them and can follow along. You can also give people copies of a sample report if they do not have their results with them.

Problems/Solutions

As we consider some of the benefits of developing curiosity, it is important to look at the problems that organizations experience and how to provide solutions to those problems. Let's look at each of these areas individually. Consider some problems as we go along and then brainstorm some solutions. We'll get you started with critical thinking, and then try your hand at the rest. **(Trainer Tip: When delivering this presentation to a group, it is a good opportunity to involve the attendees and get their ideas associated with each of these areas. Writing down ideas on a white board or flip chart, etc. could be a good option here. It will help them later when they participate in the two required exercises listed later. For now, this problems and solutions exercise is an optional activity.)**

- **Critical thinking**

    Problems: Without critical thinking, some valuable ideas could be overlooked. Companies could miss out on opportunities, hire the wrong people, etc.

    Solutions: Avoid silos and look outside of the traditional areas for ideas. Consider the story of the hospital in England that learned efficiency from a pit crew. Increase options by being open to new ideas. Not everything is a binary choice.

- **Decision making**

    Problems:

Solutions:

- **Conflict resolution**

  Problems:

  Solutions:

- **Employee engagement**

  Problems:

  Solutions:

- **Creativity**

  Problems:

Solutions:

- **Innovation**

  Problems:

  Solutions:

- **Productivity**

  Problems:

  Solutions:

- **Teamwork**

  Problems:

Solutions:

- **Emotional Intelligence**

  Problems:

  Solutions:

- **Other**

  Problems:

  Solutions:

Factors that Most Impact Curiosity

Throughout this course, we will refer to FATE, which is an acronym for the four factors that impact our level of curiosity. FATE stands for Fear, Assumptions, Technology, and Environment.

- *Fear* - As individuals begin to better understand how fear impacts curiosity, they will learn how to address issues like how to deal with the perception of failure, embarrassment, and loss of control. There could be specific issues like competition, pressure, rejection, expectations. Depending on their results, they will receive input on how to create an action plan for each of the issues. This action plan is important because it includes things like goals, timeframes, potential outcomes, threats, and support system options. **(Trainer Tip: This is a good opportunity to involve the audience and have them give some feedback as to examples of fear. The CCI has nine components associated with fear, which are listed here. Trainers can create an example of a situation where they were held back by fear.)**
  - *Competition*
  - *Past Experience/Boring*
  - *Pressure to Succeed*
  - *Looking Incompetent/Perception*
  - *Rejection*
  - *Unprepared*
  - *Appearing to Lack Knowledge*
  - *Expectations*
  - *Change*

- *Assumptions* - As individuals learn more about how assumptions impact curiosity, they will discover the subtle, sometimes undetectable factors that inhibit your willingness to explore or be curious. From the issues or topics disliked as a child, to the areas believed to be already sufficiently explored, individuals will discover the subtlety and the significance of those assumptions that curtailed or blocked curiosity. **(Trainer Tip: This is a good opportunity to involve the audience and have them give some feedback as to examples of assumptions. The CCI has nine components**

associated with assumptions, which are listed here. Trainers can create an example of a situation where they were held back by their assumptions.)
- o *Lack of Interest*
- o *Boring*
- o *Past Bad Experience*
- o *Too Much Work*
- o *Better Not Knowing*
- o *Expectations*
- o *No Payoff*
- o *End Game*
- o *Trouble/Too Much Bother*

- *Technology* - The third factor the CCI will assess is how Technology influences curiosity. Individuals may believe that Siri or Alexa already can answer any curiosity, or on the other extreme, may be simply overwhelmed by the onslaught of technology. Or, they may be resistant to the inevitable changes that accompany new technologies. Whatever it may be and to what extent, the CCI will help everyone better understand their perception of technology. **(Trainer Tip: This is a good opportunity to involve the audience and have them give some feedback as to examples of issues with technology. The CCI has nine components associated with technology, which are listed here. Trainers can create an example of a situation where they were held back by technology.)**
  - o *Not Necessary to Know*
  - o *Foundation Required*
  - o *Unaware of Possibilities*
  - o *Not from my Timeframe*
  - o *Keeps Changing*
  - o *Requires Time and Education*
  - o *Where to Begin*
  - o *Critical Thinking*
  - o *Information Overload*
- *Environment* - The fourth and final factor assessed by the CCI is the degree to which parents, college professors, pastors, or all the other influential

people in our lives impact, and potentially inhibit curiosity. It may be our culture. It may be our boss. Whatever and to what extent, the CCI assesses the impact of our environment, as it relates to our curiosity. **(Trainer Tip: This is a good opportunity to involve the audience and have them give some feedback as to examples of environmental influences. The CCI has nine components associated with environment, which are listed here. Trainers can create an example of a situation where they were held back by their environment.)**

- o *No Time*
- o *Teaching to Test*
- o *Options*
- o *Pressure*
- o *Past*
- o *Increased Work*
- o *Going Along with Rest*
- o *Desire to be Liked*
- o *Relationships*

Exercise One: Survey of Actions from CCI

(Trainer Tip: There are two exercises that are critical for attendees. This is the first of those two activities. Allow 20-30 minutes for this activity)

In this exercise, we will take three issues from each of the areas of Fear, Assumptions, Technology, and Environment, to explore from the results of the CCI. Take each issue that came up on your report and create a goal for how you plan to overcome it while making it measurable and considering potential outcomes, support systems, threats and ways to overcome those threats. Later, you can go through all the issues you were not able to address here and do the same for each of them. For now, you will take some time and go through your lowest-rated three issues or the three that seem the most important to you.

Fear Issue	Goal	Time Location	Potential Outcomes	Support System	Potential Threats	Overcoming Threats
Fear Example: Competition - Surrounding ourselves with others who are smarter than we are, can help us learn more. It is important to try our best at something rather than giving up and saying we can never be as smart as someone else.	Ask someone at work or at home, one question a week, showing genuine interest in something that others find interesting, that we normally would not find interesting.	Place a note on a calendar or set up an alarm for a convenient time that you know you will be around people, to remember to find someone new each week from whom to learn.	By learning more about things others know, we can build a breath of knowledge we had never considered. We can also learn to develop our sense of empathy, which is a big part of EI.	Ask your friend, peers, and/or family to help you remember to ask them questions. By involving people, it helps us learn new habits because they are there to remind and support us.	Sometimes forgetting to do something can get people off track.	If you find that you have forgotten to ask questions, it is not too late to start the habit again. Use sticky notes, calendar reminders, or alarms if that helps.

Fear Issue 1: (See above example of competition and list issue here):

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Fear Issue 2:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Fear Issue 3:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

NOTES:

Assumption Issue	Goal	Time Location	Potential Outcomes	Support System	Potential Threats	Overcoming Threats
Assumption Example: Will Not Like - We often consider topics as something we would not find interesting because we have never really explored them.	Read one article a week from he newspaper or online about something that you would normally think you might not like.	If you normally read the paper in the morning, use that time to add some additional reading. If not, place a note on a calendar or set up an alarm for a convenient time that you know you will have access to researching a new topic.	By learning more about things that you had convinced yourself were not interesting, you might find that what seemed unlikely to interest you, might spark an interest in this topic or a tangent interest never considered.	Ask your friends, peers, and/or family to join you in learning the new subject. By sharing a common interest, it leads to stimulating chats.	Sometimes things will end up being topics you do not like.	If you find that you are not interested in something, do not let that stop you from learning something different. Not everything is going to interest everybody.

Assumption Issue 1:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Assumption Issue 2:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Assumption Issue 3:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

NOTES:

Technology Issue	Goal	Time Location	Potential Outcomes	Support System	Potential Threats	Overcoming Threats
Technology Example: Not Necessary to Know – If computers can do it, we do not see the need to understand the process behind the scene.	Learn one challenging thing a week that you would normally allow technology to do for you, even if it is just to divide numbers on paper or figure out a 15% tip.	Next time you would normally reach for a calculator, grab a piece of paper and a pen instead.	By learning the basics of the output that computers generate, we can develop our ability to think about connections and reasoning behind why things work, which could lead to innovative ideas.	Challenge your friends, peers, and/family to join you in figuring out simple math calculations and turn it into a game of who can come up with the answers first.	Sometimes math can be hard, and we cannot figure out the answer.	Look up online how to do the calculation. There are usually videos online to show how to do just about anything.

Technology Issue 1:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Technology Issue 2:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Technology Issue 3:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Environment Issue	Goal	Time Location	Potential Outcomes	Support System	Potential Threats	Overcoming Threats
Environment Example: Didn't have all my questions answered – Many of us came from a time when teachers did not always answer all our questions.	Consider one question a week you would like to ask of a former teacher but never had the chance to ask and look up the answer to it.	Go online, to a library, or ask someone who knows the answer to finding out more about a subject you never had the chance to explore in school.	By leaning into our natural instincts, we can learn information that could set us on a path of discovery toward something we had long forgotten interested us as a child.	Challenge your friends, peers, and/or family to answer your questions if they are subject matter experts.	Sometimes computers are not accessible to everyone. Libraries are a good option. Sometimes bookstores allow you to browse as well.	If you cannot find the answer, post a question in an online forum or consider reaching out to friends who might know other people who are subject matter experts.

Environment Issue 1:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Environment Issue 2:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

Environment Issue 3:

- Goal

- Time/Location (Make it Measurable)

- Potential Outcomes

- Support System(s)

- Potential Threats

- How to Overcome Those Threats

NOTES:

Exercise Two: Survey of Company Practices

Company Practices Impacting Curiosity - The purpose of this exercise is to examine company practices (i.e., norms, practices, policies, regulations, etc.) that both encourage and discourage curiosity, and the implications or unintended consequences, and potential actions that can be taken, as it relates to:

- Critical thinking
- Decision Making
- Leadership
- Conflict resolution
- Teamwork
- Employee engagement
- Creativity
- Innovation
- Productivity
- Or Other

Critical Thinking Decision Making	Leadership	Conflict Resolution	Teamwork	Employee Engagement	Creativity Innovation	Productivity

Topic 1: Critical Thinking

Critical thinking requires objective analysis and evaluation of an issue to form a judgment and to make decisions. Research presented in 2016 found that curiosity has an impact on decision-making. By piquing people's curiosity, leaders can have the potential to increase desired behaviors, which can be important for people who might otherwise lack motivation.

In what ways have your leaders allowed you to do research, explore ideas, and determine courses of action that could benefit the organization as a whole? Come up with two activities that leaders could do to explore your ability to think critically and make better decisions.

An example for an idea to present to leadership to improve critical thinking and decision making might be: Allow employees to present a topic of their choice at a weekly meeting. Topics could include ways to improve the way the organization performs a task or be a subject matter expert and explain an area that interests them that no one else really knows well. There is no better way to learn something than to teach it. Explain that employees should try picking a topic that interests them but requires some research and allows them to form a decision about the best way to proceed with some idea based on that research.

It is your turn to come up with ideas for developing critical thinking and decision making. Be sure to give enough detail so that leaders have a clear idea of the benefit and how to implement the goal by making it measurable. In the prior example, the benefit was to develop critical thinking through exploration of a topic and form a decision based on that research. It is measurable because it states it will occur at a weekly meeting.

- Idea 1:

- Idea 2:

Topic 2: Leadership

Continue to come up with two ideas for each of the areas listed. In this example, you will come up with two measurable and beneficial ways that leaders can develop their staff to become better leaders through exploring their natural sense of curiosity.

- Idea 1:

- Idea 2:

Topic 3: Conflict Resolution

Continue to come up with two ideas for each of the areas listed. In this example, you will come up with two measurable and beneficial ways that leaders can develop their staff to become better at conflict resolution through exploring their natural sense of curiosity.

- Idea 1:

- Idea 2:

Topic 4: Teamwork

Continue to come up with two ideas for each of the areas listed. In this example, you will come up with two measurable and beneficial ways that leaders can develop their staff to become better at developing teams by exploring their natural sense of curiosity.

- Idea 1:

- Idea 2:

Topic 5: Employee Engagement

Continue to come up with two ideas for each of the areas listed. In this example, you will come up with two measurable and beneficial ways that leaders can develop their staff to become more engaged through exploring their natural sense of curiosity.

- Idea 1:

- Idea 2:

Topic 6: Creativity/Innovation

Continue to come up with two ideas for each of the areas listed. In this example, you will come up with two measurable and beneficial ways that leaders can develop their staff to become more creative and innovative through exploring their natural sense of curiosity.

- Idea 1:

- Idea 2:

Topic 7: Productivity

Continue to come up with two ideas for each of the areas listed. In this example, you will come up with two measurable and beneficial ways that leaders can develop their staff to become more productive through exploring their natural sense of curiosity.

- Idea 1:

- Idea 2:

Workshop Summary, Feedback & Follow-Up

We know that curiosity is a critical ingredient as it applies to each of these activities (Point to the list on the whiteboard or flip chart), critical thinking, teamwork, conflict resolution, employee engagement, creativity, innovation, productivity, and so many other activities related to effective organizations.

We now also know that there are four major elements that impact our curiosity and therefore could hamper those activities.

We know that if we can effectively address those four major elements, we can, therefore, improve these critical activities.

You have just concluded a series of exercises that have the potential to improve those activities in your organization.

Your next step, if you were to provide training, would be to summarize the information received from both activities, and follow up with your point of contact (CEO, Leadership Team, Sponsor) to provide a copy of the completed summary.

As a reminder, all materials and access to the assessment can be found at http://curiositycode.com.

Any final thoughts or observations of what we did here today…?

Appendix

Extra Content to Consider for Workshop

The following are highlights from some great TED talks to consider discussing in your workshops:

- **In David Kelley's TED Talk: How to Build Creative Confidence,** he discussed why we opt out of things due to fear and how that becomes engrained in us as we age. People often do not think of themselves as creative, but they can be if allowed to be. Psychologists like Bandura have helped people become resilient and confident and turn fear into familiarity. He tells an inspiring story about Doug Dietz who turned a scary MRI machine into a pirate ship design so that kids went from 80% needing sedation to only 20% needing it.
- **Shaun Achor's TED Talk: The Happiness Advantage**, he explains the happy secret to better work. What is important about his message is that he points out that how we process things internally impacts our reality. If only 25% of job success is predicted by IQ, it is important to study the rest. One important factor is how people look at stress. If they view it as a challenge, they are happier and more successful. People can train their brains to be more positive. This may require journaling and random acts of kindness to create ripples of positivity. He touches on the importance of dopamine and how it makes you happier and turns on learning centers in the brain.
- **In Simon Sinek's TED Talk regarding how leaders inspire us**, he focused on the importance of how organizations all communicate from the inside out when it should be the opposite. He explained that people don't buy what you do; they buy why you do it. That is important because people will want to do business with others who share their values. Sinek explains it is biology and not psychology because we need to understand the part of the brain that controls behavior. This is important because we need to hire people who believe what we believe so that they are emotionally committed to the job. People want to work for people who inspire them.

- **In Dan Ariely's TED Talk about what makes us feel good about our work**, he focused on the journey and what makes people want to keep challenging themselves. When people feel heard at work, they are more likely to produce. If work makes people feel like Sisyphus who had to keep pushing that same boulder up a hill, only to have it roll back down and start again, they lose their drive. When leaders cancel projects, workers get depressed; therefore, leaders need to understand the importance of meaning so that workers care more about what they do. Sometimes having people work harder makes them love what they do more. If things are too easy, there is no pride in the experience.

- **In Dan Pink's TED Talk, he examines the puzzle of motivation** because traditional rewards aren't always as effective as we think. He shares the results of several experiments that demonstrated that incentives could have the opposite intended impact, especially when tasks are more complicated. Providing money or other incentives to improve right-brained conceptual tasks will probably not work. Too many organizations are basing decisions on people and talent based on outdated and unexamined information instead of focusing on intrinsic motivation. He explained that for people to be interested and feel important, they should have autonomy, mastery, and purpose.

Statistics to Make You Think

- [Pew Research reports](#) that nearly one in four adults in the US did not read a single book last year.
- [Study at Oxford](#) estimated that nearly half of the jobs that exist today will be automated in the next 20 years.
- [88% of the Fortune 500](#) firms that existed in 1955 are gone.
- [American workers work longer hours](#) than any of the most productive countries in the world, yet are fifth in actual productivity.
- [CareerBuilder.com](#) shows that a whopping 58 percent of managers said they didn't receive any management training.
- A Harvard Business Review survey reveals 58 percent or people say they trust [strangers](#) more than their own boss.
- Global [studies](#) reveal that 79 percent of people who quit their jobs cite 'lack of appreciation' as their reason for leaving.