Business Science Magazine

Interview *with*

Business Science Expert

Dr. Tim Ludwig
The Safety-Doc

+

Content

Who We Are

Business Science Magazine was founded in 2019 and is owned and operated by 305 Publishing. Created by behavior analysts, Business Science Magazine was developed as a response to the business industry's lack of focus on science when discussing business matters. All of our writers are behavior analysts and have been trained in a subsidiary science of behavior analysis, namely, Organizational Behavior Management (OBM).

Business Science Magazine was created by behavior analysts that are part of an organization called, The OBM Alliance. The OBM Alliance is a collaborative of OBM practitioners bringing organizational behavior management to the world in a variety of applications. The participating practitioners are working together to impact businesses and society at large through their work in behavioral safety, business process analysis, performance management systems, employee wellbeing, leadership coaching, sports and athletic management, specialized education services, and more! Committed to working together to support individual and collective missions, our members are passionate about bringing the science of human behavior to make broad social impacts! For more info on the OBM Alliance, please visit our website: www.obmalliance.com

Our Mission

Our mission is to disseminate organizational behavior management to business professionals around the world in a professional, engaging, and evidence-based manner. This mission influences our behavior to ensure that we help educate business professionals on the strategies and interventions that will drive business success and to ensure we back up our assertions with science.

Our Target Audience

Our content is created for the business community. That means entrepreneurs, c-suite executives, upper management, lower management and everyone in-between. We design content that is engaging and easily consumable for business professionals in order to help them, help their business achieve its mission.

Our Content

Our content was originally designed to be a magazine with articles; however, we are already starting to branch out into podcasting, video creation and much more. We are constantly innovating our content to bring up to date articles and content for the business community. Our content is always designed with our science (OBM) in mind.

Our Science

Applied Behavior Analysis is a scientific field which provides a systematic way of analyzing how behaviors are impacted by the environment. By analyzing why people do what they do, variables can be identified and changed to impact outcomes. Organizational Behavior Management, or OBM, is an application of this science that helps practitioners understand performance and business results so that solutions can be practical, and sustainable.

OBM is a combination of Frederick Taylor's theory of management and B.F. Skinner's principles of human behavior. Taylor's work was a first attempt at applying science to the processes of management and production. B.F. Skinner proposed that behavior is a product of someone's learning history and the environment in which the behavior takes place, advocating for the application of behavior science to make broad social impacts. The result of their work is a science of human behavior that can be applied in the context of business to help us understand how processes lead to outcomes and where and what improvements can be made to change results.

OBM often focuses on improving performance management systems, but also has substantial evidence for improving safety, effective feedback, identifying opportunities to make systems more efficient, developing leaders, entrepreneurship, and more! It takes challenges that businesses and organizations face on a daily basis and applies an understanding of human behavior to be sure that any improvements are sustainable long-term.

+How to Lose a Sale in 5 Minutes

Gabriel Lorie M.S., BCBA

Like many other aspects of the business world, there is a precise science to selling. When attempting to make a sale it is important to identify the behaviors necessary to close the sale. It is equally important to ensure that you are not engaging in behaviors that could potentially prevent you from finalizing a sale. Below are five surefire ways to lose a sale that you should steer clear of.

Not Listening To Your Customer

Are you paying close attention to what your customer is saying? This sounds easy enough, but if you're chatting away about your products and services and not listening to your customer, you could be missing out on critical information that could help you close the sale. Excessive talking is a behavior that can be viewed as aversive and often not reinforcing for your customers. An alternative to engaging in this potentially punishing behavior would be to make your sales pitch more of a conversation rather than a lecture. An easy way to begin this process is to ask questions and gather information about your customer's needs (Alessandra & Wexler, 1985). When you eliminate engaging in punishing behaviors such as excessive talking about your products and services and replacing them with behaviors that help you gain more information about your customer's needs, you will likely increase your chances of closing the sale.

Your Pitching Products or Services Don't Add Value

Better yet, are your products and services making your customer's life easier or more difficult? This is a simple question that can mean the difference between making a sale or losing one. Early research studies have equated increasing response effort to having the same effects as punishment (Friman, 1995). In other words, if a customer encounters a high degree of difficulty obtaining or utilizing your products and services, it is likely to produce a punishing effect on their behavior. Alternatively, options that require low response effort and offer convenience are likely to have reinforcing effects for the consumer that will increase the probability of closing the sale. Living in a world dominated by low response effort options such as the "1-click/buy now" options on Amazon, we need to guarantee that our products and services are rendering our customer's lives easier, not more difficult.

Being Unprepared For Your Customer

Behaviors that result in you being unprepared for your customer can kill the sale before you even have a chance to present your products and services. Knowing your customer's pain points ahead of time is one way that can help you better prepare your sales pitch by allowing you to demonstrate how your products and services can provide reinforcement for them. Being unprepared for your customer can lead to wasting your time and your customer's time if your products and services aren't a good fit for them. Avoid the possibility of encountering these punishing effects while increasing your chances of closing the sale by engaging in behaviors that help prepare you for your customers.

Putting Pressure On Your Customer

I don't think anyone likes to be pressured into making a decision and you shouldn't think that your customers are any different. Giving your customers the space to make an informed decision can also factor in on whether or not they buy your products or services. Your focus should be on building a relationship and gaining a customer versus just making a single sale.

Putting Pressure

No one likes to be pressured into making a decision, and customers aren't any different. Giving your customers the space to make an informed decision can also factor into whether or not they buy your products or services. Engaging in behaviors that put unnecessary pressure can have punishing effects for your customer. Consequently, those same punishing effects are likely to decrease the possibility of closing the sale. Instead, engage in behaviors that allow your customers a reasonable time frame to make a decision on your products and services. By doing so, you will greatly increase the probability of building a relationship with them and ultimately closing the sale.

Using The Wrong Medium For Communicating

Email is a great tool for communicating with current customers. It isn't invasive and allows your current customers the time and space to respond. However, when attempting to acquire a new customer, email is perhaps one of the worst forms of communication. According to Tellwise, the average consumer is bombarded with over 100 emails per day but opens just 23% of them (Patel, 2017). This means that 77% of these emails go unread and straight to the trash. What does that information tell us from a consumer behavior perspective? It lets us know that in general, most emails do not provide enough reinforcement for consumers and therefore largely go unread. This behavior has probably been conditioned over quite some time and no matter how great the content of your email may be, it is unlikely to break that pattern of responding. Therefore, if you're looking to have your potential customers engage in behaviors that lead to a sale, it would be wise to evaluate the data and look for methods that are more reinforcing to them than flooding their inbox.

In Closing

There are many behaviors to consider when attempting to close a sale with a potential customer. Some are behaviors that you should engage in and some are behaviors that you want your customers to engage in. Conversely, there are also behaviors that you should avoid engaging and there are behaviors that you want your customers to avoid engaging in. Regardless of the approach you decide to take, be sure to understand how certain behaviors can affect the outcome of a potential sale.

> **❝**
>
> **According to Tellwise, the average consumer is bombarded with over 100 emails per day but opens just 23% of them (Patel, 2017).**

References

Alessandra, A., & Wexler, P. (1985). Sales training: Breaking tradition: The sales pitch as customer service. Training and Development Journal, 39(11), 41. Retrieved from https://search.proquest.com/docview/227006893?accountid=166077

Friman P. C. (1995). Making life easier with effort: Basic findings and applied research on response effort. Journal of applied behavior analysis, 28(4), 583–590. doi:10.1901/jaba.1995.28-583

Patel, S. (2017, November). 5 Winning examples of sales emails done right. Inc. Magazine. Retrieved from https://www.inc.com

Interview

with

Dr. Tim Ludwig

The Safety-Doc

By Adam Ventura, MS, BCBA

This issue of Business Science Magazine, I was thrilled to interview Dr. Tim Ludwig about his work in Safety spanning over 30 years, his contributions to the field of OBM and his take on the world of business and how OBM can help.

Below you will find some highlights from our discussion. To access the entire interview, login to our website where you can stream the full interview under the Level 4 subscription.

Dr. Timothy Ludwig has over 30 years experience engaging in foundational research in Safety Culture Change, benchmarking the best-in-practice Safety Culture Companies and applying his experience to helping you acheive your Safety Culture Change.

Dr. Ludwig earned his Ph.D. at Virginia Tech researching the benefits of employee-driven behavioral safety programs under E. Scott Geller continuing his post-doctoral work in industrial engineering studying applications of W. Edwards Deming to quality and safety improvement. After graduation Dr. Ludwig consulted with the Department of Energy to study and improve their management systems on the New

Production Reactor project, a modern day Manhatten Project to build the next generation of tritium bomb. Dr. Ludwig proceeded to work with the US Navy's acquisition community (NAVSEA, SPAWAR) engaging in strategic planning and process improvement.

During his early career Dr. Ludwig consulted with other government agencies, hospitals, industrials, and distribution on quality improvement initiatives. Today Dr. Ludwig writes through his popular website Safety-doc.com is a content-rich resource of safety culture stories, blogs, research, videos, and services. Dr. Ludwig was cited for the second time in Industrial Safety and Hygiene News (ISHN) "50 Leaders for Today and

Tomorrow". Dr. Ludwig is the author of dozens of scholarly articles that empirically document the successes of methods to improve safety and quality in industry through behavior-based solutions. His books include Intervening to Improve the Safety of Occupational Driving, Behavioral Systems: Understanding Complexity in Organizations, Behavioral Science Approaches to Process Safety: A Response to Industry's Call, and Dysfunctional Practices that Kill your Safety Culture. Dr. Ludwig directs the Appalachian Safety Summit where he brings in internationally renowned behavioral safety experts to Appalachian State allowing safety professionals to engage with these individuals in an intimate mountain setting.

Check out Dr. Ludwig's popular website
http://safety-doc.com

How Dr. Ludwig became an OBMer

"I like to joke, I was in OBM before OBM was cool. In the 1980s and 1990s, I worked with Dr. E. Scott Geller at Virginia Tech where I earned my Doctorate. I got to meet Dr. B.F. Skinner, Fred Keller and others. The OBM community really wasn't that big back then. I did my research with pizza delivery drivers back then studying their safe diving practices and time just kept going from the five years as a Virginia Tech student and then a grant that I got to study the same here at Appalachian State. So by the time I blinked I had 10 years of continuous driving data from about five, six different restaurants across multiple interventions. The work ended up in Journal of Organizational Behavior Management, I think maybe five people have read it, including my mom. The publication outlined the whole thing that we did over many years and shows all the data and all the projects. I have to credit Dr. Thomas Mawhinney getting me into organizational behavior management."

Dr. Ludwig defines OBM

"During the 1990's you think it'd be the science of giving feedback. Dr. Aubrey Daniels started defining it as performance management. But performance management is very specific to the performer level. Drs. Geary Rummler, Lori Ludwig, Heather McGee and others started getting us to focused on the system, how the system influences behavior, including the processes we work in, and the different support functions, all the way to the customer. I would have to include in my definition of OBM a systems perspective. We focus more on what we may call the business systems, the interaction of people and how all these different behaviors create systems for these individuals to be aligned. If we can understand the critical behaviors of the frontline worker, through pinpointing and the like, and then look at the pinpoints of behaviors throughout the different roles in the organization and see how they indeed set the conditions for the frontline worker."

Dr. Ludwig describes pinpointing behavior and why it is important

"Dr. Aubrey Daniels came up with the term, it nicely encapsulates what we mean by defining behavior, a pinpoint, like, you have a pin, and you're getting right to the point. Behavior is happening all the time, it's happening all around, and you can't, encapsulate it all together with some construct like personality characteristics and the like. We know that behavior is managed by its environment, seeking out reinforcement. So if we summarize something as one big term, we fail to be in a position where we can understand the environmental contingencies. The process of pinpointing allows us to get down to the critical behaviors that occur. If you think about being in an organization, in any given moment, there is a plethora of behaviors. The process of pinpointing has taught us to start with the business goals in mind, then we can drive that back into each person's job and say, what are the specific behaviors that you do that contribute to this value, and behavior's that are observable, measurable, everybody can experience and say it happens. So these are quite specific."

Dr. Ludwig's take on looking at Variance

"People get worried like, well, there's just so much that we do, there's so much that we do and how can you pinpoint just a couple? Well, guess what, if you go and observe behaviors, you can see the variance, right? Variance between people, some people do some of the critical behaviors differently than each other. Most of the critical behaviors that are done in a mature organization, everybody's kind of doing it the same, right? Let's not focus on the ones that are already succeeding, we got to focus on the behaviors that need fluency, those critical areas, so critical behaviors are the pinpoints that are related to value or the goals." Once you know what those critical behaviors are, then you go out observe and you see variance. I'm in kind of getting into the seven plus or minus two range, where we pick those out, we observe them, we shape to fluency, and we get rid of them, and we adopt new pinpoints."

Dr. Ludwig on behavior based safety (BBS)

"A process came along in probably late 1970s, continuing when I went to grad school with Dr. Geller, Carrie McLean, Aubrey Daniels, and others, where employees go and observe each other, you know, observe pinpointed behaviors, observe each other doing work, and then immediately give each other feedback. You have a moment there where a person gets feedback, both reinforced for their safe behaviors, and getting corrective feedback and some ideas around there at risk behaviors. Their behavior changes there on the spot. We've also found out that when somebody does an observation, the person who does the observation will change their behavior three times more than the person who got observed. There is a lot of benefit there. It's no name, no blame. It's anonymous, we don't know who got the observation, whose behavior's, and typically is an employee committee where people are more likely to participate and observe each other. If the information goes to their colleagues, and everybody's in there to try to work it out, then the data gets put together and trended and we see where the risk is. Then we do things like ABC analysis, come up with interventions, continue to observe behavior until we have relative fluency in the company. Then we maybe see some of the roles of other systems, you know, like procurement and engineering and supervision alike, to come up with solutions that can then mitigate risk. Better equipment, processes, facilities, management systems, like training and measurement, things like that. So we learn from this data, and we go and make changes. So that technology, that specific way of doing it got to be known as BBS."

Dr. Ludwig on What a Safety Culture

"Culture is people talking to each other. In the safety world, safety culture, people talking to each other about safety. The frontline worker, coaching the colleague, after doing an observation, that's talking, right? Coming up with a solution that help behavior from happening again, that's

talking, right? A supervisor, who is sharing a risk assessment and asking an employee to get up and say what their perspective is of risk, that's talking, right? A leader who is asking her subordinates about the safety implications of a budget decision, that's talking, all of which help safety, right? But at the same time, a worker who distracts another worker by talking about the football game, hurts safety, still talking. The supervisor who tells his workers to take shortcut, make things get done quicker. But even though they're taking much of a risk, that's talking that goes against safety. The leader who focuses their verbal behavior on production, and doesn't give the safety professionals time to talk during the meetings, that's talking, or not talking. So you can see how talking can promote safety and not. The thing about talk talking is it happens all the time. It can build on itself, talking can be reinforced, talking can be modeled. Talking can be used to come up with solutions. Because as you talk, you start developing your understanding of why we behave the way we do, and the shared talking allows us to come up with solutions. The final cool thing about talking is it's a behavior, and you can count it, you can see when it's happening. Instead of thinking about safety culture, some hoity toity kumbaya, let's go hug each other idea. Let's just consider it as talking and then consider the interventions that promote talking as cultural interventions."

Dr. Ludwig Speaks to Labels Being one of many Dysfunctional Practices

"When you're doing analysis of an incident, more what I call labels occur. That guy was just stupid. He was lazy. It occurs to me that it's easy to label ourselves, we do it all the time. We are always labeling things in our

environment to determine our behavior. Unfortunately, labels are addictive, right? Somebody in power management calling someone stupid. Frankly, in our world, we like to talk about each other and share these perceptions, and so labels are a dysfunctional practice. It actually hurts your safety culture."

"Calling someone stupid, talking to other managers calling someone stupid, that's talking, right? Is it helping safety? No. Is it hurting safety? Probably. Because when you start calling me stupid, I'm less likely to talk to you, right? Because what do you do, you're going to punish me for talking to you, therefore, I'm no longer going to do it, and you're not going to hear the great ideas I have to make this a safer workplace. So it's a dysfunctional practice that hurts your safety culture. Instead of labeling the person, instead of telling people to be something different, why don't we help them do something differently, we can change the do, we can't change the be, you know, we're not their parents, we're not God, right? But we can change the environment they're in. So let's focus on what they can do, and when we're labeling, we're focusing on the wrong thing, then we get frustrated. Managers who label get all pissed off and frustrated. And they think humans are impossible to work with when in fact, it's because they're labeling, and they're thinking that's the root cause that keeps them from solutions."

"I wrote the book [Dysfunctional Practices] to teach them a better way. You don't need to label and lead to blame, you don't need to use fear to change behavior. Pinpointing, asking questions of your employee, talking to your employees about the risks being taken. You're not blaming the worker anymore. That's the crux of the book, trying to point out these dysfunctional behavior's kind of in a fun way."
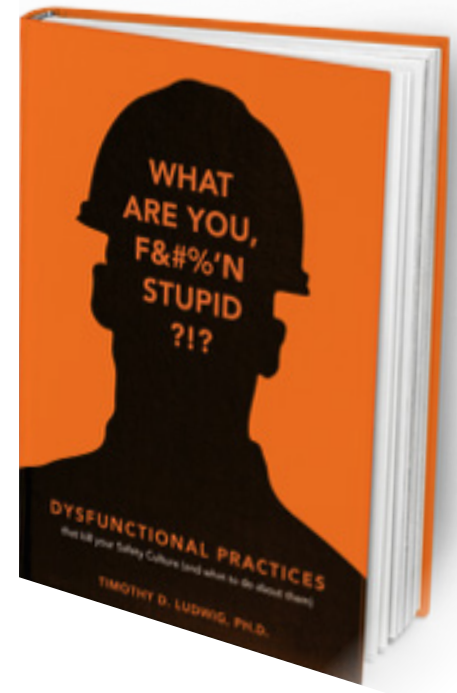
Let's not focus on the ones that are already succeeding, we got to focus on the behaviors that need fluency, those critical areas, so critical behaviors are the pinpoints that are related to value or the goals."

Business IS People, and their Behavior.

Alicia Parr, MMC

Are you one of those people who says things like, "we should make a trade-off between the people and the business?" I think we've all said something like that before, maybe even recently. It seems like a reasonable question to consider doesn't it?

Or does it?

Let's think about this differently. What if we regard business as a conversion process? More specifically, a process of turning people-energy into economic value. It's a converter. A transformational process. The input is human energy and the output is economic value-- as measured by profits, revenues, valuation, market cap, etc.

I am presenting this idea as a model of reality-- not literal reality-- so we can productively reframe how we think about people and business. Even so, it bears providing some scientific foundation for making the claim in the first place. A good model is rooted in good science. In addition, any good scientific explanation first defines the relevant core terms of the claim. The core terms, in this case, are people-energy, economic value, and the process of conversion.

≫ People-energy. ≪

Everyday people are doing, thinking, and creating. When I think of people energy I am referring to observable human behaviors, work products and future behaviors that might be demonstrated if the conditions are right. Other words we might use to refer to people-energy include effort, work, potential, drive, capacity, or passion. The science of Organizational Behavior Management (OBM) studies how human behavior, what people say and do, is influenced by the environment, and what is termed Motivating Operations (MO). For brevity, a practical definition is "an MO changes how much you 'want' something and how hard you will 'work' to get it" (Langthorne, McGill, and O'Reilly 2007). Within organizational settings, vision, mission, values, rules, and of course rewards are just a few types of stimuli that if modified, enhanced, or neglected, impacts the MO for behavior to occur or not occur. Understanding this level of behavior analysis is the premise of understanding people-energy.

Something has economic value when people are willing to offer money in exchange for that something. Presumably, this something is a product or service that solves a problem. The problem may be explicit, as in, I would be willing to spend money to buy an axe if I needed to split firewood. The problem may also, or in part, be implicit, as in buying a shade of lipstick that results in my feeling more secure and comfortable about my appearance. From the science of human behavior, we are describing the difference between secondary reinforcers (e.g., money) and primary reinforcers (food, pleasure). To understand economic value in the eyes of our team members, we need to know what are the reinforcers of the people performing the work, specifically the secondary reinforcers (gift cards, bonuses, promotions) they will work for so they can get their own primary reinforcers (vacation, five star meal). By identifying the reinforcers we will understand the economic exchange people will work for. By understanding the reinforcers at play in the market we serve, we are better able to generate a highly valued product of service that customers will pay for.

When we consider the definitions above, the conversion process means harnessing human actions and behaviors in order to create a product or service that solves a problem worth paying for. In addition to harnessing the energy of people, a maximally effective conversion process also accesses as much potential energy as possible. This is done by matching peoples' interests to the type of work, a methodology the science of OBM refers to as preference assessments (Rodriguez, Sundberg, Biagi, 2016). By identifying preferences, we aim to solve compelling problems, and establish a shared vision and mission with co-workers. It is this process of conversion that understanding behavior science pays real dividends.

Let's use an analogy to demonstrate why the people vs. business trade off doesn't work anymore. We regard business as a transformational process of people-energy into economic value. Consider an electrical converter, which is a device that converts alternating current (AC) to direct current (DC). Do you ever make a comment about trade-offs between the AC current and the converter? What if we take away the AC current and get more converter as a result? That doesn't make much sense.

In "Cash is King" (2011), Rodriguez provides a clear example of this dynamic. In brief, the work of the accounts receivables team of a major telecommunications company was required to make major improvements. Taking an OBM approach, Rodriguez and his colleagues set out to evaluate what needed to be improved upon behaviorally speaking, and what was needed to drive such behavior. One element of the approach taken was gathering employees in focus groups, which one employee commented "was the first time we were asked for our input on any initiative" (page 168). As a result of direct observations, data gathering, and the employee focus groups, the organization implemented various solutions including standard scorecards, team meetings, coaching and feedback loops, and monthly rewards. This resulted in an impressive return on investment of over 200% (page 173), not to mention increased client and employee satisfaction. This is a great example of the model in action - people energy - economic value - and a process of conversion.

I propose that there is a lot more to maximizing the conversion of people-energy into economic-value than fixating on compensation and fringe costs. I further propose that using language in a way that limits your conceptualization of what a business is and does is mistaken. And it's nonsense. You don't have a business without people. You don't maximize long-term economic value creation with this kind of business-vs-people framing.

The kernel of truth I hope you leave with is a tradeoff to consider-- what you might at first see as a decision between people and business is actually a tradeoff between an immediate gain and a long-term benefit. That's the tradeoff you should be paying closer attention to, the conversion process itself, and how you can profitably get what you need in the short run to keep things going without costing yourself more downstream. It's not business-vs-people, it's near-term margins vs. sustainable, long-term value creation.

Returning to the analogy, transactional costs happen in the electrical converter. What changes can you make in your business that will reduce the non-usable "heat" it generates? What changes can you make that enhance the creation of this usable energy in the first place? The business leaders who figure out how to answer those questions are in a much better position than those who don't.

"TAKE CARE OF THE PEOPLE, THE PRODUCTS, AND THE PROFITS—IN THAT ORDER"
Ben Horowitz, The Hard Thing About Hard Things

There is no easy button. There is no secret recipe. There are people...working. Your job as a leader is working hard and listening to what the world says about what works. It's also listening to the world about what people value enough to pay money for. You can study human behavior in a real way to enable people-energy to drive economic value for all.

Next time you hear yourself or others saying "business vs. people", pause. Pause and reframe. Think about your business as a converter of human energy into economic value. Take a longer view than you're initially inclined to do. That will be a very good start.

Don't Do That! The problem with partially constructed feedback

Julie Eshleman, M.Ed, BCBA

Feedback is often a hot topic in organizations and in leadership literature—give it often, only give it when necessary, only give positive feedback, only give constructive feedback...there is a lot of advice to sift through. It has become such a tricky area that some managers avoid giving any kind of feedback at all, almost always to the detriment of the employee and the team overall. Behavior science has robust evidence of the critical elements that must be included to ensure feedback impacts behavior, but the focus here is what to include when you are giving corrective feedback, or feedback that is given when someone's performance is not meeting established standards.

To start this, I'd like to illustrate with a reference to a scene in a Will Ferrell movie, Talladega Nights. Ricky Bobby is giving his first televised interview after hopping into the driver's seat of a race car and has no clue how to interact with the interviewer or the audience. Although there are skill deficits aplenty, I want to point out how the interviewer gives him feedback: he tells him what to do instead.

work in that situation. We know that if you can't twist off a bottle cap, you can pry it off with a bottle opener—we just switch to the other behavior and achieve the same results: an open bottle, ready to consume. But what if you don't have a bottle opener and you don't know any other way to get the top off? You are left floundering and looking for alternative ways to remove the top from your drink, hoping to stumble upon some little-known secret for cracking it open without tools.

If you have employees with robust skillsets—meaning that if you tell them what not to do, they have a whole set of other behaviors that they can easily use to meet the same outcomes—saying "Don't do it like that" could be perfectly effective. However, if the employees have only learned a few ways to achieve a certain outcome and one of those is taken away, just saying "Not like that!" doesn't provide sufficient information. The task they are working on still has to be done, and without doing it the way they were doing it, they may not have a backup skillset to substitute in.

Critical elements of feedback to consider

1. Acknowledge the specific parts of performance that were correct. People need to know what they did well so they don't adjust ALL elements of a certain performance, but only the elements that need to be changed.
2. Specify the part of performance that did not meet expectations. Be supportive but specific. It is usually not necessary to point out embarrassing results of errors, but it is necessary to identify the specific pieces, especially in a multi-component work product or task.
3. Provide a detailed description of the correct way to perform the expected behavior. This can include a written description or checklist, a detailed verbal description, providing examples, and personally demonstrating what the behavior or work product should look like. Make sure that the new skill you expect to see is firmly and fluently in their skill repertoire before leaving them to perform it themselves.
4. Monitor the next time this skills has to be performed; this is important for catching any potential errors, jumping in to support with tricky parts, and confirming that the skill you are asking your employee to perform is solidly in their skill set.
5. Catch the next great example of them performing the skill correctly. Often the corrected performance requires more effort than the way they were doing it before, so always make that extra effort feel worth it by acknowledging it with a "Yes! That's it! Just like that!"

If you can train yourself (and others providing leadership supervision in your organization) to consider all of these elements when providing feedback, you will be sure that employees have all the information they need to adjust performance and will maintain a positive and supportive supervisory relationship in the process—you won't be leaving them staring at a nice cold beverage with no way to open it!

"I don't know what to do with my hands"...

"It'd be good to just hold them down by your side".

Telling people what not to do doesn't teach them what to do instead; it simply eliminates one of the behaviors they are familiar with performing. When a familiar behavior is eliminated, it forces the performer to search through their skillsets to find a different one that will

"Telling people what not to do doesn't teach them what to do instead, it simply eliminates one of the behaviors they are familiar with performing."

References
Daniels, A.C. Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement. New York : McGraw-Hill Education, 2016.

Reid, D., Parsons, M., & Green, C. The Supervisor's Guidebook: Evidence-Based Strategies for Promoting Work Quality and Enjoyment Among Human Service Staff. Morganton, N.C.: Habilitative Management Consultants, 2012.

Leave Work With A Sense of Accomplishment

Shane Isley, MS, BCBA

You rely on your employees to show up every day and do their best work on behalf of your organization. You know what they need to do and why it matters. But do they? Employees desire well-defined roles and want clear descriptions of what they are expected to produce in their job. They want to know the standards according to which they will be measured. They want to feel valued and respected at work. Employees desire to work with a sense of purpose and understand how they contribute to the overall success of the company. In fact, Mercer's Global Talent Trends 2018: Unlocking Growth in the Human Age study (2018) identified that thriving employees are three times more likely to work for a company with a strong sense of purpose. Moreover, Mercer's study found that companies are embracing this desire for purpose and focus on the future by redesigning job descriptions and assigning people to where future value will be created.

So how do you help your employees understand the purpose of your organization? How do you help them see the value of their contribution and leave work every day with a sense of accomplishment? A great place to start is by creating accomplishment-based job descriptions.

Background

To understand what distinguishes an accomplishment-based job description from a typical job description, we turn to the field of Human Performance Technology, or what is now referred to as Performance Improvement. In his seminal book, Human Competence: Engineering Worthy Performance, Thomas F. Gilbert, a giant in the field, presented a framework and model for analyzing and improving human performance. His model was revolutionary in that it shifted the focus from behavior itself to the products of that behavior or the effect that behavior had on the world—what he termed accomplishments. This shift in focus moved the unit of analysis from behavior to performance, which is defined as behavior that produces valuable accomplishments. Importantly, his framework focused on engineering worthy performance, in which the value of the accomplishment exceeds the cost of the behavior.

While Gilbert's work was groundbreaking, it is complex and can seem inaccessible to non-experts. Carl Binder, the founder of the Performance Thinking Network, has addressed this problem by distilling the essential elements of performance engineering into what he calls Six Boxes Performance Thinking. This approach combines two visual models, 24 plain English terms, and a 7-step logic for understanding and improving human performance (Binder & Riha, 2016).

How to Design Accomplishment Job Descriptions

To design accomplishment-based job descriptions using the Six Boxes® Performance Thinking Approach, we must first answer precisely yet simply: what is human performance? For that, we turn to the first visual model, the Performance Chain. This Performance Chain defines the distinct elements of human performance: behavior producing valuable accomplishments that contribute to business results (i.e., what the organization wants to achieve). Behavior Influences (the column to the far left) are all the things an organization does—or that happen without planning—that support or obstruct performance. Any role or job can be described using the Performance Chain.

Step 1:
Specify the Role or Job
If you have multiple levels of a role (e.g., Business Analyst and Senior Business Analyst), start by creating a basic job description for the role and then refining each level from there.

Step 2:
Identify the Internal & External Customers
Each role or job should deliver value to specific individuals or groups (customers) inside (internal customers) or outside the organization (external customers). Identify the internal and external customers to whom this role delivers value (i.e., accomplishments).

Step 3:
Identify the Major Accomplishments
Identify the accomplishments that the role or job produces for or delivers to each internal/external customer. Focus on major accomplishments at first, understanding that there are likely many sub-outputs that contribute to each accomplishment. Once you have a picture of what this role or job produces, create a refined list of major accomplishments. Then, next to each accomplishment, list all the internal/ external customers to whom the accomplishment delivers value.
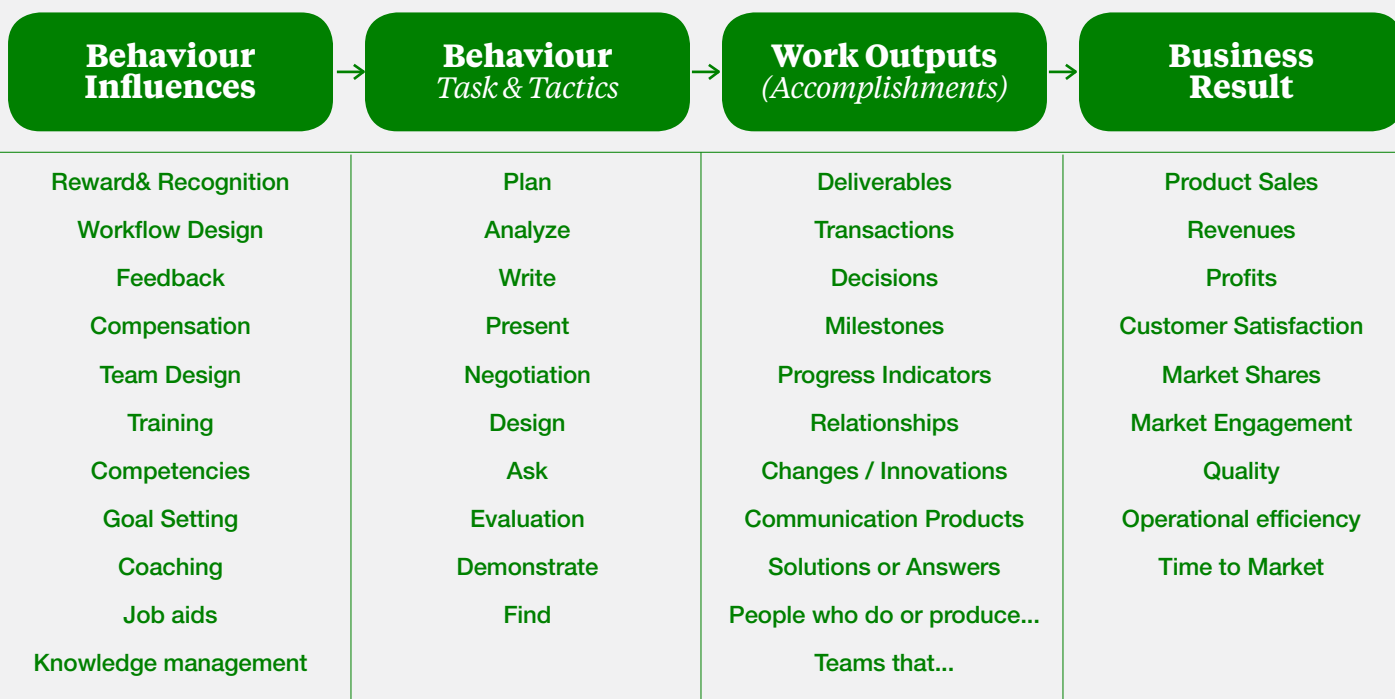
Step 4:
Link to Business Results
Business results are important outcomes for your organization. If an accomplishment is valuable to the organization, it must contribute to one or more business result(s). By drawing a line of sight between the role or job's accomplishments and the desired business results, it shows employees the link between their job and the overall success of the company. This link provides employees with a greater sense of purpose in their role and helps them better understand how they can have an impact on the organization's performance.

Step 5:
Define What "Good" Looks Like
Simply identifying a role or job's accomplishments is insufficient. It imperative that you also define the criteria (e.g., quality, quantity, cost, timeliness, etc.) for each accomplishment and ensure they align with the organization's values. Be specific and succinct! A general, long, drawn-out list of criteria will frustrate your employees as well as the line managers who are responsible for measuring their performance. Possible steps you can take to help determine criteria

The Performance Chain

Behaviour Influences	Behaviour *Task & Tactics*	Work Outputs *(Accomplishments)*	Business Result
Reward& Recognition	Plan	Deliverables	Product Sales
Workflow Design	Analyze	Transactions	Revenues
Feedback	Write	Decisions	Profits
Compensation	Present	Milestones	Customer Satisfaction
Team Design	Negotiation	Progress Indicators	Market Shares
Training	Design	Relationships	Market Engagement
Competencies	Ask	Changes / Innovations	Quality
Goal Setting	Evaluation	Communication Products	Operational efficiency
Coaching	Demonstrate	Solutions or Answers	Time to Market
Job aids	Find	People who do or produce...	
Knowledge management		Teams that...	

for a "good" accomplishment include observing exemplary performers, identifying the business results to which the accomplishment must contribute, consulting with recipients of the accomplishment (e.g., internal/ external customers), and/or meeting with individuals/teams working downstream in a process.

Step 6: Select Measures to Evaluate Performance
In order for accomplishment-based job descriptions to support performance and help employees contribute to critical business results, employees must receive relevant, timely, frequent, and specific feedback about how they are performing against expectations. Identify how you will measure each accomplishment in order to provide the employees with this information.

Repeat steps 4-6 for each accomplishment.
By following these simple steps, you are on a path of helping employees understand their role in contributing to the company's purpose. Employees will know what is expected of them and how they are evaluated. They will understand how their daily work contributes to the value of the organization. In short, they will leave work feeling accomplished.

"Employees desire well-defined roles and want clear descriptions of what they are expected to produce in their job. They want to know the standards to which they will be measured. They want to feel valued and respected at work"

References

Binder, C. & Riha, C. (2016). Performance thinking across the enterprise: Building performance-based culture with shared models and language. Retrieved from https://www.sixboxes.com/_customelements/ uploadedResources/121518_PerformanceThinkingAcrosstheEnterprise.pdf

Bravery, K. (2018). People first: Mercer's 2018 global talent trends study [Web log post]. Retrieved from https://www.mercer.com/our-thinking/career/voice-on-talent/people-first-mercers-2018-global-talent-trends-study.html

Gilbert, T. F. (1996). Human competence: Engineering worthy performance. Tribute Edition. Silver Spring, MD: International Society for Performance Improvement.

Mercer. (2019). Global talent trends 2019. Retrieved from Mercer website: https://www.mercer.com/our-thinking/career/global-talent-hr-trends.html

Don't Forget the "M" in Project Management

Manuel "Manny" Rodriguez, M.S., BCBA

Today, project managers are in multiple industries and at various levels in organizations, with a scope of work ranging from small to large scale projects. One thing clearly differentiates a successful project manager from a mediocre one: they don't forget the M! Managing a project requires more than just looking at the work activity list, timelines, Gantt charts, Pareto analyses, and meetings. The project manager is in a prime position to collaborate with the people executing the project, or the position of managing others and creating a positive work environment for all. The challenge, of course, is that most project managers feel they are not in a positive of authority. So how can project managers take on the managerial role in the project? What does that look like?

Management can be summed up by a core set of behaviors:

Providing clear and concise direction. To get behavior started, people need clarity of direction. Who does what, by when, and how are basic elements of giving people the direction they need to be successful.

Measuring and monitoring progress against a goal. Without data, it becomes a guessing game as to whether people are doing what you setout to be accomplished. The goals may be achieved, but were they achieved precisely as you intended them to be? Management requires knowing whether behavior occured as expected.

Providing positive, ongoing, and constructive feedback consistently. The team is launched, the project manager has a key role, to provide feedback to the team. Without feedback, more guessing occurs on all parties.

Problem-solving when things don't get done or aren't done as expected. Challenges occur during a project, and a scientific approach to solving problems is critical.

Diagnosing Performance, taking a "don't blame the person first" stance. Project managers should attend to the environment of any situation to ensure optimal success for everyone. Behavior analysis teaches us that behavior is influenced by the environment, so the individual performer is behaving because the environment is supporting that behavior. Don't blame the person first, look to the environment to diagnose performance.

Holding people accountable when things don't get done, on time or as expected. A project has a time expectation and various activities must get done. If expectations are nto met, management requires talking to people about the situation and identifying why it didn't get done, on time, and to expectations. Don't avoid it, people need the feedback, coaching and direction - that's accountability.

Celebrating successes, wins along the way, and the goals achieved.

Best part of a management job is celebrating the achievements of others, at least in my opinion. Behavior that is followed by positive consequences is more likely to occur in the future. Take the time to celebrate the achievements along the way.

There is a wealth of literature providing theory, techniques, and research on management behaviors that accelerate and sustain high performance. The core set of behaviors I am describing is derived from such literature, particularly applied research in the field of organizational behavior management (OBM). The lack of "management" focus in project management is astounding. In my own experience, project managers excel at scoping the project, analyzing pitfalls, and sharing information about progress. However, few project managers I have observed excel in engaging with people throughout the project, managing expectations across stakeholders, diving deep into solving problems with people before assigning blame, and recognizing accomplishments along the way.

Do you know a project manager not managing? My advice is to share the core set of behaviors in this article with them. Have the individual do a quick self-assessment, and then encourage them to collect feedback from the very people they are managing on the project. These behaviors are a key differentiator between a project manager and a project planner.

Don't Forget The Front Liners

Leah Fennema Hall, M.S., BCBA

The success of most organizations relies largely on the performance of frontline staff; they deal directly with customers or are personally responsible for making a product, and many other positions in an organization exist solely to support their activities. In short, the front line has the power to make or break a business. Despite their importance, the front line is often ignored or mismanaged instead of actively managed. Here are a few industry-neutral pointers to help frontline operators and leadership prepare for success. As a general rule, frontline leadership do their best despite any lack of leadership skills, insufficient time, mountains of misdirected paperwork, or sometimes poorly motivated staff. Simply taking the time to review job roles, provide adequate leadership training, and move towards active performance management will pay enormous dividends in terms of both job satisfaction and organizational outcomes.

1

DECIDE WHICH FRONT LINE BEHAVIOURS BEST SUPPORT THE ORGANIZATION'S GOALS.

The first step in active performance management is to decide what is worth managing. Typically, management will be informed of their organization's goals and supporting strategy, but they will rarely agree on what that means in terms of meaningful behavior for frontline staff. If performance is to be actively managed, it is necessary to first determine which behaviors are proven to support the organization's goals, and then to communicate this to frontline leaders so they know what to monitor. Given the fact that staff will need consistent monitoring to embed those behaviors, leaders will do well to limit the list of desirable behaviors only to a handful that are observable, measurable, and proven to be very valuable.

2

MAKE SURE FRONT LINE STAFF HAVE THE AWARENESS, TRAINING, AND MOTIVATION NECESSARY TO PERFORM THEIR TASKS.

Once leaders have identified what they want from frontline staff, they will need to share this information in precise, behavioral terms. Instead of telling staff to "be prepared," tell them to "ensure they have adequate materials to meet daily standards at their work station before beginning work each shift." This is critical as "be prepared" cannot be actively managed, whereas the latter statement is easy to see and manage. Staff must also be trained to complete their tasks to standard before they are expected to perform on the job; this means leadership must engineer opportunities to observe staff performance and ensure they are capable and proficient in all aspects of their role. Leadership would also do well to ask themselves "Does it make sense for the front line to do their job the way I want them to do it?" For example, is leadership asking the front line to work safely but also rushing them to perform tasks more quickly? Are staff implored to adhere to SOPs when SOPs are unavailable or hard to reach? Where contradictions arise, you can be sure that motivation to do the right thing will rapidly decline.

3

GIVE LEADERSHIP A FIGHTING CHANCE TO ACTIVELY MANAGE.

Organizations tend to promote technically competent people into supervisory positions but forget to provide them with the skills they need to be an effective leader. Basic leadership training is a must before an individual is able to successfully manage staff performance. Starting a supervisory position without these skills is frustrating for the supervisor as well as staff; at the very least performance is unlikely to improve, but it may even decline under the management of ill-prepared leaders. It is also important to give your frontline supervisors the time they need to actively manage frontline staff. It is common to find supervisors—who should be spending the majority of their time observing, recalibrating, and actively managing staff performance (instead filling out mountains of paperwork, or worse)—filling in for operators when the front line is short-staffed or under-skilled. Active performance management takes time, but it is time well spent. Frontline leadership must have sufficient time in their days if they are to have a fighting chance to manage effectively.
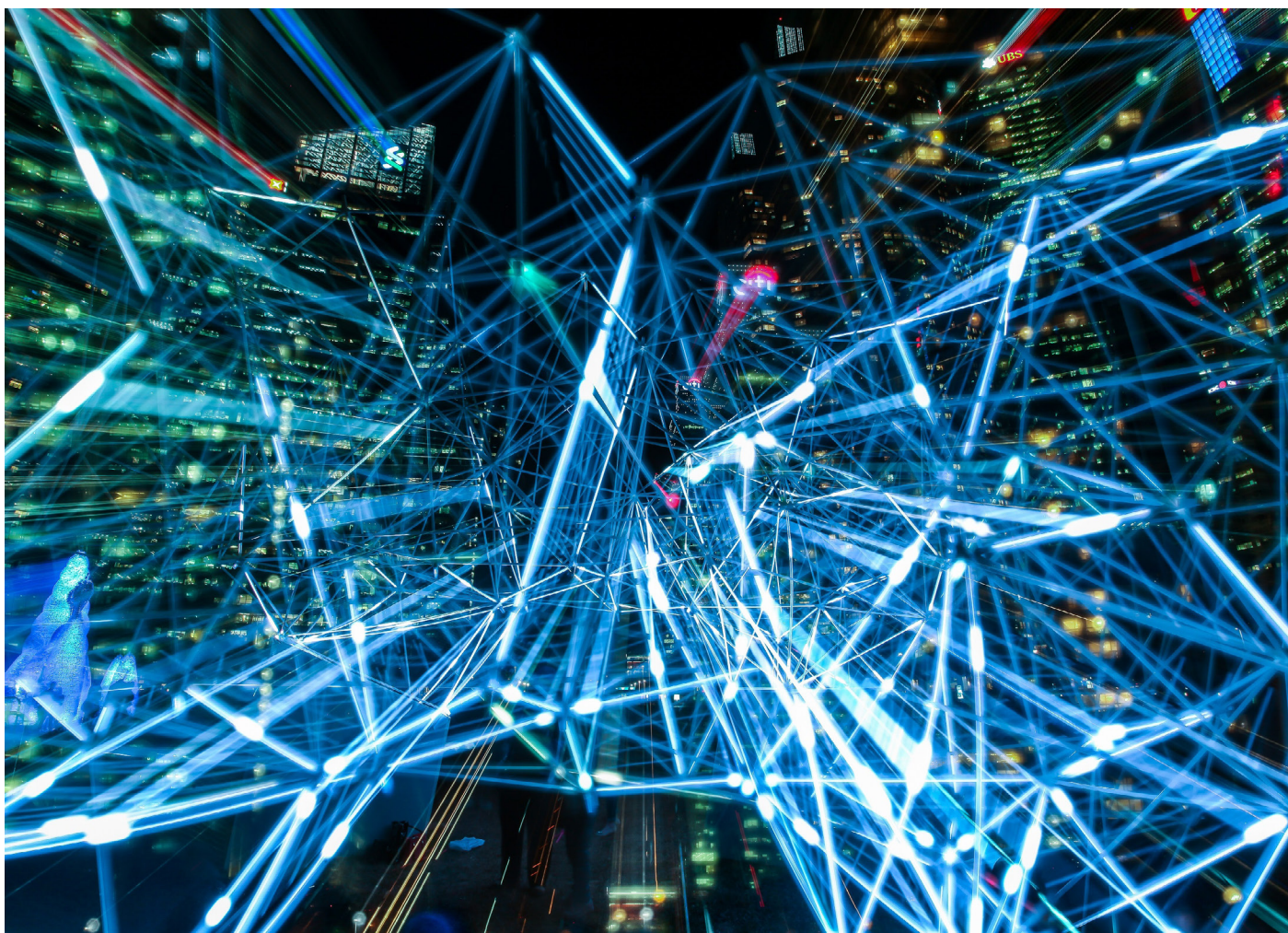
Accountability Gaps and How to Fix them with Business Science

Barbara Bucklin, PhD with Joanna Brown*

People at all organizational levels, across all industries, aren't following through on their promises. Both authors have experienced this challenge and continue to hear many gripes. It is becoming a major problem facing corporate America and one that everyone grumbles about but does little to analyze or remedy. This problem is often referred to as a lack of accountability. Leaders and managers ask, "How can I hold my people accountable for meeting their deadlines and producing what our team and customers need from them?" Internal and external consultants lament, "Why aren't my clients following through on what they promised me? I can't give them the results they need without it!" Employees complain, "Why isn't my boss or team member giving me what I need to do my work? I keep asking, and I'm sitting here spinning my wheels waiting."

We've both experienced this with our clients, and recently our colleague Linda, who is also a consultant, shared her story. Here's what she relayed.

I'm struggling with this very issue on a current client engagement. I'm several months into a year-long contract; the project is fast-paced and requires weekly check-ins and frequent deliverables on both my part and my client's. I've been a consultant for a long time, so of course I started the project with a kick-off meeting where I set clear expectations and proposed an ongoing communication cycle that they agreed to. The client relationship was off to a great start, and

any time I needed something, they responded almost immediately.

However, a few months into the project, I noticed that their response times were prolonging and sometimes they didn't respond at all, even after multiple email requests for the same information. At that point, I comprehended that something wasn't working and that I would need to change my approach in order to fulfill the contract. Upon this realization, my first step was to institute weekly status update emails to recap everything outstanding and upcoming. The client's response was great for the first few weeks, but as you might imagine, it tapered off again. I realized I needed a more robust solution, so I approached my client to discuss the challenge. When they admitted they were better at responding to any immediate needs in person, we agreed to monthly live status meetings. It turned out they were right; they were much more responsive in live meetings than they were through email communication. Because the monthly meetings were spread too far apart for a project with frequent deadlines, things were still falling through the cracks. I became unrelenting in my attempts to solve this consistent lack of response once and for all, and I asked if they would accept short, 15-minute, weekly phone conferences in addition to the longer monthly meetings. They agreed despite being in a busy organization with many concurrent initiatives.

I changed a few other ways that I managed the project as well. I started providing them with two deadlines for each deliverable: one due date and one drop-dead date. Additionally, I explained that the due date helps me to produce a better-quality result, so they'd understand the real need for information and in the hope that they'd be more understanding of their need to follow through. I give them tons of kudos and expressions of thanks when they meet the due dates, and I remind them that their efforts will produce the on-time, high-quality deliverable that their leadership expects. I also remind them about long-term consequences when they miss drop-dead dates, how this will look to their leadership, and how it will negatively impact the project overall. With weekly status meetings and more deliberate feedback and social consequences (i.e., praise and gratitude), everything is delivered on time. It's more work for me, but it's worth it to get what I need. My biggest piece of advice is to be creative and flexible in how you go about this with your constituents. Get to know your clients and work in a way they respond to best. As I explained, it took me some time, but I eventually understood their environment, how they communicate best, and what motivates them. Through this effort, the project is moving along wonderfully, and everyone is meeting their deliverables.

Why accountability gaps are a problem and how to fix them with behavior science

It may be obvious, but it's important to point out when others don't follow through on their agreements and deadlines, those waiting on them—as Linda was—can't do their work, get paid, or move to the next project phase. Processes break down, and ultimately end-customers are left without the products or services they expect and have paid for. These gaps also lead to trust issues and tarnished relationships. Trust is broken when someone doesn't behave in a way that is consistent with what they promised. If things hadn't turned around, Linda may have decided to break the contract and never work with her client again. We can analyze accountability from a behavioral perspective to identify why it isn't happening, and what we can do to fix it. When people fail to produce what they agreed to or by when it was agreed upon, one or more of these Accountability Gaps is likely the cause. Linda explained most of these gaps and fixes in her story.

Accountability Gap 1:
Expectations aren't as clear you thought

Like Linda, we may believe we're setting clear expectations, but unless we obtain confirmation, we don't know if those expectations were understood or acknowledged. In today's world, email communication is often ignored as confirmed in a 2018 study by Workfront, which reported that US employees average 199 unread or unopened emails in their inboxes at any given time (www.workfront.com).

The fix:
To fix this, be explicit about what needs to be produced, by when, and how you'll measure its success. Talk about how they'll meet their deadlines and ask for honesty if they don't believe they can do it. Make sure expectations are communicated in a format the other person can access; confirm that the other person "got the message." Based on the statistic above, email is rarely the best format. In Linda's example, she realized a few months into her project that her clients prefer face-to-face communication, and they admitted to missing a lot of her emails. If you're regularly communicating new expectations, as Linda did with frequent deadlines and deliverable needs, change it up. As we know from behavior analysis, expectations are antecedent solutions that occur before behavior and set the occasion for it, and they lose their power to control

behavior when they stay the same, and when they aren't aligned with consequences (more on consequence gaps later).

Accountability Gap 2:
Resources aren't available
When Linda's clients agreed to deliver what she needed by a certain date, it's possible they didn't realize the resource requirements or how to access those resources. To further complicate matters, sometimes the resource is another person who is also falling prey to an accountability gap – it can be a vicious cycle. If Linda's clients are having trouble holding one of their resources accountable for needed data, it can't be passed along to her. In addition to systems, data, and people, time is a resource that is in scarce supply. So often we hear "yes" even when someone realizes it's impossible to produce what we requested in the time given. When they say "yes," you're pleased and they see a positive response from you, which is positive reinforcement for agreeing to your request. And then you leave them alone after they agree; this is negative reinforcement because it stops your aversive 'ask,' and they can get back to an activity they prefer.

The fix:
To fix this, carefully identify all needed resources—including time and people—up front; make sure those resources are available and provide what you expect. If the resource is a person, use these same accountability fixes to hold him or her accountable. Finally, confirm that the other person isn't saying 'yes' to appease you and make you go away.

Accountability Gap 3:
Feedback and consequences are delayed or don't exist at all.
So often when we set expectations, we believe we've done enough and that people will produce what was agreed upon. This was Linda's mistake during the early weeks of her project, which she remedied as the project progressed. As we mentioned earlier, behavior analysts refer to expectation setting as 'antecedent' solutions, which set the stage for the behavior we're looking for. Without consequences aligned with those antecedents; they

won't control much behavior. Not only must antecedents be aligned with consequences, consequences are most effective when they're immediate and certain (Daniels & Bailey, 2016).

The fix:
To hold someone accountable for a big ask, create milestones along the way and give positive, immediate feedback and rewards as soon as they accomplish each one. Acknowledging what they produced with a simple and sincere 'Thank you' can go a long way. Linda did this, and she also explained why the on-time deliverable was helpful to her and others down the chain so they can all produce what they need to, make the end-customer satisfied, and ultimately earn more profit for the organization.

Accountability Gap 4:
There's a bigger payoff for doing other work
When rewards are more immediate and certain for working on competing tasks, those tasks will be the person's focus. Linda mentioned that her clients work in a demanding organization where there are many activities that seem to be top priorities. In these scenarios, motivating variables play a role as well, rendering some rewards more powerful than others. For example, if the competing work is delivered to someone who is more important in the organization, or who will show more anger if their needed output isn't delivered on time or at the expected quality, it's likely to steal time and attention away from yours. We can't change another person's motivating variables, but we can try to determine what they are and address them to get what we need more easily and quickly.

The fix:
Fixing Gap 3 with positive, immediate, and certain consequences will help you overcome this accountability gap too. It's also important to explore those competing contingencies. Ask upfront if there is anything that might stand in the way, and if there is, ask whether the other deadline, deliverable, or activity is more pressing and why. Explore how you can make your need equally or more important through the rewards and reinforcers you're able to arrange; you can do this by leveraging authority figures in the organization who deliver the rewards and reinforcers you can't arrange in your role.

Accountability Gap 5:
The person doesn't have the capacity, skills, or knowledge to produce what you need
While this is the least likely gap, it shouldn't be forgotten. If you suspect this to be the case, ask the person if they know how to produce what you need—or, even better, watch them as they attempt to perform the task to see if they can do it.

The fix:
If the person simply can't do what you need, you'll have to work with them on a plan to improve their skills and knowledge. Or, you'll have to find someone else who's already able to perform the task.

Try these fixes
If you're struggling with this common accountability problem, first analyze the situation to determine which of these five gaps are at fault. Beware that it's often more than one.
- Expectations aren't clear
- Resources aren't available
- Feedback and consequences are delayed or don't exist at all
- There's a bigger payoff for doing other work
- The person doesn't have the capacity, skills, or knowledge to produce what you need

Once you've determined the gap, implement our suggested 'fixes.' Remember that it's important to be flexible and creative as you determine what works best in your unique situation.

Setting Yourself Up for Success: How to Set Smarter SMART Goals

By Janet Vasquez, Chief Chi Officer of Precision Chi, Inc

> **"Setting unattainable goals, both personal and professional, can be physically and emotionally taxing."**

Six months ago, as I was having dinner with a good friend, she began to share her plans for owning a healthcare business and why it was her true passion in life. Her eyes lit up as she talked about all the services her business could offer and the overwhelming need for her unique constellation of expertise. This friend told herself that in no time she would have a booming business with customers lined up for her products and services. Three months later, I caught up with her again, only to find her disheartened, demoralized, and disenchanted. What happened?! How did my good friend go from wide-eyed and bushy tailed to jaded and cynical? Two words—goals and reinforcement.

Reinforcement and goal-setting play a vital role, whether big or small, in our lives. To understand that role, let's first define these concepts. Reinforcement is a process that leads to an increase in our responses through its contact with reinforcing consequences, and goals specify the end result (Mayer, Azaroff, & Wallace, 2014). In other words, reinforcement makes responses more likely to occur, and goals set the desired outcomes. Unfortunately, too many times we choose goals that are way out of our reach, which

leaves us spinning our wheels, exhausted and with little contact with reinforcement. In the example with my good friend who set the goal of having a booming business right from the start, she stopped trying to grow her business when that outcome was not immediately achieved (i.e., the reinforcing consequence that would have increased her behavior). Instead, she should have been smarter with her SMART goals, which would have enabled her to set realistic goals that led to contact with reinforcement. SMART is an acronym used to denote five components in a goal. Let's take a closer look at each component.

1. Specific.
Get specific with your goal. "Obtain two new clients for my healthcare coaching service" is much more specific than "have a booming business." Having this level of specificity will enable you to have a crystal-clear outcome to determine whether that goal was met, which, in turn, will allow you to stay focused and engage in the behaviors that will produce that outcome.

2. Measurable.
Include a measurable dimension to your goal. Using the example above, "obtain two new clients…" has a measurable dimension. Adding "two" in the goal will enable you to evaluate progress. This clearly-defined, quantified dimension starkly contrasts "booming," which is not defined and, therefore, makes it very difficult to evaluate progress. A powerful tool to evaluate your progress toward any goal is to graph it, so you can see your progress visually (and share it with others for a little social reinforcement).

3. Attainable.
Set realistic goals. In my consulting experience, this is by far the component that people struggle with the most. Too many times, when people start business, they aim for the stars. Although ambitious goals are helpful, those goals must be broken into attainable short-term goals. In the case of my good friend, her main problem was that her goal was not attainable (or specific for that matter). Had she broken her long-term goal (the lofty goal she set) into achievable short-term goals, then her behavior would have contacted reinforcement as she met those smaller goals. Having done this, then the behaviors that would have made her business grow would have increased.

4. Relevant.
Know your environmental conditions. One caveat in goal-setting is the possibility of setting goals that are specific and measurable but not relevant and, therefore, not attainable. In my good friend's example, she also had issues with this component. Although she had oodles of experience in healthcare, she did not have any experience starting a business and, therefore, lacked foundational knowledge in critical areas, such as IRS classifications and labor laws.

Accordingly, her initial short-term goals should have instead targeted filling her knowledge gaps in these areas.

5. Time-Based.
Choose a timeframe for your goal. Not only does starting and running a business require many tasks to be done, but the tasks must be done within a certain amount of time for the business to be healthy. Employee payroll is a perfect example. Payroll must be paid at a specific time to ensure that employees contact a very important reinforcer (but not the only important reinforcer)—money. In my good friend's case, although she chose a timeframe (i.e., immediately), it was neither specific nor attainable. When choosing a timeframe for a goal, consider both the current environmental conditions and the attainability of that goal within the timeframe selected.

When you set smarter SMART goals, you can make progress without compromising your motivational levels. In other words, setting attainable goals, both personal and professional, doesn't have to be physically and emotionally taxing. Use the five components of SMART goals to enable your behavior to contact reinforcement and keep you moving toward accomplishing those big dreams!

References
Gregory, A. (2019). SMART goal setting tips for small business owners. Retrieved from https://www.thebalancesmb.com/smart-goal-setting-worksheet-2951828

Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2014). Behavior analysis for lasting change. (3rd ed.). Cornwall-on-Hudson, NY: Sloan Publishing.

Inclusive Leadership: Part 1: The Difference between Diversity and Inclusion

Natalie Parks, PhD, BCBA-D

Over the past few years there has been an increased focus on diversity and inclusion issues across America. While the focus of diversity in the workplace is not a new topic, and by 2001 over 75% of Fortune 100 companies had implemented diversity initiatives (Daniels, 2001), the focus on diversity and inclusion dwindled until more recently. The focus has heightened in American with the events leading to the Black Lives Matter and #metoo movements, and more recent research has shown that organizations are largely failing at creating inclusive work environments (Gassam, 2019).

There are several reasons for the failure of diversity initiatives including the timing of rollout and training, the perceived genuineness of the strategy, and often reactionary focus. Recent research is even more disheartening, stating that diversity initiatives have actually led to detrimental effects, creating more exclusion and less diversity in the work place (Elesser, 2019). There are several reasons that these initiatives are largely failing, but they can be placed into a few categories: training has little impact on changing behavior; training is approached incorrectly; the focus is on creating a workplace that looks different, but not one that behaves different; they focus on the wrong motivators for change; and most trainings miss the fact that diversity and inclusion issues are not simply one of lack of training and knowledge; they are much deeper, seeded in our personal thoughts, beliefs, cultures, and upbringing.

Chances are that if you have a deep belief in something, you do not want to change that belief. It does not matter what anyone says or how much research is thrown your way. When you believe something deeply, the tendency is to hold on to that belief no matter what. Often times it is these beliefs that we are attempting to overcome with diversity and inclusion initiatives. Thus, the first thing to tackle is the motivation to change. Most internal motivation for chance arises from the personal want to be better; to be a better leader; to be more fit; to be a better parent. As leaders, it is our responsibility to tap into this motivation and illustrate that adopting an inclusive mindset at work does not make the workplace better for others, it actually makes you a better employee. It allows you to excel in your position.

The second issue is that of how trainings are implemented. In behavior analysis, we think of training as an antecedent, or a way to set the stage for change. It creates an action item, but it does not ensure that action item is completed. So how does an organization ensure what is learned in training is implemented throughout the organization?

By creating a culture that supports that change! To do this, leaders must move past the definition of diversity and embrace a culture of inclusion. Diversity, which is often the focus of organizational initiatives, focuses on "the varied perspectives and approaches to work that members of different identity groups bring" (Thomas & Ely, 1996, p. 80).

Organizations with a focus on diversity often focus on recruitment and hiring of individuals from differing backgrounds. However, just because you place several different individuals together does not mean they will work together, they will have equal access to information or promotions, or play an equal role in the decision-making of the organization. This is where inclusion comes in.

Inclusion focuses on employee participation, empowerment, access to information, promotion options, and decision-making processes (Roberson, 2006). Inclusive workplaces have a workforce made up of individuals with different backgrounds who all feel they

For readers unfamiliar with social impact or organizational behavior management, I review some key terms for clarity here.

are a critical part of the organization, who are all highly engaged, who all have access to information, promotions, and decision-making power.

As time progresses, the issue of creating organizations that stand apart from their competition will become more and more necessary for long-term success. Workforces will continue to become more diverse as technology makes it easier for us to communicate with one another across the globe.

Diversity and inclusion trainings are currently costing American companies over $8 billion per year with little to no effect. It is evident that policies and processes that focus solely on creating diverse workforces are not enough. Companies that include a focus on creating workplaces that present equal opportunity, participation, and power access will not only ensure their long-term success, but also save a lot of money in the process!

References:

Elsesser, K. (2019). Is this the answer to diversity and inclusion? Forbes: https://www.forbes.com/sites/kimelsesser/2019/01/28/is-this-the-answer-to-diversity-and-inclusion/#5628e27e523f

Gassam, J. (2019). Is America tired of talking about diversity and inclusion? Forbes: https://www.forbes.com/sites/janicegassam/2019/06/18/is-america-tired-of-talking-about-diversity-and-inclusion/#3aab6dcebbe2.

Mor Barak, M. E., Lizano, E. L., Kim, A., Duan, L., Rhee, M., Hsiao, H., & Brimhall, K. C. (2016). The promise of diversity management for climate of inclusion: A state-of-the-art review and meta-analysis. Human Service Organizations: Management, Leadership, & Governance, 40(4), 305-333.

Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. Group & Organization Management, 31(2), 212-236.

Biography *of* Writers

1

Manuel "Manny" Rodriguez, MS, BCBA.
CEO and Co-Founder, Bueno Ventures & OBM Alliance

Manny is CEO of Bueno Ventures Management Services, a venture capital and management services firm working with small to mid-size businesses to grow and scale using OBM techniques. His accomplishments across his career include launching OBM consultancies, strategy execution for Fortune 500 companies, and national and international speaking engagements. He has authored articles on the subject of OBM, published in peer-reviewed journals, co-authored the four-volume book, "OBM Applied! A Practical Guide to Implementing Organizational Behavior Management" and "Quick Wins! Accelerating School Transformation through Science, Engagement, and Leadership." Manny is a Board-Certified Behavior Analysts, and has had the great honor of serving as President and Executive Director of the OBM Network, a 400+ professional member organization. In addition, Manny has helped launched successful startups, and recently began leading the OBM Alliance, an organization dedicated to the growth of OBM practitioners. Manny received a master's degree in applied behavior analysis at the Florida Institute of Technology, and a dual bachelor's degree in criminology and psychology from Florida State University in Tallahassee, Florida. He is currently working on a Doctorate of Business Administration from the University of South Florida's MUMA College of Business, expected to graduate December 2020.

2

Adam Ventura, MS, BCBA
Chairman and Co-Founder, Bueno Ventures & OBM Alliance

Adam Ventura, MA, BCBA, is a Board-Certified Behavior Analyst, Executive and Entrepreneur, and university adjunct professor. Adam has been a behavior analyst for over 15 years, during that time he has started and run small and medium sized companies managing upwards of 250 employees across several states, and has directly instructed over 6000 students in university settings. Adam has also help found and volunteer in several nonprofit and community related organizations from co-founding the Miami Association for Behavior Analysis to becoming president of the Organizational Behavior Management Network. Adam has recently cofounded a venture capital company, Bueno Ventures, to help start, fund, and manage behavior analysis companies in various industries from digital technology and instructional design to yoga and mixed martial arts.

3

Barbara Bucklin, PhD

President and Founder, The Bucklin Group

Barbara Bucklin, PhD is a global learning, performance improvement, and organizational behavior management leader with over 20 years of experience. She collaborates with her clients to identify performance gaps and recommend and build solutions that are directly aligned with their core business strategies. Her solutions include learning (live and virtual), performance-support tools, performance metrics, and a host of innovative blended solutions. Dr. Bucklin serves as President and is on the Board of Directors for the Organizational Behavior Management Network. She has taught university courses in human performance technology, the psychology of learning, organizational behavior management, and statistical methods. Her research articles have appeared in Performance Improvement Quarterly and the Journal of Organizational Behavior Management. She presents her research and consulting results at international conventions such as the Association for Talent Development (ATD), International Society for Performance Improvement (ISPI), Training Magazine's Conference and Expo, and the Organizational Behavior Management Network.

4

Janet Vazquez, MS, BCBA, RYT

Chief Chi officer, Precision Chi

Janet is a Board Certified Behavior Analyst and a certified yoga teacher registered with Yoga Alliance. With 20 years of experience in the field of behavior analysis, using empirically-validated technologies, Janet has effectively used the robust science of behavior to impact the lives of individuals and families, as well as to improve organizations. Janet earned a Master of Science degree in Behavior Analysis from Florida International University. Currently, she is working towards a doctoral degree in education in which she is specializing in instructional technology from Nova Southeastern University. Moreover, Janet has held various leadership positions, ranging from Clinical Director to Chief Executive Officer and has presented research at various professional conferences including, but not limited to, the Association for Behavioral Analysis International, the Society for Research in Child Development, International Society for Infant Studies, and International Meeting for Autism Research. In addition to her executive experience, Janet also teaches introductory and advance courses in behavior analysis at Florida International University.

5

Natalie Parks, PhD, BCBA-D

CEO, Senior Behavior Leader & Founder, Behavior Leader, Inc.

Natalie Parks, PhD has over 20 years of experience in the field of Applied Behavior Analysis. She earned both her master's and doctorate degrees from the University of Missouri. Dr. Parks has worked in a variety of settings both in the clinical and organizational settings. Historically she worked with individuals with autism and other developmental disabilities in homes, schools, day treatment, and inpatient settings focused on skill acquisition and verbal behavior, the reduction of severe problem behavior, feeding disorders, and toileting. As Dr. Parks moved into chief officer positions, she learned that the best way to ensure a business is providing the best services and products to their consumers is to focus on the leaders and operations of the business. As an Organizational Behavior Management expert, she knows that the success of the business is dependent upon those in the business engaging in the right behaviors at the right time. To ensure this Dr. Parks focuses on leadership development, business systems analysis, performance management, and ethical practices. She does this by providing coaching, consultation and training to executives and leaders. Dr. Parks is in the business of helping businesses who help others. She uses the science of behavior along with her passion to improve the world to create businesses where people are excited and perform efficiently.

6

Julie Eshleman, MEd, BCBA
Independent Practitioner, United Kingdom

Julie is a Board Certified Behavior Analyst with over 10 years' experience partnering with employee and leader teams to use behavior analysis to create environments that bring out the best in everyone. Julie has practiced applied behavior analysis (ABA) in several contexts including skill acquisition for learners, staff and teacher training, clinic-based behavior interventions, project management in nonprofits, and consulting in organizational behavior management (OBM). Julie provides educational trainings & performance coaching, and organizational consultancy services for organizations looking for opportunities to make a positive difference to performance in practical, sustainable ways. Julie holds a Masters of Education in Applied Behavior Analysis, and is currently working on a Postgraduate Certificate in Psychology. Julie also holds a Qualified Teacher Status in England, and is a Certified Teacher in the U.S.A., specifically Texas and Georgia.

7

Gabriel Lorie, MS, BCBA
Director of Business Development, wePortal, Inc.

Gabriel Lorie is a Board Certified Behavior Analyst with a combined 18 years of experience in business and behavior analysis. Throughout the course of his studies in behavior analysis and his work in business, he has always sought to combine the two in an effort to improve the work environment in the areas of performance and leadership. He is currently the Director of Business Development for wePortal Inc., a practice management software company which serves clinicians in the field of applied behavior analysis.

8

Shane Isley, MS, BCBA
Founder and Director, W.C. Behavioral Consultants

Shane Isley, B.S., BCBA, has joined our growing professional network. Shane is the founder and Director of WCB, a management consulting firm that specializes in applying behavior science and the principles & standards of Performance Improvement to help companies in rapid growth segments improve their business performance. Shane has over fifteen years of specialized experience and expertise providing organizational alignment, leadership & management development, process improvement and employee performance management in the behavioral health care market. WCB's specifically tailored service offerings have been implemented across individuals, teams, and organizations throughout the U.S. to eliminate a myriad of performance discrepancies and produce meaningful results.

9

Alicia Parr, MMC
Principal, Performentor, Inc.

Alicia is endlessly curious about how people work and perform as individuals and in groups. A drive to learn about people draws her into deep studies about human dynamics and people science that continue to this day. This scholarly orientation is paired with 15+ years as an HR practitioner with small to mid-sized businesses. She knows theory only matters when it works in practice. Applying the people science of human performance, adult development, and leadership capacity assessment to the business setting is the foundation of the work she does with Performentor.biz. With a Bachelors degree in Marketing, a Masters in Mass Communication, and post-graduate work in Clinical Psychology, she also has palmares in endurance sport. Alicia specializes in fractional Chief People Officer support and executive coaching.

10

Leah Fennema Hall, MS, BCBA
Director, Lux Consulting, Ltd.

Leah is a Board Certified Analyst (BCBA) with 10 years' experience of motivating people to engage in behaviors needed to meet their personal goals as well as those of their organization. She has practiced applied behavior analysis (ABA) in multiple capacities including: 1:1 coaching, training, mentoring, and organizational behavior management consulting. Leah has a Bachelor of Science degree in Behavior Analysis, and a Master of Science degree in Psychology with a focus on Behavior Analysis. Leah began her work providing assessment, therapy and consultative services to individuals in home, community and school settings. More recently, she has practiced organizational behavior management consulting, a subfield of ABA. Organizational behavior management helps individuals find solutions to frustrating workplace issues, builds a foundation of positive reinforcement within the workplace, and improves critical business results. Areas of application include systems analysis, management consulting to support individual and organizational outcomes, training and performance improvement.

11
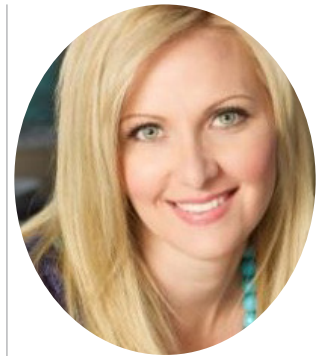
Joanna Brown
Founder and Chief Strategist, Elevare, Inc

Joanna Brown is founder and chief strategist for Elevare, Inc. (www.elevareinc.com). She leverages her 25 years in human capital, business development, and learning & development to bring her clients highly strategic consulting on organizational challenges their companies are facing. Her background includes 16 years of corporate-level HR expertise within the CPG industry with 4 years expanding her business acumen in a business development role. In her consulting practice Joanna has worked in partnership with businesses ranging from small, local start-ups to large Fortune 500 and brand name businesses such as Weight Watchers, Microsoft, Lexus, DaVita, Infiniti, and AlloSource. Joanna formed the statutory Board of Directors for one of her clients and currently serves as its Chairman of the Board. She also serves on other non-profit and organizational boards and is passionate about supporting the community and philanthropic efforts that are near to her heart.