



Be There

FACILITATOR'S GUIDE



*The FISH! For Leaders Series is dedicated to John Gardner,
whose belief in human possibilities
inspired several generations to believe in themselves.*

Produced and distributed by



221 River Ridge Circle, Burnsville, MN 55337

FISHPHILOSOPHY.COM

800.328.3789

Copyright© MMVII - MMX ChartHouse International Learning Corporation. All rights reserved.

This book is the proprietary work of ChartHouse International Learning Corporation and is protected by international copyright laws. Any unauthorized use of this copyrighted material, terms and or/graphics, including commercial uses such as performances of ChartHouse works at trainings, facilitations, seminars or workshops; reproductions; storage in a retrievable system; or transmitted in any form or by any means—electronic, photo, mechanical, photocopying, recording or any other—except for the inclusion of brief quotations in printed reviews, is prohibited without ChartHouse International Learning Corporation's prior signed, written agreement.

FISH!; The FISH! Philosophy; JOY DESIGN; BLAX DESIGN; Be There, Play, Make Their Day, Choose Your Attitude; Who Are You Being While You're Doing What You're Doing are trademarks and/or registered trademarks of ChartHouse International Learning Corporation in the U.S. and other jurisdictions. For further information, contact ChartHouse International Learning Corporation, 221 River Ridge Circle, Burnsville, MN 55337; 800.328.3789

What is FISH! For Leaders?



Early in his career, Carl Rogers, the noted psychologist, thought his job was to fix people. He asked himself, “How can I cure or change this person?”

Despite his extensive training, it didn’t work. At times his tactics seemed to produce a change in people, but it was temporary at best.

So Rogers tried a different approach. Instead of trying to mold his patients into who he wanted *them* to be, he focused on how *he* “showed up” for them. The more people saw that he cared about and believed in them, they discovered within *themselves* the capacity to change, mature and develop.

Rogers’ experience speaks to the heart of leadership. Effective leaders don’t try to fix or control others. Instead, they ask themselves: “How can I develop relationships with the people I lead that help them grow in confidence, commitment, skill and purpose?”

We created The FISH! For Leaders Series—of which this program is a part—to help you develop more supportive relationships through The FISH! Philosophy. These relationships are the foundation that make you more effective in every other aspect of your leadership.

The FISH! Philosophy: Fundamentals For Leaders

The roots of The FISH! Philosophy go back to the day John Christensen first visited the Pike Place Fish Market in Seattle. Selling fish was cold and exhausting, yet the fishmongers brought so much energy, commitment, service, teamwork and fun to the job that people came from around the world just to watch them sell fish—a lot of fish.

John had always been fascinated by people who brought passion to their work, and saw the fish market as a metaphor to illustrate his belief that every workplace can be more alive and engaged. He made a film about the market to show everyone how to be more engaged in their work—and their lives. The film, FISH!, explores four simple practices that anyone, from frontline to CEO, can immediately apply:

Be There: Be physically and emotionally present for people, especially when they need you. It’s a powerful message of respect that strengthens relationships.

What is FISH! For Leaders?



Play: Play is a state of mind that you can apply to any task. It's the spirit that fuels creativity, as in "Let's Play with that idea!" You do your best work when you are having fun doing it.

Make Their Day: Find ways to make people feel special, letting them know how much you value and appreciate them. Celebrate others.

Choose Your Attitude: No matter what life throws in your path, you alone are responsible for how you respond to it.

We call these four practices The FISH! Philosophy. Just as a tree needs healthy roots to bear good fruit, these practices nourish the roots of trust, communication, commitment and accountability. Organizations around the world are using The FISH! Philosophy to improve business results and create a higher quality of life at work. We have learned that organizations are most likely to succeed when leaders don't simply expect their employees to live FISH!, but embrace these fundamental practices in their own lives first.

Using this program, you will take your team through conversations and activities through which they will explore their leadership beliefs and style, consider their impact and learn how to lead even more effectively. Thank you for guiding them on this important journey.

Contents



Be There.....	p. 6
Leading This Program.....	p. 7
Introducing the Video.....	p. 8
Conversation Starters.....	p. 9
Activities:	
• What's My Impact?.....	p. 11
• A Matter of Trust.....	p. 14
• Finding Common Ground.....	p. 16
Follow-Up.....	p. 18

A first grader once summed up Be There by saying, “It means no one ever has to be alone.”

Suzi Wells, RN, manager of nurse triage services at St. Louis Children’s Hospital, wanted to make sure her staff didn’t feel alone. “I work weekdays, so I don’t always get to interact with all the nurses who work nights and weekends,” she says. “I wanted to reach out to them, so I committed to calling them regularly.

“I was surprised by the apprehension in their voices when I started calling. One nurse asked, ‘I’m not in trouble, am I?’ Once they realized that I was calling to check in *with* them, not check up on them, they looked forward to our conversations. We really got to know one another. While my initial motivation was to help the nurses feel more connected to our department, I found that I needed and wanted those relationships just as much as they did.”

As Suzi Wells proved, Be There goes beyond just being in the same room. You can sit a few feet from someone and fail to connect—like the restaurant manager who never turned around and kept typing when her employees came to her office to talk to her. “I thought I was multitasking,” she says. “But what I was really doing was alienating them.”

Everyone gets distracted when they are trying to Be There. Sometimes the distractions are external (people, cell phones, computers) but often the noise comes from inside our heads. Maybe we are thinking about something that happened in the past or worrying about what might happen in the future. Perhaps we are judging what the other person is saying or preparing a brilliant response.

It’s impossible to really listen if your mind is busy with concerns, fears or judgments. To truly Be There, you must be focused on the present. It means being open to what the other person is saying or feeling, what you might learn from them and how you might help them.

The key to Be There is that people may not need you all the time. But when they do need you, they need *all* of you.

“Good leaders must first become good servants.”

—ROBERT GREENLEAF

Leading This Program



The resources in this guide were designed to lead a session from one to two hours, but you can easily adapt them to create a session of any length.

1. Video

Be There is 9 minutes in length. Key themes include:

- How being there builds trust.
- The impact of being present for those you lead.
- Finding common ground.
- Making an effort to get to know the people you lead.

2. Conversation Starters

Targeted questions, prompted by the video, help your group to begin exploring your beliefs about leadership. These questions help you to honestly assess whether the impact you are having is the impact you *want* to have.

3. Activities

Choose from several activities to help participants become engaged in their learning and take ownership of it. If you have purchased FISH! For Leaders Participant Workbooks for individual participants, we've provided page references so you can help them follow along during the session. Example: *(If using Participant Workbook, see Workbook page 6.)*

4. Action Plan

John Keats said, "Nothing becomes real until it is experienced." Here your participants come up with their own plan to act on what they have learned. The actions may be simple: If you feel you haven't been connecting with your colleagues, you might decide "the first thing I'll do when I arrive in the morning is to greet every person in my area by name."

5. Tips

If participants are not sure what to try or need more ideas, we've provided some suggestions.

6. Follow-Up

After you put your ideas into action, it helps to reflect on what you learned. What worked? What didn't? What impact did it have on others? What impact did it have on you?

Introducing The Video



Before your team watches *Be There*, it's helpful to give some context. Here's one way to introduce the film:

Think for a few seconds about someone who is really there for you. Who is that? For me, it's _____ and they are there for me by _____. What does the person you are thinking of do to Be There for you?

As you think about that person, what's their impact on you? I'll bet there's a high level of trust. And that's critical for leaders—because you can't lead without earning trust. A lot of things go into maintaining trust, but it starts with being there.

As we watch the video, ask yourself, "What am I doing to Be There for the people I lead?"

Conversation Starters



We included lots of questions to prompt discussion, but don't feel you have to get through every question in one session. You may want to choose two to three questions and if you have time for more, go for it. If a particular question really ignites discussion, don't feel you have to move on immediately to the next question. Go with the energy of the group. Keep the conversation going with statements such as, "Tell me more about that."

1. What stood out for you in the video? Are there any stories or insights you might apply to your own leadership?
2. Who is there for you most often? What do they do to Be There for you? How would they say you are being there for them?
3. Bob Deaton talks about how he used to brush people off when he was busy. What gets in the way of you being there for others?
4. What would you gain by setting aside for a moment the things that keep you from being there? What might you miss if you don't?
5. JP from Pike Place Fish Market says, "If I want people to trust me and value my presence, I'd better trust them and value their presence." What does it look like when you sincerely trust your employees and value their presence?
6. Johnny Yokoyama says it's important to listen to employees so "I don't get in their way." What do you think he means? How do your thoughts, opinions or agendas get in the way of listening?
7. When Rob Gregory talks about "getting inside" someone else's head, what does he mean? How does that benefit you? How does it benefit the other person?
8. As you watch Herb Kelleher Be There, what are some of things he does that helps him connect with people? What effect do you think this has on them?

Conversation Starters



9. Matt says of Herb Kelleher, “The nice thing about working here is that my CEO knows that my name is Matt, I work on the fourth floor and I wear crazy T-shirts.” How does getting to know people help you lead more effectively? What can you do to get to know them better?
10. People seem comfortable being around the leaders in the video, especially Herb Kelleher, because the leaders are comfortable being themselves.
 - When you are really being yourself at work, what does that look like?
 - How does it help you as a leader?
 - Is there ever a time when you feel you *can't* be yourself at work? Why?

Activity #1: What's my Impact?



In the video, Bob Deaton says he used to be so focused on his own work that when people came to him with a question, he “blew them off without even realizing it.” The concept of Be There helped Bob recognize the importance of taking time for others when they needed him.

Months later, when Bob saw another manager “walking past people without acknowledging them, being in a hurry with folks,” he used himself as an example. “You have Bob Deaton syndrome,” Bob told him. “You’re being just like I was.”

“That really hits home, because I know how I felt about you,” the manager responded. “I was afraid to come near you.”

It’s easy to come up with good reasons why we can’t Be There for others: too much work, unanswered emails, another meeting. But no matter how valid it appears, the choice not to Be There has an undeniable impact on the people we lead—and on our ability to lead them.

Instructions

The following exercise reminds people of the impact of *not* being there. It’s also a good way to build connections between participants. Allow 15-20 minutes for the activity.

1. Pair participants with someone they don’t know, no trios if possible. Be sure they learn each other’s names.
2. In a fun way (tallest/shortest, similar birthdays) assign one member of the pair as Partner A and the other as Partner B.
3. Ask Partner A to share with Partner B a story or thoughts about someone (family, friend) who is very special to them and why they are special.
4. Tell Partner B to do everything they can think of (looking away, checking cell phone, acting impatient) to NOT Be There for Partner A. You may acknowledge this before Partner A begins by having Partner B look at A and say, “I’m sorry.” They’ll probably laugh and feel relieved. Or, if you’re brave, don’t tell Partner A what B is going to do.

Activity #1: What's my Impact? *(continued)*



5. Tell Partner A to start. After 30-60 seconds call "Stop," and ask the following:
 - Of the As...
 - Who felt frustrated? Why?
 - Who gave up? Why?
 - How did they feel about B because of their behavior?
 - Of the Bs...
 - Who felt bad or guilty? Why?
 - Did anyone secretly try to listen while pretending to *not* Be There? Why?
6. Have Partner A tell their story again and this time have Partner B to really Be There.
 - After 30-60 seconds call "Stop," and have a few individuals share:
 - What was different this time?
 - How did the A's feel about their partners this time?
 - How did the B's feel about their impact?
 - How can you Be There more consistently in your work and life?

(If using Participant Workbook, see page 6. Ask participants to write what they learned during this activity.)

Action Plan

Ask participants, "What impact do you want to have on the people in your life by being there? What will you do in the next week to have that impact? Write what you will do and when you will do it."

(If using Participant Workbook, see Workbook page 6.)

Tips

- If you really want to know your impact, go directly to the source. Talk to three team members and say you want to be more present. Ask them to tell you honestly—bluntly, if need be—about a time or times you weren't physically or mentally present for them. Ask: "What impact did that have on you? What can I do to Be There more for you?" Thank them sincerely for their help; their feedback is helping you to build stronger relationships.
- Make it a habit after meetings to ask people who were there: "What was my impact in the meeting?" Ask them to be as specific as possible—it might be the way you drew someone into the meeting by

Activity #1: What's my Impact? *(continued)*



asking questions, the way you encouraged someone whose confidence seemed to lag, how you kept your cool during a tense exchange. As your awareness grows, the more prepared you'll be to show up in a way that creates the impact you want.

Activity #2: A Matter of Trust



John Gardner observed, “It is virtually impossible to lead a non-community.” The people you lead may admire your business skill. They may respect your experience. They may be attracted by your charisma. But until you give something of yourself to them, to make time to “be” with them, you won’t win their trust. People can’t trust you if they don’t know you.

Being there for others transforms mistrust into teamwork, individualism into shared vision. It’s the difference between people feeling that they work *with* you, not *for* you.

Instructions

Ask the group to fill out on flipchart paper or white board: **On a scale of 1 to 10, how much do our team members trust us?**

(If using Participant Workbook, see Workbook page 8.)



Ask the group to answer:

- Why are we at the trust level we wrote down?
- What are we doing—or failing to do—that contributes to that trust level?
- Where do we want that trust level to be next month, quarter or year? (It’s important to set some time frame as a goal. While 10 may be the obvious goal, if trust is low now, it may be more realistic to aim initially for a 7 or 8.)
- What will be different when we reach the trust level we want? What will we do differently than we do now?

Action Plan

Ask participants, “What are some things you will do to build trust with your team members? Write what you will do and when you will do it.”

(If using Participant Workbook, see Workbook page 8.)

Activity #2: A Matter of Trust *(continued)*



Tips

- To build trust, make these basic Be There actions a habit:
 - When people enter your office or cubicle, turn away from what you are working on and face them.
 - Before starting a conversation, let the other person know if you are expecting a call you must take.
 - Tell people how much time you have to talk and ask if it's sufficient. When you need to talk, ask, "Is this a good time?"
 - Wait for others to finish their thoughts before you speak.
- One way to Be There more consistently is to be curious. Being curious about what others are saying gets you out of your own world and into theirs. Curious questions don't just seek information. They help you find out more about what the person thinks, feels and values. Next week, when you ask, "How was your weekend?" and the other person says, "Great," don't just stop there. Ask, "What was great about it?" When someone tells you about a problem they are trying to solve or a project they are working on, ask what is important to them about it, their thoughts on it, how would solving it make the workplace better. Try not to make any statements for a few minutes—just ask questions. It's not an interrogation, but a way to let the other person know they are being heard and acknowledged.

Activity #3: Finding Common Ground



Before you can lead others to a goal, you must first seek to understand how they see themselves in the world you wish to create. According to Annette Simmons, author of *The Story Factor*, it means paying attention to “the stories they tell themselves about you” as well as “the stories you are telling yourself about them.”

Rob Gregory, the owner of a car dealership, admits in the video that he didn’t treat technicians the same way he did salespeople. He didn’t identify with them and they didn’t trust him. But he had a new vision for how he wanted his business to operate and recognized that to bring them onboard, he must first see the business through their eyes.

Rob and the technicians began to meet regularly. Rob says one of the best things that happened was “getting inside” each other’s head to understand what each of them “deal with.” Wayne, one of the technicians, realized he and Rob were “the same” because they both wanted to serve people. As they shared their perspectives, they found common ground on which they could trust each other and work together.

Instructions

Here’s an exercise to help you understand the perspective of others.

1. Write the names of different departments or functions—marketing, product development, sales, etc.—on pieces of paper and tape them to chairs.
2. Have people sit in a chair representing a function that is not their own.
3. Have the group come up with a theoretical problem to be solved or issue to be improved.
4. Ask participants to think about the problem from the perspective of the function in whose chair they sit. To vary your learning even more, have participants shift to a new chair every five minutes.
5. Then take off the pieces of paper and shift to thinking from your own perspectives.

Activity #3: Finding Common Ground *(continued)*



6. Consider: What did we learn? Where do we go from here?

(If using Participant Workbook, see page 10.)

Action Plan

Ask participants, “What will you do to consider and recognize the ideas and perspectives of others?

Write what you will do and when you will do it.”

(If using Participant Workbook, see page 10.)

Tips

- If you want to learn more about a team or department with whom you do not feel you are on common ground, schedule a meeting with someone from that department or invite them out for lunch. Don’t talk about your differences. Get curious: Ask about what they do, how they do it, why they do it. Find out who they are. Listen specifically for areas in which you have similar ideas, goals, processes or values.
- Think about a person from whom you don’t normally seek input. Step outside your comfort zone and ask them for their thoughts on an issue you are dealing with or a project you’re working on. Besides strengthening your relationship, you are learning a different perspective.
- When you stop by a team member’s workspace, pay attention to things that are clearly or prominently displayed on their desk or wall. If it’s a picture, ask who’s in it. If you already know who’s in the picture, ask how they are. If it is an object, ask why it is significant. Ask a few questions about what you’ve noticed. If your questions lead them to tell a story, listen and thank them for sharing. Try this once a day with a different employee. You will learn a little more about what’s important to them.
- Get to know each other better by starting a “Who I Am” bulletin board. Ask employees to bring in pictures of their families, themselves as a baby or participating in a favorite hobby, their favorite art or a personally meaningful quote. Make sure to save a place for yourself on the board too.

1. If your team has a regularly scheduled meeting, check in with participants next time you get together. Review what they wrote in their action plans/commitments. Ask:
 - What new things did you do?
 - What happened?
 - What was the impact on others?
 - What was the impact on you?
2. To remind participants of your *Be There* conversations and their action plans, send them occasional emails of the Tips from the end of each section.



The FISH! For Leaders Series consists of six programs, each of which helps leaders to be more effective by applying one aspect of The FISH! Philosophy. Use any combination of these six thought-provoking programs to create the leadership training that fits your team's needs.

FISH! For Leaders programs include:

It Starts with Me

The secret to outstanding leadership is not in what you command others to do for you, but what you inspire them to do through your example.

Be There

People may admire your talent, charisma and business skill, but they will not really trust you until you make the effort to be present for them, emotionally as well as physically.

Play

You can't just order creativity like a lunch special or install happiness like a program. To enjoy the many business and human benefits of Play, leaders must first nurture an environment that is full of trust and respect, and free of fear.

Make Their Day

One of the best ways for a leader to make someone's day—or month, or year, or life—is to value them. Simple gestures, such as appreciation and giving people a voice, fulfill emotional needs that are too often ignored on the job.

Choose Your Attitude

Your attitude has a powerful effect on the people you lead. What impact do you want to have on others? You alone are responsible for choosing the attitude that will achieve that impact.

Who Are You Being?

Great leaders are guided by what they stand for, not by the temporary ups and downs happening around them. To lead more intentionally, you must define your purpose, recommit to it every day and ask others to help you be the person you say you want to be.