

# IT 312

# SERVICE CULTURE

Dr. Josephine R. Bayonito

*IT 312 Professor*



BULACAN STATE UNIVERSITY | COLLEGE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

**IBPAP**  
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# LESSON 01

COURSE ORIENTATION AND  
INTRODUCTORY LECTURE

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# LEARNING OBJECTIVES

*At the end of this lesson, you should be able to:*

01

Identify what is required of them in class in terms of participation, learning, and output

02

Describe the framework of service culture, personal leadership, and the importance of developing leadership and social competencies

03

Create a concrete image of the customer as a goal and driver of business success

04

Analyze and evaluate case studies that illustrate knowledge, skill, behavior, performance, and values gaps, and determine how best to deal with similar situations

05

Design a customer service program following guidelines of project management and the principles and practices of customer service



DURATION: 1 Hour

# WHAT COMES TO YOUR MIND WHEN YOU HEAR



???

# WHAT COMES TO YOUR MIND WHEN YOU HEAR



- As a **noun**, it refers to a helpful act;
- as a **verb**, it signifies the performance of business functions.
- In plain terms, it connotes support, assistance, an extra set of hands and objective insight.

# WHAT COMES TO YOUR MIND WHEN YOU HEAR

- Culture, the **noun** meanwhile, is the manifestation of the development of intellectual and moral faculties especially through learning and enlightenment.



# WHAT COMES TO YOUR MIND WHEN YOU HEAR



In simple terms, **Service** is defined as “The performance of work for another”.

Similarly, **Culture** is defined as “The totality of the inherited ideas, beliefs, values, and knowledge of a group of people, which constitute the shared bases of social action.”

In a gist, **SERVICE CULTURE** refer to values system and attributes envisioned in your development as would-be leaders.

# SERVICE CULTURE COURSE SUMMARY

## Module One: Service Leadership Development

This module explores

- Knowledge, skills, abilities in a general sense
- Critical leadership and personal competencies
- Individual and leadership values
- Personal and team mission, vision, and goals
- Team development skills
- Service Leadership development



# SERVICE CULTURE COURSE SUMMARY

## **Course Orientation and Introductory Lecture**

- Provides a summary of the entire Service Culture curriculum. It provides insight into the course, what is required from students and what it intends to achieve.

## **Emotional and Social Competencies**

- Provides a discussion on emotional competence through the development of self-awareness and regulation as skills of leadership that lead to the growth and development of personal and social competencies crucial for leadership growth and development.

# SERVICE CULTURE COURSE SUMMARY

## Leadership and Empathy

- An introductory session on the emerging leadership styles, their origins and theories of development. This is knowledge precursor to self development and mastery of personal and social competencies needed for the development and transformation of oneself into leadership roles and competence. This session also discusses “empathy” as a critical social competency required of a developing leader.

# SERVICE CULTURE COURSE SUMMARY

## Motivation

- This session was designed to equip students with a paradigm for personal development and build in them a desire to meet the demands and requirements for success.

# SERVICE CULTURE COURSE SUMMARY

## Personal and Team Vision and Mission

- This session introduces students to the service leadership development framework. The service leadership orientation or philosophy is best expressed, learned and remembered through the phrase “”Learn to Serve”, which is also an acronym for the actions, values and ideals that every student of Service Culture should be able to imbibe and manifest in his/her thoughts and behaviors.

# SERVICE CULTURE COURSE SUMMARY

## **Team Development Skills**

- This session qualifies the need for team development skills and expects students to think of the team capabilities they would like to develop.

## **Coaching Sessions as Learning Opportunities**

- Aims to define what coaching is and creates a mindset through which students should be able to welcome mentorship, and experiential learning.

# SERVICE CULTURE COURSE SUMMARY

## Competencies Valued in the IT-BPM Industry

- Identifies the competencies valued in the IT-BPM industry and seeks to identify ways by which these competencies may be developed.

## Innovations in Learning and Development

- Discusses innovations that can be applied in learning and development and how it can sustain a successful professional career in the IT-BPM industry.

# SERVICE CULTURE COURSE SUMMARY

## Module Two: Global Human Diversity Module Three: Customer Service Development

These modules explore

- Understanding cultural diversity
- Service organizations
- Customer service principles and practice
- Organizational mission, vision, and goals
- Customer service metrics
- Customer interfaces and service approaches
- Project management
- YOUR role in all this



# SERVICE CULTURE COURSE SUMMARY

## Dimensions of Human Diversity

- This discusses the concept of human diversity, and the erstwhile common and yet often overlooked competency, cultural sensitivity, as practiced in the global environment. This session also marks the crossing over and melding of the course from fostering soft-skills to synthesizing taskoriented soft-skills with service principles.

# SERVICE CULTURE COURSE SUMMARY

## **Demographic and Cultural Diversity**

- This session has been designed to provide students some background knowledge and information about the North American, European and Asian continental regions. It sets out to discuss the service expectations of customers located in these regions. It builds on the demographic and cultural diversity existing in these areas and enables the development of competencies essential to cultural sensitivity.

# SERVICE CULTURE COURSE SUMMARY

## Dimensions and Components of Culture

- This session is designed to equip students with the knowledge of qualities or characteristics that distinguish people from one another across cultures and organizations in order to build cultural sensitivity and the ability to respond with the appropriate customer service action based on a country's values and the unique demands and requirements of its people. The module also discusses the service aspects of customers globally as it takes on cultural diversity on a national and organizational level.

# SERVICE CULTURE COURSE SUMMARY

## **Culture and Values: The Mission and Vision of an Organization**

- This session is a continuation of the discussions on components of culture in service organizations. It discusses the components of culture in greater detail as a preparation for students undertaking a service-oriented immersion program. The module provides insight into how values are created in an organization through the formation of the organization's vision and mission.

# SERVICE CULTURE COURSE SUMMARY

## Strategic Planning for a Service Organization

- This session discusses how a service organization should conduct its strategic planning activities in order to develop effective and appropriate vision and mission statements that will help chart the service organization's direction through various challenges and opportunities as it treads the service leadership development path.

# SERVICE CULTURE COURSE SUMMARY

## What is Customer Service?

- This session is designed to help students realize the value of customer service and in doing so, set out to develop a service orientation. This serves as an introduction to Customer Service Principles and Practice.

## The Customer Value Virtuous Cycle

- This session identifies the customer as subject, goal, objective, rationale and condition that determine the success of any effort towards providing excellent customer service.

# SERVICE CULTURE COURSE SUMMARY

## Types of Customer Interfaces

- This session discusses the different types of customer interfaces starting with basic interactions which, when established from day to day, become the basis for establishing relationships. Customer interfaces have evolved to include various channels or points of contact of transactions with the customers and eventually become the database repository of information for studying customer behavior.

# SERVICE CULTURE COURSE SUMMARY

## **Customer Interface Service Approaches**

- This session explains what customer service approach is appropriate based on the prevailing customer interface. Customer Relationship Management (CRM) is explained as mostly based on cultivation of customer relationships. Customer Experience Management (CEM) emphasizes the nurturance of a positive customer experience. This module also introduces to students how to design an appropriate customer service strategy.

# SERVICE CULTURE COURSE SUMMARY

## Developing a Service Leadership Orientation

- This session discusses the customer service paradigm based on a Service Leadership Development framework. It is designed to provide direction for students to meet the demands and requirements for success in the area of customer service.

# SERVICE CULTURE COURSE SUMMARY

## **Customer Service Metrics and Standards of Quality Service**

- This session aims to introduce the concept and practice of customer service metrics which is a feature of team efficiency in most service companies. This focus on team customer service has even evolved into a sport in some companies. This is the type of team orientation developed to emphasize working together to retain customers and resolve problems.

# SERVICE CULTURE COURSE SUMMARY

## **Managing Customer Service Quality Standards**

- This session is an introduction to the systematic strategies to managing customer service quality standards. It discusses issues on efficiency and effectiveness of customer service in various organizations

## **External Evaluators of Customer Satisfaction and Quality**

- This session introduces the role of external evaluators in tracking customer satisfaction and service quality in service organizations. External customer satisfaction standards provide an objective measure that monitors how most service companies are perceived by the buying public.

# SERVICE CULTURE COURSE SUMMARY

Module Four is about the application of Service Culture in the IT-BPM industry through Project Management.

The sessions covered by this module include:

## **Project Initiation and Planning**

- Provides an overview of the whole project management process and then introduces the first two phases in the project lifecycle: Initiating and Planning.

# SERVICE CULTURE COURSE SUMMARY

## Project Implementation

- Discusses how a project is implemented based on project requirement constructs, and how projects are evaluated right from the start.

## Project Closure Guidelines

- Discusses closing phases of project management and how projects are evaluated to check opportunities and process defects before it is signed off as a success or if it needs further development.

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# LESSON 02

## EMOTIONAL AND SOCIAL COMPETENCIES

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# LEARNING OBJECTIVES

*At the end of this lesson, you should be able to:*

01

Explain the importance of emotional competence particularly the aspects of self-awareness and regulation and discuss how their practice helps demonstrate a capacity for personal leadership

02

Analyze situations in which self-awareness and regulation play a significant role in leadership

03

Resolve to practice self-awareness and self-regulation in order to further develop leadership capacity



DURATION: 2 Hours

# SELF-AWARENESS AND REGULATIONS

The modern workplace has changed exponentially towards the accommodation of new technologies, systems, and processes, and this change has defined the way companies have revamped how they work on balancing organizational goals with those of its employees.

In the same way, companies were forced to evolve as old school thinking proved unable to keep up with these changes.

In Daniel Goleman's book, *Working with Emotional Intelligence* (1988), he noted how a national survey was conducted to discover what companies look for when hiring entry-level employees.

# SELF-AWARENESS AND REGULATIONS

Goleman stated that the survey showed how **specific technical skills take second place to an employee's ability to learn on the job.**

At the same time, employers listed **communication skills, adaptability, creativity, responsiveness, personal management and motivation, social skills, and “contributorship” and leadership potentials as desirable traits.**

The survey further showed how these appear to be the similarly desired traits when companies consider hiring MBA graduates into the fold.

# SELF-AWARENESS AND REGULATIONS

In fact, the three most desired capabilities listed were:

- ✓ **Communication skills**
- ✓ **Interpersonal skills**
- ✓ **Initiative**

Apparently, these listed competencies, alongside **adaptability, creativity, responsiveness, personal management and motivation, social skills, and “contributorship”**, among others, could be grouped under **personal competencies**.

# SELF-AWARENESS AND REGULATIONS

According to Goleman, these said capabilities make up the **Emotional Competence Framework**—a grouping of competencies that determine how we manage ourselves.

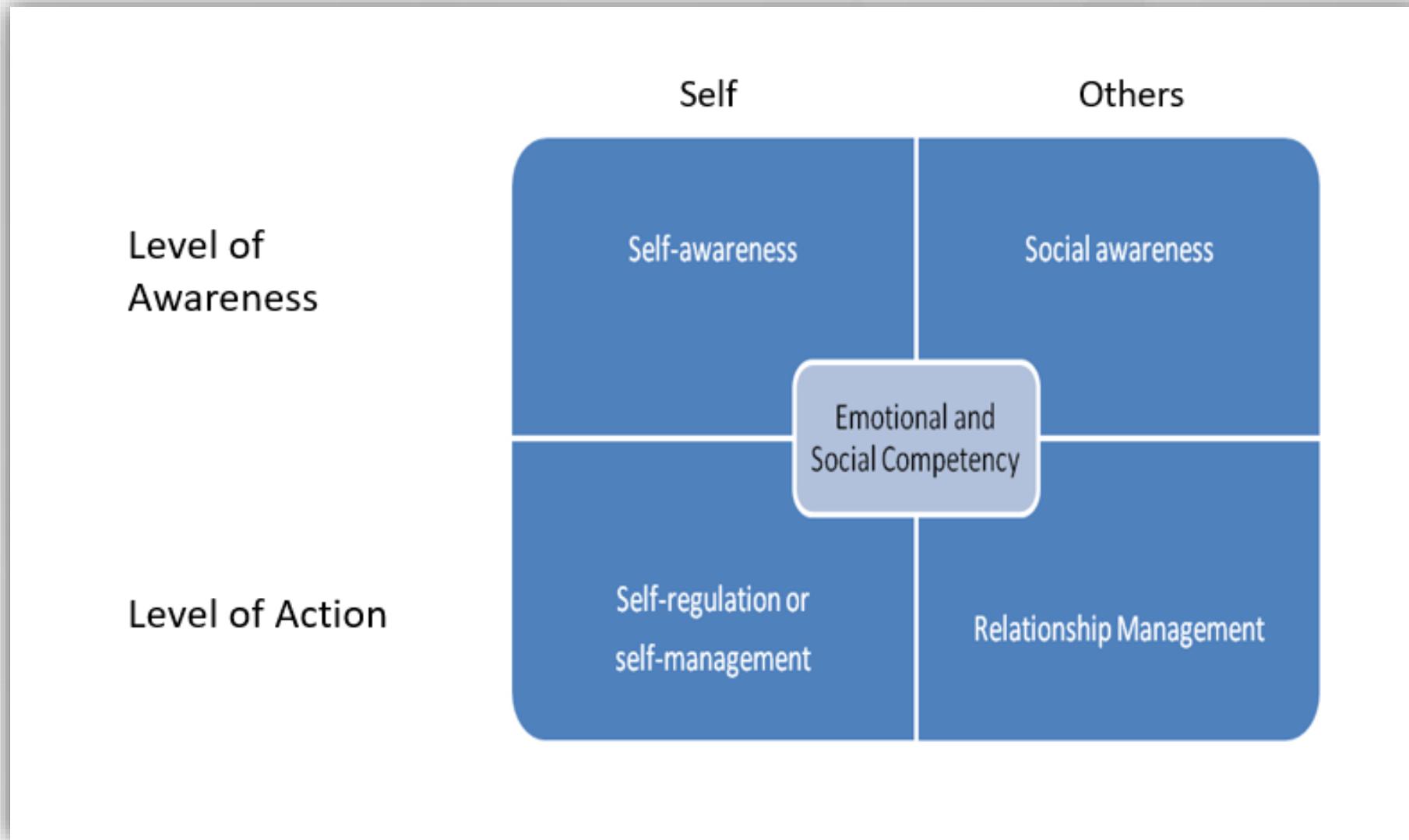
The capabilities that relate to how a person manages his/her relationship with other people and his/her influence arising from feelings of empathy and sensitivity to other people that results in the establishment of effective interpersonal relations is called **Social Competence**.

# SELF-AWARENESS AND REGULATIONS

**Emotional and Social Intelligence (EI) Competence Framework** consists of the following components:

- 1. Emotional Competence (self-oriented)** – self-awareness, self-regulation/management, self-motivation
- 2. Social Competence (other oriented)** – empathy, social awareness, social skills, relationship management

# SELF-AWARENESS AND REGULATIONS



# FOUNDATIONS OF MANAGEMENT SKILLS

## What is awareness? Self-awareness?

**Awareness** is generally defined as having or showing a realization, perception or knowledge of a concept, situation, circumstance, or person. When an individual is aware, he or she is able to focus on facts or a perception of facts regarding a concept, situation, circumstance, or person.

**Self-awareness** allows an individual to recognize their place and role in the world and to express thought and behaviors based on this construct. It is an abstract inherent in human development; it is a process in the same manner that breathing or sensing may be considered processes.

# FOUNDATIONS OF MANAGEMENT SKILLS

## What is awareness? Self-awareness?

**Mindfulness** is one such activity involving self-awareness. It is the psychological process of bringing one's attention to his or her internal and external experiences processed or occurring in the present moment.

Studies have found the beneficial effects of mindfulness in areas such as **attention regulation (cognition)**, **body awareness (kinesthetic sense)**, and **emotional regulation**. In perceiving various stimuli including the sense of values for example such as a sense of **responsibility**, **authenticity**, **compassion**, **self-acceptance** and **character**, studies have shown that mindfulness meditation contributes to a more meaningful and healthy individual sense of self and identity.

# FOUNDATIONS OF MANAGEMENT SKILLS

## Theories of Self-Awareness

Efforts to understand exactly when we develop our various states of self-awareness gave rise to several theories that explored human growth and development. Two of them are:

### a. **Developmental Theory by Jean Piaget (1896-1980)**

- has the assumption that a child's thinking changes at the precise onset of particular developmental stage
- focus is on the process of (1) assimilation and (2) accommodation
- states that growing up influences a child's capacity to understand the world; children cannot do particular tasks until they are psychologically mature to do so
- inaccurate

# FOUNDATIONS OF MANAGEMENT SKILLS

## Theories of Self-Awareness

### b. Cognitive Development by Andreas Demetriou (1950-)

- Offered a combination of empirical evidences from Piaget's theory and aspects of psychometrics and cognitive theory
- functional level of organization (1) core processes (2) mental operations (3) knowledge and beliefs
- aimed to described and explain the intellectual development, individual difference in the rate and direction of intellectual development, and cognitive mechanism underlying development and the differences that occur between changes
- More accurate application

# FOUNDATIONS OF MANAGEMENT SKILLS

## Importance of Self-Awareness

Self-awareness requires us to understand ourselves in many areas.

### Areas of Self-Awareness:

- ✓ Personality
- ✓ Values
- ✓ Habits
- ✓ Needs
- ✓ Emotions

# AREAS OF SELF-AWARENESS AND THEIR IMPORTANCE

## ✓ **Personality**

According to various psychology papers and other published material, there are as much as 20 personality types that determine how we project ourselves, relate with others, and deal with experiences.

We respond differently to concepts, ideas, and facts now compared to how we might have when we were, say, 16 years old; more so compared to when we were barely 9 years old.

# AREAS OF SELF-AWARENESS AND THEIR IMPORTANCE

## ✓ **Values**

Personal values are what we refer to as convictions about what we feel are important and attractive, advantageous, or beneficial and we all possess a unique and complex combination of them. There are two types of personal values:

- Terminal - desired end-states we strongly want to achieve, such as “a comfortable life”, “freedom”, “happiness”, or “salvation”
- Instrumental - convictions about desired characteristics or certain modes of behavior, such as “being ambitious”, “forgiving”, “thoughtfulness” or “politeness”

# AREAS OF SELF-AWARENESS AND THEIR IMPORTANCE

## ✓ Habits

These are behavior we repeat routinely and often enough, even automatically that they tend to be unconscious. Being self-aware will help us examine and reexamine habits that get in the way of being more effective when we undertake tasks or complete projects.

Recognizing habits that hinder high-performance will help leaders construct means of regulating them. Future leaders will realize too that habits may hinder their ability to build commitment and strengthen decision-making skills.

# AREAS OF SELF-AWARENESS AND THEIR IMPORTANCE

## ✓ **Needs and Aspirations**

Contrasted with wants, needs drive us to do the things we do, act the way we act, or think the way we think. According to Abraham Maslow (1908- 1970), who formulated the commonly called the Hierarchy of Needs (1990) theory, our behavior is often driven by our psychological needs: physiological, safety, affection, esteem, self-actualization, and self transcendence.

# AREAS OF SELF-AWARENESS AND THEIR IMPORTANCE

## ✓ Emotions

Our combined feelings or “emotions” is one of five facets of emotional intelligence (EQ); understanding them requires us to analyze and know the underlying factors and processes associated with rooted emotional experiences.

According to Goleman, emotionally aware people know which feelings they are feeling and why, and they can link what they feel with what they do, say, and think. They recognize how their feelings affect their performance while having awareness regarding their values and goals guide them throughout.

# AREAS OF SELF-AWARENESS AND THEIR IMPORTANCE



**Abraham Maslow's Needs Hierarchy identifies Eight (8) levels of needs (1990s).**

# AREAS OF SELF-AWARENESS AND THEIR IMPORTANCE

Competency areas in which the practice of self-awareness benefits us:

- 1. Skills development**
- 2. Performance**
- 3. Intuitive decision-making**
- 4. Stress management**
- 5. Motivation**
- 6. Leadership**

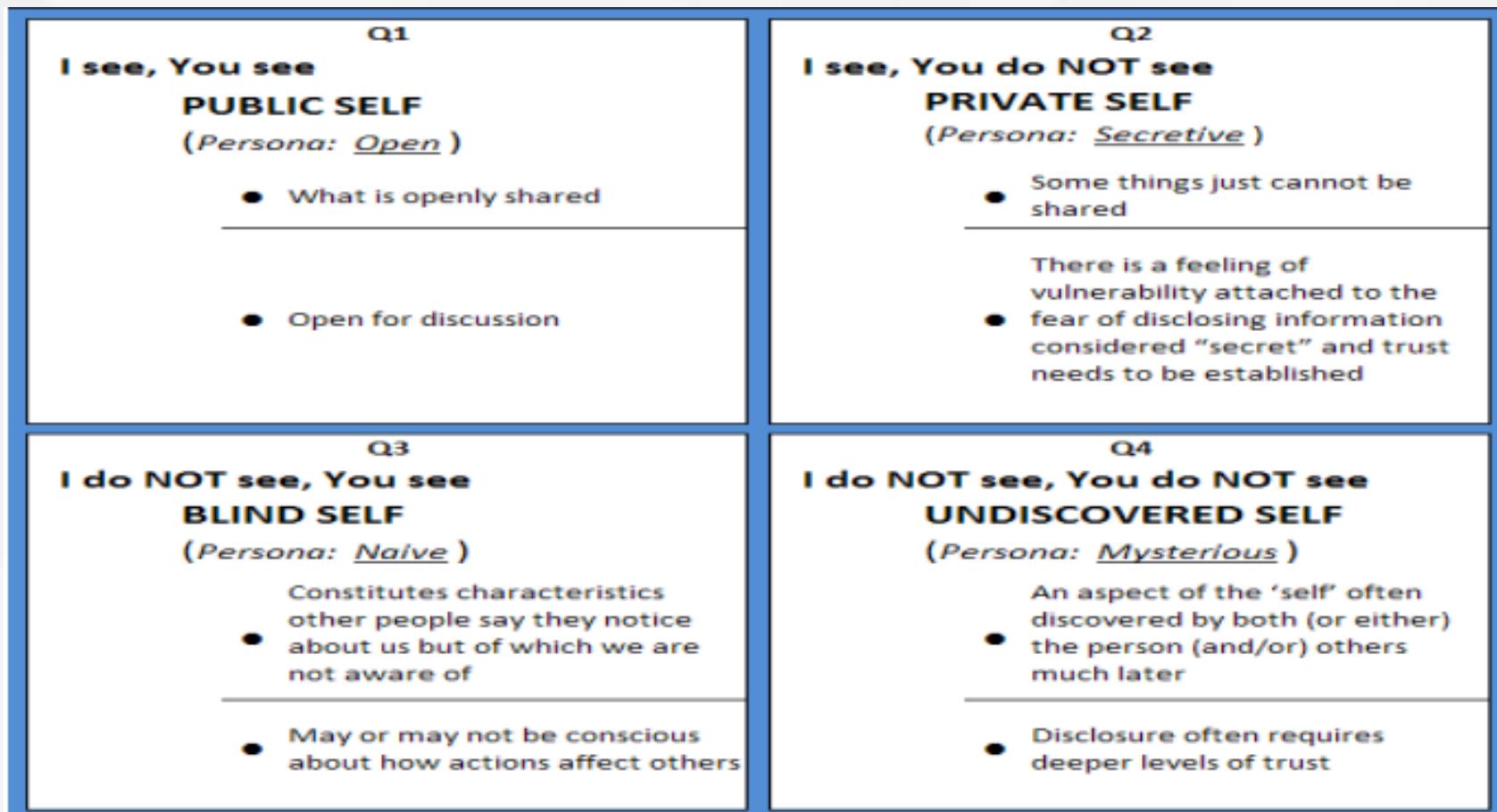
## PRACTICING SELF-AWARENESS

### The Johari Window

The Johari Window identifies four (4) self-personas derived from an all-encompassing description based on the familiarity established among people who interact.

# PRACTICING SELF-AWARENESS

## The Johari Window



# PRACTICING SELF-AWARENESS

## The Johari Window

Another way of looking at Johari Window's four self personas

Quadrant	Self	Persona	Characteristics
1	Public	Open	Personal attributes that are readily seen or observed by the person and others in him-/herself
2	Private	Secretive	Attributes that a person knows about him-/herself but is not known by others
3	Blind	Naïve	Attributes that a person does not know about him-/herself but is known by others
4	Undiscovered	Mysterious	Attributes that both a person and others do not yet know of the person and which are left for future discovery

# SELF-REGULATION

Self-regulation is defined as a stage where awareness of certain behavior leads to self-policing action or the capacity to alter behavior; it determines how we can choose to respond, along with the way we respond to particular situations, circumstances, events, and people.

Theorists and behaviorists have also studied the function of self-regulation and at least two related theories are:

1. Social Learning Theory
2. Self-Determination Theory (SDT)

# PHASES OF SELF-REGULATION

In order to understand how social learning, modeling, and self determination are related to self-regulation, it would be essential to understand the different phases of self-regulation.

Self-regulation is when the individual has his own ideas about what is appropriate or inappropriate behavior and chooses actions accordingly. Bandura lists aspects or phases of self-regulation that coincide with Deci and Ryan's Self Determination Theory.

# PHASES OF SELF-REGULATION

1. Forethought/pre-action or setting standards and goals -  
Preceding actual performance, it sets the stage for action and maps tasks and provides parameters for realistic expectations
  - When will they start?
  - Where will they do the work?
  - How will they get started?
  - What conditions might help or hinder them from attaining success?

# PHASES OF SELF-REGULATION

2. Performance control - involves processes and the active attempt to utilize specific strategies to reach success
  - Are they accomplishing what they hoped to do?
  - Are they being distracted?
  - Is this taking more time than they thought?
  - Under what conditions do they accomplish the most?
  - What questions can they ask themselves while they are working?
  - How can they encourage themselves to keep working?

# PHASES OF SELF-REGULATION

4. Self-reflection - involves reflection after the performance, a self-evaluation of outcomes compared to goals set in the forethought phase

- Did they accomplish what they planned to do?
- Were they distracted and how did they get back to work?
- Did they plan enough time or did they need more time than they thought?
- Under what conditions did they accomplish the most work?

# ASPECTS OF SELF-REGULATION

1. Setting standards and goals (also a phase of self-regulation)
2. Self-observation - where systematic monitoring of one's own performance is a big part
3. Self-judge - systematic comparison of an actual performance against set goals
4. Self-reaction - the personal process of evaluation where we evaluate behaviors needed to undertake tasks, engage self-administering praise or criticism, structure environments or changing elements that might impact the tasks, even ask for help

# PRACTICING SELF-REGULATION

The practice of psychology and behaviorism has an extensive list of methods or steps we can take to learn how to self-regulate.

Methods of Self-Regulation	
Identifying behavior patterns	Creating positive reinforcement with the use of small, possibly periodic, and reasonable rewards
Consciously observing the frequency or intensity of particular behavior	Correction in the event that wrong behavior is demonstrated
Challenging ourselves by criticizing negative behavior and reinforcing positive ones	Challenging defeatist attitudes
Changing our reaction or response patterns	(Can you add more?)

# BENEFITS OF SELF-REGULATION

As much as it is applicable to individual development, we stand to benefit from the understanding of how social learning and self-determination are applied every day.

1. We learn a great deal simply by observing other people.
2. Describing the consequences of behavior can effectively increase the appropriate behaviors and decrease inappropriate ones (discussing rewards and consequences of various behaviors).
3. Modeling provides an alternative for teaching new behaviors. Modeling provides a faster, more efficient means for teaching new behavior. To promote effective modeling a teacher must make sure that the four essential conditions exist; attention, retention, motor reproduction, and motivation.

# BENEFITS OF SELF-REGULATION

4. Teachers and parents must model appropriate behaviors and take care that they do not model inappropriate behaviors.
5. Teachers should expose students to a variety of other models. This technique is especially important to break down traditional stereotypes.
6. Students must believe that they are capable of accomplishing given tasks. Develop a sense of self-efficacy for students by having students receive confidence-building messages, watch others be successful, and experience success on their own.
7. Teachers should help set realistic expectations for their accomplishments. In general, this means making sure that expectations are realistically challenging.
8. Self-regulation techniques provide an effective method for improving student behavior.



## DEALING WITH BLIND SPOTS

In an organization, blind spots also refer to a functional impairment where individuals are ‘blind’ when it comes to functions or processes, or even dynamics that are essential to a healthy organization.

In an ideal organization, blind spots are repaired with as much urgency as possible. They are attacked with surgical precision and coached to improvement.

# GLOSSARY

- ✓ Cognitive - involving intellectual activity such as thinking, reasoning, or remembering
- ✓ Competency - capability, ability, skill
- ✓ Domain - sphere of knowledge, influence, or activity
- ✓ Emotional Competence refers to one's ability to express or control one's inner feelings or emotions.
- ✓ Empathy - a competency by which a person is able to relate with another from a more subjective level;
  - the capacity to recognize and, to some extent, share feelings (such as sadness or happiness) that are being experienced by another

# GLOSSARY

- ✓ Frame of reference - ideas, conditions, or assumptions that determine how something will be approached, perceived, or understood
- ✓ Hard skill - technical skills or administrative competencies that account for operational tasks
- ✓ Modeling - process by which individuals identify an ideal they imitate or model certain behaviors after
- ✓ Self-awareness - state where focus is directed towards the self; a stage in development when we evaluate and compare our current behavior to internal standards and values

# GLOSSARY

- ✓ Self-regulation - a stage where the awareness of certain behavior leads to self-policing action or the capacity to alter behavior; it determines how we can choose to respond, along with the way we respond to particular situations, circumstance, events, and people.
- ✓ Social competence - refers to attributes that relate to effective interpersonal relations. Includes social skills and personal attributes such as empathy and social awareness Soft skill a personal attribute that enhances how we relate with other people during our everyday interaction; also referred to as people skills
- ✓ Stage - according to Jean Piaget, it is a period in a child's development in which he or she is capable of understanding some things but not others

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# LESSON 03



## LEADERSHIP AND EMPATHY

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# LEARNING OBJECTIVES

*At the end of this lesson, you should be able to:*

01

Identify various leadership styles and theories based on the origins and culture of the organization

02

Discuss how service leadership emanates from an organizational culture, and how it contributes to the development of the self towards social competency, and eventually into leadership itself

03

Appreciate the value of applying empathy in various situations, such as during conflicts, political and social situations, and areas needing cooperation and collaboration, to enhance leadership



DURATION: 2 Hours

# LEADERSHIP AND EMPATHY

**Leadership** is an ability of an individual to lead and influence followers or members of an organization towards the accomplishment of specific goals and objectives. It is the ultimate people ability which harnesses an array of people's soft skills that must be studied in deeper detail to enable any aspiring individual acquire the necessary competencies to become an effective leader.

**Soft skills** are defined as personal attributes that enhance how we relate with other people everyday. We also refer to them as people skills and count among them skills we use when we interact with others, such as adaptability, trustworthiness, loyalty, and communication skills, being respectful, and dependability.

# LEADERSHIP AND EMPATHY

**Leadership** combines the application of these various soft skills, foremost of which is **empathy**, another soft skill which is the ability to relate with and see the circumstances of others in a manner that is perceived of as manifesting understanding, knowing and sharing of the experiences of another individual.

Having these skills help build our emotional competence—our ability to manage ourselves and to utilize social competencies in relation to roles we take on each day.

This module seeks to provide insight into service leadership and empathy and provide guidelines on how students may leverage on these as key towards growth and development of leadership competency.

# LEADERSHIP AND EMPATHY

There are various styles of **Leadership**. Watch this video by clicking the link:

<https://www.youtube.com/watch?v=xN7sjQYNkhg>

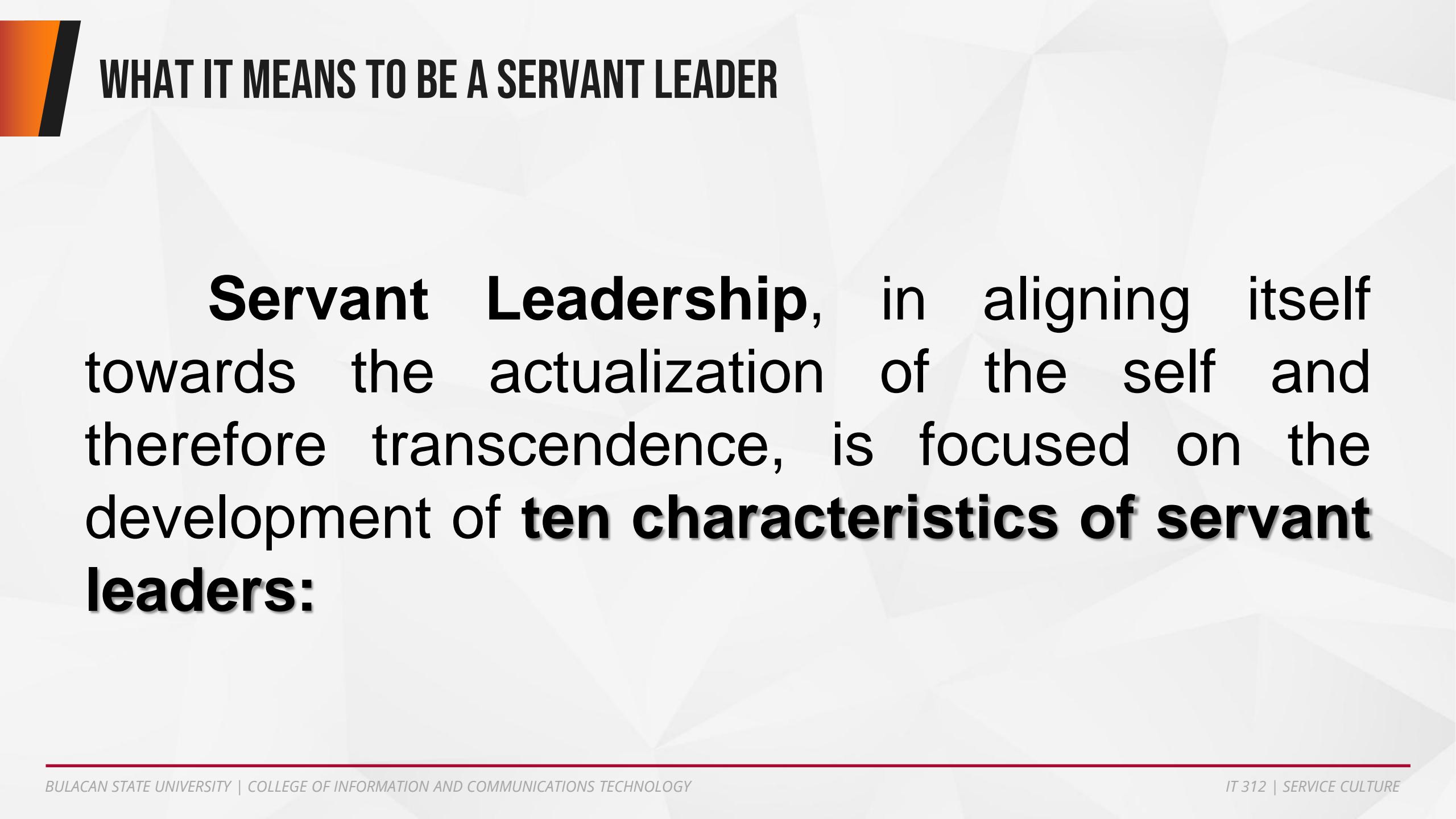
Try now to answer the following questions:

1. Which leadership style appeals to you? Why?
2. What is the type of leadership that is suitable for people of the ITBPM industry?

# WHAT IT MEANS TO BE A SERVANT LEADER

“The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first.” - Robert K. Greenleaf, founder (1970). Servant leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world.

It is a philosophy closely associated with Maslow’s Hierarchy of Needs involving man’s ultimate goal of self-transcendence, the highest apex of need and aspirations in man.



# WHAT IT MEANS TO BE A SERVANT LEADER

**Servant Leadership**, in aligning itself towards the actualization of the self and therefore transcendence, is focused on the development of **ten characteristics of servant leaders**:

# WHAT IT MEANS TO BE A SERVANT LEADER

1. **Listening** – giving people due regard by developing listening skills
2. **Empathy** – valuing other people's perspectives and being open or accommodating
3. **Healing** – support people physically and mentally to create emotional well-being or “wholeness of people”
4. **Awareness** – aligning one's behaviors with values, includes assessment of personal strengths/weaknesses, and managing of emotions
5. **Persuasion** – using inspiration and consensus to make decisions

# WHAT IT MEANS TO BE A SERVANT LEADER

6. **Conceptualization** – seeing the big picture or vision, mission and strategy
7. **Foresight** – learning from one's experiences; using analytical tools; using one's intuition
8. **Stewardship** – being responsible and accountable for outcomes and behavior of people
9. **Commitment** to the growth of people – understanding people's development needs
10. **Building community** – creating opportunities for people to interact and develop sense of belongingness together

# WHAT IT MEANS TO BE A SERVANT LEADER

Among the various components of emotional intelligence (EQ), **empathy** is cited as especially useful to leadership since it provides the kind of guidance needed for effective staff development.

Effective leaders, should therefore **listen with empathy, and lead with empathy.**

# WHAT IS EMPATHY?

- the feeling that you understand and share another person's experiences and emotions
- the ability to share someone else's feelings

**Empathy** is the capacity to recognize and to an extent, share feelings that are being experienced by another person. It is the ability to place one's self in the shoes of another, see through someone else's eyes; it is a means of identifying with another person or group with whom we interact. It is thus a social skill albeit a critical one.

# EMPATHY VS. SYMPATHY

Sympathy and empathy are separate terms with some very important distinctions. Sympathy and empathy are both acts of feeling, but with **sympathy** you feel for the person; you're sorry for them or pity them, but you don't specifically understand what they're feeling. Sometimes we're left with little choice but to feel sympathetic because we really can't understand the plight or predicament of someone else. It takes imagination, work, or possibly a similar experience to get to empathy.

# EMPATHY VS. SYMPATHY

**Empathy** can best be described as feeling with the person. Notice the distinction between for and with. To an extent you are placing yourself in that person's place, have a good sense of what they feel, and understand their feelings to a degree. It may be impossible to be fully empathetic because each individual's reactions, thoughts and feelings to tragedy are going to be unique. Yet the idea of empathy implies a much more active process. Instead of feeling sorry for, you're sorry with and have clothed yourself in the mantle of someone else's emotional reactions.

# EMPATHY VS. SYMPATHY

**Empathy** has great use also in the area of conflict management.

**Conflict management** is a key competency area for leaders as much as empathy is.

An **empathetic person** engaged in conflict management may actually sense how other people feel. He or she would be able to call on supporting or operative skills in order to understand the true nature of the conflict, how it affects any of the parties involved, and attempt to defuse the conflict:

- ✓ Trust
- ✓ Attentiveness
- ✓ Appropriate Responses
- ✓ Shared Experiences
- ✓ Respect
- ✓ Support



# EMPATHY AS A SOCIAL COMPETENCY

**Social competencies** are skills that determine how we handle relationships.

As a **social competency**, Daniel Goleman (Working with Emotional Intelligence) states that we make use of empathy to understand others, as a value we use to help us in developing other people, work on a service orientation, leverage diversity and to develop political awareness.

Moreover, **empathy** provides us with a broader understanding and appreciation of the opportunities available through different people as much as reading a group's emotional temperature helps us leverage the group as a resource.

# SERVICE ORIENTATION

Refers to giving much importance to efforts that would improve the overall customer experience such as:

- ✓ Listening to customers
- ✓ Understanding the customers
- ✓ Anticipating their needs
- ✓ Giving high priority to issue resolution
- ✓ Gaining customer satisfaction



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## CUSTOMER FOCUS

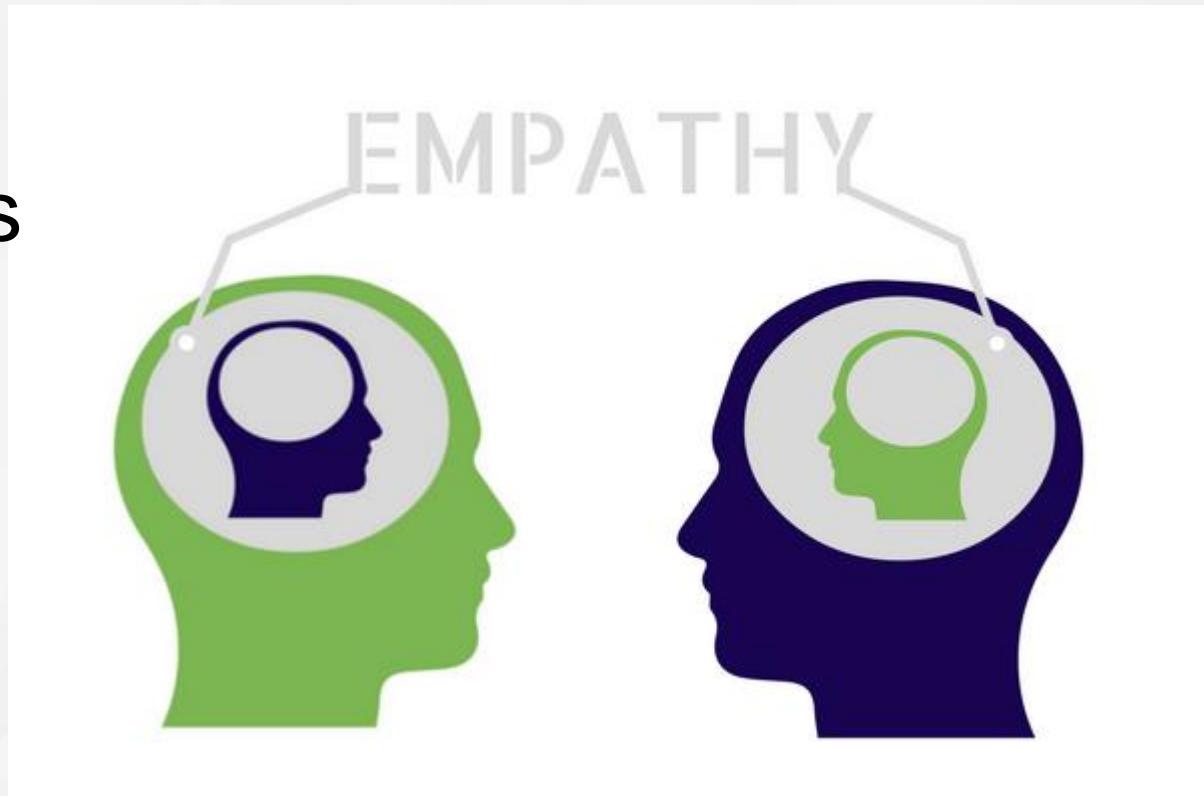
MORE



# SERVICE ORIENTATION

Things that help us develop empathy

- ✓ Trust
- ✓ Attentiveness
- ✓ Appropriate responses
- ✓ Respect
- ✓ Support



# CONFLICT MANAGEMENT

Empathy blockers may be encountered along the way:

- Domination** – supremacy or pre-eminence over another, exercise of mastery or ruling power
- Manipulation** – to manage or utilize skilfully, to control or play upon by artful, unfair, or insidious means especially to one's own advantage. to change by artful or unfair means so as to serve one's purpose
- Disempowerment** – to deprive of power, authority, or influence, make weak, ineffectual, or unimportant. To cause (a person or group of people) to be less likely than others to succeed: to prevent (a person or group) from having power, authority or influence.
- Denial** – A condition, in which someone will not admit that something sad, painful, etc, is true or real: Act of not allowing someone to have something

# CONFLICT MANAGEMENT

Empathy blockers may result in:

- Defensiveness, resistance and resentment
- Blocked feelings
- Lowered self-esteem
- Decreased ability or confidence to solve problems
- Emotional barriers

# COLLABORATION

Together with the ability to defuse conflict is the development of collaboration.

In collaborative environments, individuals, groups, teams and departments engage in the recursive process of working together. More than finding that goals may converge at a given point, collaboration is manifested by shared responsibilities and resources, in multiple players making converged decisions to maximize their potential as a team.

This skill is especially important in the area of project management. Resources and tasks contribute in a significant manner to the development of any project. In collaboration, it follows that all elements within the project management team contribute actively.

# GLOSSARY

- ✓ Blind spots - A functional impairment of the eyes where nerve fibers block the passage of light from the retina
- ✓ Catalyst - An agent that provokes or speeds significant change or action
- ✓ Competency - Capability, ability, skill
- ✓ Culture - refers to the cumulative deposit of knowledge, experience, beliefs, and values as manifested in people's attitudes and behaviors within a group or organization

# GLOSSARY

- ✓ Empathy - a competency by which a person is able to relate with another from a more subjective level; the capacity to recognize and, to some extent, share feelings (such as sadness or happiness) that are being experienced by another
- ✓ Frame of reference - Ideas, conditions, or assumptions that determine how something will be approached, perceived, or understood
- ✓ Hard skill - Technical skills or administrative competencies that account for operational tasks

# GLOSSARY

- ✓ Leadership - state or ability of an individual or group of individuals to influence and guide followers or members of an organization towards the achievement of an end or goal.
- ✓ Paradigm - An archetype; a philosophical or theoretical framework of any kind
- ✓ Self-awareness - State where focus is directed towards the self; a stage in development when we evaluate and compare our current behavior to internal standards and values

# GLOSSARY

- ✓ Self-regulation - a stage where the awareness of certain behavior leads to self-policing action or the capacity to alter behavior; it determines how we can choose to respond, along with the way we respond to particular situations, circumstance, events, and people
- ✓ Sympathy - The feeling that you can care about and are sorry about someone else's trouble, misfortune etc.; a feeling of support for something, a state in which different people share the same interests, opinions, goals, etc
- ✓ Soft skill - a personal attribute that enhances how we relate with other people during our everyday interaction; also referred to as people skills

# IT 312

# SERVICE CULTURE

Dr. Josephine R. Bayonito

*IT 312 Professor*



BULACAN STATE UNIVERSITY | COLLEGE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

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# LESSON 04

## MOTIVATION

---

# LEARNING OBJECTIVES

*At the end of this lesson, you should be able to:*

01

Explain why motivation is a key component of leadership

02

Evaluate one's personal motivation

03

Determine how to improve one's current motivation in order to develop competent leadership skills



DURATION: 2 Hours

# INTRODUCTION

This session defines **motivation** as a set of conditions that prompt change even as they are developed individually.

It was designed to equip you with a paradigm for personal development and build a desire to meet the demands and requirements for success.

# MOTIVATION

*What it is:*

A basic system that prompt us to keep going towards expected or aspired ends

Some Theories:

- Two-Factor Theory
- Goal-Setting
- Drive
- Acquired Needs

# THEORIES OF MOTIVATION

## **Two-Factor Theory (Frederick Herzberg, 1923-2000)**

- Assumes that certain factors result in satisfaction, but their absence may not lead to dissatisfaction
- ✓ **Intrinsic motivation** refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual. This means that a person's motivation is really based on taking pleasure in an activity rather than looking for an external reward.

# THEORIES OF MOTIVATION

- ✓ **Extrinsic motivation**, on the other hand, comes from outside of the individual and is largely based on the performance of an activity in order to attain an outcome.
- ✓ Referring to tangible rewards, extrinsic motivation drives people to demonstrate certain behavior or undertake certain tasks in order to get a tangible reward.
- ✓ A sure-fire example is work. Since people are tangibly rewarded by a regular source of income, people are motivated to put in their share of labor in order to receive this regular reward.

# THEORIES OF MOTIVATION

- ✓ There are three types of extrinsic motivation:

Motivation	Behavior sustained by...	Example
External motivation	environmental reward or punishment contingencies	Do work because one is paid to do it.
Introjected motivation	desire to avoid guilt and recrimination	Do work to earn money to sustain family.
Identified motivation	desire to express important self-identifications	Do work because it is what I want to do.

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Identified motivation	desire to express important self-identifications	Do work because it is what I want to do.

# THEORIES OF MOTIVATION

## ✓ Goal-Setting Theory (Edwin Locke, 1938- )

- the goal setting theory assumes that “goal setting” is linked to task performance and that, specific and challenging goals, along with appropriate feedback, lead to higher and better task performance.
- Goals indicate and give direction to an individual about what needs to be done and how much effort is required to be put in to achieve a given task or goal.

# THEORIES OF MOTIVATION

Its important features include:

- The willingness to work towards attainment of the goal is the main source of job motivation. Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals.
- Specific and clear goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding.
- Goals should be realistic and challenging. This gives an individual a feeling of pride and triumph when he attains them and sets him up for the attainment of the next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.
- Better and appropriate feedback of results directs the employee behavior and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction.
- Employees' participation in the goal is not always desirable.
- Participation in setting the goal, however, makes the goal more acceptable and leads to more involvement.

# THEORIES OF MOTIVATION

Goal- setting theory has certain eventualities such as:

- ✓ Self-efficacy- Self-efficacy is the individual's self-confidence and faith that he has the capacity for performing the task. The higher the level of self-efficacy, the greater will be the efforts put in by the individual when they face challenging tasks. While, with a lower level of self-efficacy, there will be less effort put in by the individual; he might even quit while dealing with the challenges.

# THEORIES OF MOTIVATION

- ✓ Goal commitment- Goal setting theory assumes that the individual is committed to the goal and will not abandon the goal. The goal commitment is dependent on the following factors:
  - Goals are made open, known and broadcasted.
  - Goals should be set by individual rather than designated.
  - Individual's set goals should be consistent with the organizational goals and vision.

# THEORIES OF MOTIVATION

There are, naturally, positive and negative sides to this theory:

Advantages	Limitations
A technique used to raise incentives in order for employees to work quickly and efficiently	Goal conflict between manager and employees has a detrimental effect on performance if it motivates an incompatible action drift
Leads to better performance by increasing motivation and efforts, but also through increasing and improving feedback quality	Very difficult and complex goals stimulate riskier behavior. If an employee lacks skills and competencies to perform actions essential for the goal, then the goal-setting can fail and lead to undermining the performance.
	There is no evidence to prove that goal-setting improves job satisfaction.

# THEORIES OF MOTIVATION

## ✓ **Drive Theory**

Drive theory combines a set of diverse motivational theories in psychology that refer to specific needs that act as prods, inciting action.

Research states that the Drive Theory is based on the principle that organisms are born with certain psychological needs, that these needs prod the organisms into action in order to satisfy them, and that this drive is lessened when the needs are finally met. When drive is reduced, the organism returns to a state of relaxation or calm, leading to its counterpart theory, the Drive-Reduction theory.

# THEORIES OF MOTIVATION

## ✓ **Theory of Acquired Needs (David McClelland, 1917-1998)**

The theory assumes that we have needs that are formulated over time based on our experiences. According to David McClelland, who is a pioneer in the area of workplace motivational thinking, we have three types of motivational needs:

### **1. Achievement**

Achievers seek to excel and welcome frequent recognition of how well they are doing. They will avoid low risk activities that have no chance of gain. They also will avoid high risks where there is a significant chance of failure.

# THEORIES OF MOTIVATION

## ✓ **Theory of Acquired Needs (David McClelland, 1917-1998)**

### 2. Authority

Power seekers want power either to control other people (for their own goals) or to achieve higher goals (for the greater good). They seek neither recognition nor approval from others, only agreement and compliance.

### 3. Affiliation

Affiliation seekers look for harmonious relationships with other people. They tend to conform and shy away from standing out and seek approval more than they would recognition.

# THEORIES OF MOTIVATION

## ✓ **Theory of Acquired Needs (David McClelland, 1917-1998)**

Acquired needs theory indicates the following characteristics and attitudes of achievement-motivated people:

- The achievement of objectives matters more than the material or financial reward.
- Greater personal satisfaction is felt from achieving the goal rather than from receiving praise or recognition.
- Money is regarded as a measure of success, but not an end in itself.
- Neither status nor securities are prime motivations.
- Accurate quantitative feedback is essential because it enables measurement of success.
- Achievement-motivated people are constantly looking for ways of doing things better (or smarter).
- Achievement-motivated people will gravitate towards jobs and responsibilities that challenge them and/or satisfy their needs.
- Achievement-motivated people have the capacity to set high personal goals that they believe to be attainable.

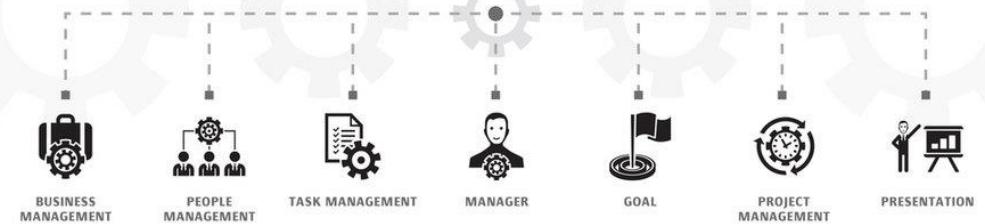
# LEADERSHIP AND MANAGEMENT

## ❖ MANAGEMENT

- Management is the act of getting people together to accomplish desired goals and objectives.
  
- It is the human action of designing or facilitating systems or organizations. Management, in this light, is simply a formal role.



## MANAGEMENT



# LEADERSHIP AND MANAGEMENT

## ❖ LEADERSHIP

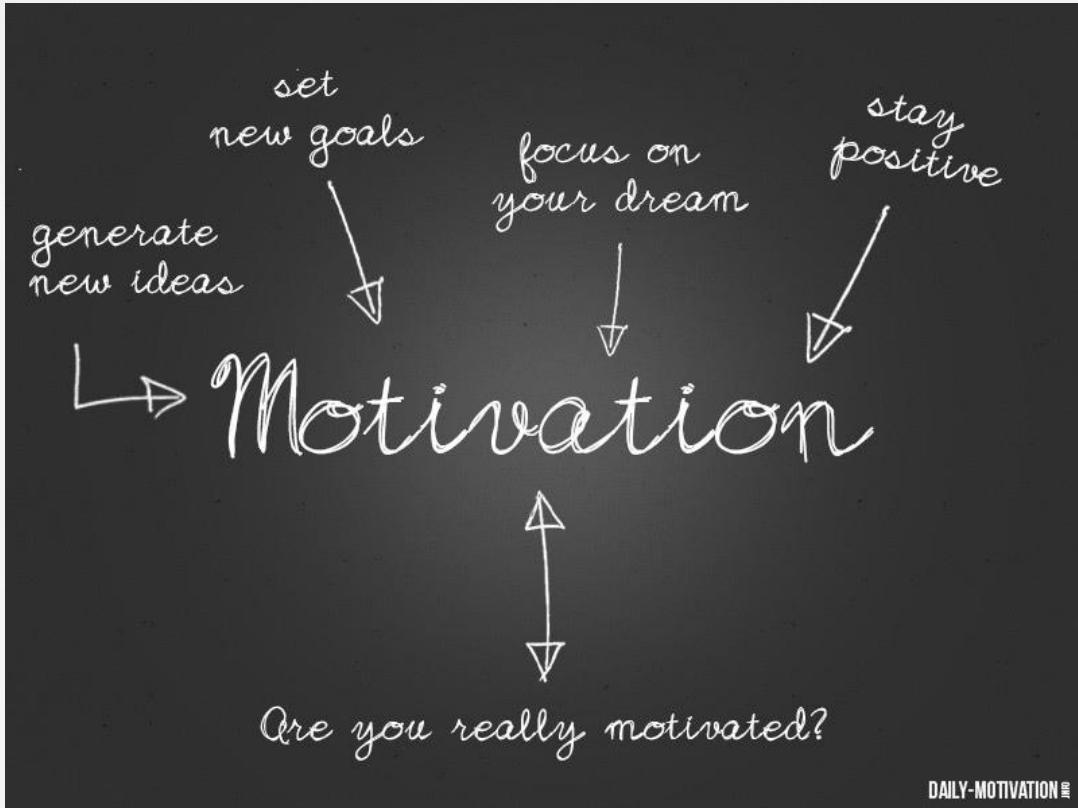
- Leadership is more informal; an action, like creativity. The premise being that leadership can exist in every one of us. This, it is considered a value that defines performance direction.
- Leadership is also a competency. Given the right leadership, meaning, purpose, and motivation are multiplied, and all effort is directed towards the realization of actual performance excellence.



# LEADERSHIP AND MANAGEMENT

## ❖ LEADERSHIP

- Motivation is a leader's primary function.



# LEADERSHIP AND MANAGEMENT

## ❖ LEADERSHIP

Aside from leadership, there are three other factors determining the levels of motivation of employees in any organization. These three factors, in addition to an appropriate leadership style, are:

- (1) Organizational climate,
- (2) Structure of work, and
- (3) Reward system.



# LEADERSHIP AND MANAGEMENT

## "LEARN TO SERVE"

**L**isten to People (Customers primarily, also employees and stakeholders)

**E**mpathize

**A**ct and affirm values

**R**espond proactively and regulate thoughts and behaviors

**N**urture a positive attitude

**T**ranscend expectations (strive for continuous improvement)

**O**wn up to one's actions (establish personal accountability)

**S**trategize objectives through vision and mission

**E**ngage employees through training and development, and meaningful work

**R**einforce and reward with the right motivation

**V**alue relationships

**E**mpower

# GLOSSARY

## ✓ **Motivation**

The act or process of giving someone a reason for doing something, condition of being motivated. A force or influence that causes someone to do something.

## ✓ **Paradigm**

A theory or a group of ideas about how something should be done, Made or thought about.

## ✓ **Intrinsic**

belonging to the essential nature of a thing, occurring as a natural part of something

## ✓ **Extrinsic**

not part of something, coming from the outside of something

# GLOSSARY

## ✓ **Tension**

A feeling of nervousness that makes you unable to relax

## ✓ **Affiliation**

To closely connect to something or yourself, with or to something such as a program or organization, as a member or partner

## ✓ **Postulate**

To suggest something, such as an idea or theory, especially in order to start a discussion  
Competency an ability or skill  
Phenomenon Someone or something that is very impressive or popular especially because of an unusual ability or quality

# IT 312

# SERVICE CULTURE

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# LESSON 05

## PERSONAL AND TEAM VISION AND MISSION

# LEARNING OBJECTIVES

*At the end of this lesson, you should be able to:*

01

Synthesize learning about emotional and social competence, leadership theories and motivation, and discover how they define a leadership value system

02

Understand the basics of service leadership development through its framework guide or philosophy “Learn To Serve”

03

Craft and conceptualize a personal mission and vision based on the service leadership development framework



DURATION: 2 Hours

# THE SERVICE LEADERSHIP DEVELOPMENT FRAMEWORK

## "LEARN TO SERVE"

**L**isten to People (Customers primarily, also employees and stakeholders)

**E**mpathize

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**V**alue relationships

**E**mpower



# THE SERVICE LEADERSHIP DEVELOPMENT FRAMEWORK

The first acts of the service leadership framework (**LEARN**) primarily involve acts of service orientation such as listening and empathizing with stakeholders notably the external customers, and the employees who also assume the identity of internal customers, and other stakeholders or people who contribute to the organization. This involves attending to and putting oneself in the mindsets of the stakeholders, serving and focusing on discovering and meeting their underlying and unexpressed needs, while at the same time maintaining a courteous, positive and proactive attitude towards service.

Next (**TO**) involve acts that transcend the customer experience by taking action beyond normal expectations, such as removing barriers, identifying and suggesting new/creative approaches to providing quality client service, while at the same time being accountable for all actions.

The word **SERVE** indicates the leader's actions towards the development and engagement of people. It starts with having a vision of the future, followed by the mission or action plan, and concrete steps or acts for sustaining people's loyalty and motivation that ultimately lead to empowerment, which is a form of people's self-actualization.

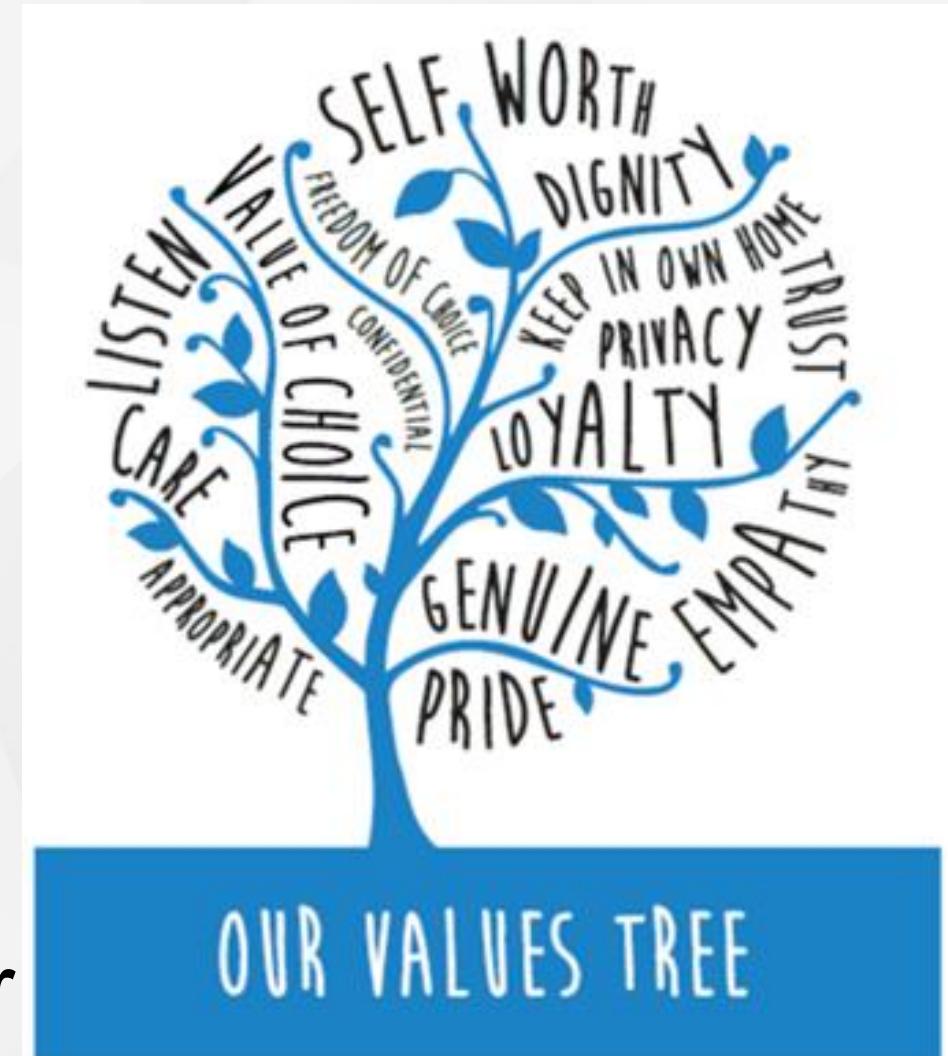
# GUIDE TO CREATING VISION AND MISSION

- **Self-determination** is “the process of endorsing one’s actions at the highest level of reflection” and that, when we are self-determined, we expectedly “experience a sense of freedom”.
- **Self-determination** is the process of determining what it is that we envision for ourselves.

# GUIDE TO CREATING VISION AND MISSION

Our values helps us

- a) become more self-aware,
- b) make ethical decisions,
- c) prioritize our tasks, and
- d) develop credibility as a leader



# GUIDE TO CREATING VISION AND MISSION

Prior to the crafting of mission and vision, one should be able to determine first the strategy and operating philosophy on which the mission and vision should be founded. The careful strategist should study the environment where he/she operates, the type of stakeholders that would be benefitted by such strategy, and the resources available at the disposal of the organization.

# GUIDE TO CREATING VISION AND MISSION

In real life, strategic planning takes on the same tone. In order to approach success on solid ground, we employ: **DSTP**.

- ✓ **D – Draw**      What is the ideal image of the desired end state?
- ✓ **S – See**      What is the surrounding environmental situation today?  
Who are our stakeholders?  
What is to be delivered?  
Are there gaps?
- ✓ **T – Think**      What actions should be taken to close the gaps?
- ✓ **P – Plan**      What resources may be utilized to achieve success?

# GUIDE TO CREATING VISION AND MISSION

From an organizational perspective, being able to plan strategically may spell the success or failure of the company as a whole. This is especially so if the company is unable to accurately think their strategy through while undertaking short-term and long-term goals.



# YOUR MISSION

- Do you know why you are here?
  - Do you know what your mission is?
  - Have you ever wondered what your mission is?



# YOUR MISSION

## Goals

- Goal-setting is a process by which we identify our goals
  - When we know our goals, we know what direction to take in order to fulfill them.
  - From a task-oriented perspective, goal-setting gives you long-term vision and short-term motivation.



S - Specific (or Significant) M - Measurable (or Meaningful) A - Attainable (or Action-Oriented) R - Relevant (or Rewarding) T - Time-bound (or Trackable)

# GOAL-SETTING



Specific	Measurable	Attainable	Relevant	Time-Bound
Make sure your goals are focused and identify a tangible outcome. Without the specifics, your goal runs the risk of being too vague to achieve. Being more specific helps you identify what you want to achieve. You should also identify what resources you are going to leverage to achieve success.	You should have some clear definition of success. This will help you to evaluate achievement and also progress. This component often answers how much or how many and highlights how you'll know you achieved your goal.	Your goal should be challenging, but still reasonable to achieve. Reflecting on this component can reveal any potential barriers that you may need to overcome to realize success. Outline the steps you're planning to take to achieve your goal.	This is about getting real with yourself and ensuring what you're trying to achieve is worthwhile to you. Determining if this is aligned to your values and if it is a priority focus for you. This helps you answer the why.	Every goal needs a target date, something that motivates you to really apply the focus and discipline necessary to achieve it. This answers when. It's important to set a realistic time frame to achieve your goal to ensure you don't get discouraged.

# GOAL-SETTING

You set your goals on at least three (3) levels:

- Create the “big picture” of what you want to do with your life
- Break them into smaller or short-term targets that correspond to steps you must accomplish to hit your goal
- Start working to achieve them



# OBJECTIVES

**Goals** represent the verbal translation of your mission.

**Objectives** are more specific, and tangible compared to goals.

While it is advocated that you learn how to list or draw a SMART goal, it is important to realize that objectives are a means of measuring how far you've gone into the achievement of your goals.

Generally, goals are still broad statements that state general intentions; they tend to be intangible, abstract, and generally are hard to measure. Think values like happiness, prosperity, success. In contrast, objectives are specific, precise, tangible, concrete, and measurable.

Keep this in mind: **Goals are targets. Objectives are the arrows that help us reach the target and demonstrate a certain level of mastery.**

## Goals vs. Objectives

Although the terms “goals” and “objectives” are often used interchangeably, there is a difference between them:

### Goals

- ▶ General
- ▶ Intangible
- ▶ Broad
- ▶ Abstract
- ▶ Strategic

### Objectives

- ▶ Specific
- ▶ Measurable
- ▶ Narrow
- ▶ Concrete
- ▶ Tactical

Adapted from SHRM

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# VISION AND MISSION STATEMENTS

A **mission statement** defines our purpose. It's what we ultimately want to achieve in our lives or careers, and expressed in a very specific, measurable way. It helps us identify our core values.

In contrast, a **vision statement** is a bit more emotional because it defines our core values AND how we apply these values to our mission. It also tends to provide the general directions that guide the course of our lives, even the choices we would have to make about our future careers.

## *Your Vision Statement*

*Try to answer these:*

- 1. What are the ten things you most enjoy doing?*
- 2. What three things must you do every single day to feel fulfilled in your work?*
- 3. What are your five-six most important values?*
- 4. If you never had to work another day in your life, how would you spend your time instead of working?*

Two key values: Excellence and Doing the right thing.

# DRAFTING YOUR MISSION STATEMENT

These 5 simple steps should provide a quick guide on how you can write effective mission statements:

1. Identify Past Successes – Determine if there is a common theme (events organization, community service, etc); some examples:

- part of team that developed new positioning statement for product
- helped community school with a fundraiser

2. Identify Core Values – list attributes that define who you are and what your priorities are and then narrow it down to the most apt

(examples: hard-working, outgoing, spiritual, analytical, positive, family-oriented, creativity)

# DRAFTING YOUR MISSION STATEMENT

3. Identify Contributions – List down answers to how you could best contribute to the following:

- The world (help in environmental efforts)
- Your family (to be a model parent, living values that should never be forgotten by today's generation of children)
- Your employer or future employers (to lead by example, be an innovative problem-solver)
- Your friends (to always be available to my friends so they know they can depend on me)
- Your community (be a proactive representative for children's rights and advocate of neighborhood security)

# DRAFTING YOUR MISSION STATEMENT

5. Write Mission statement:

For example:

- “I believe in living each day to the fullest.
- I believe in treating others with the same respect that I myself deserve.
- I want to build healthy relationships with others in which we can become each other's biggest advocates.
- I will grow stronger with each accomplishment, and even stronger with each setback.
- I believe everything happens for a reason, and there is no better place to be than right here, right now.
- I will not blame others.
- I believe in a higher power, and I will let that higher power guide me whenever possible.”

# SAMPLE VISION AND MISSION STATEMENTS

## Vision Mission

### People

WE CARE DEEPLY ABOUT PEOPLE:  
OUR OWN PEOPLE, OUR PARTNERS  
AND CUSTOMERS, AND THE COMMUNITIES  
TO WHICH WE BELONG

### Passion

PASSION IS THE FUEL THAT DRIVES  
OUR CULTURE, IT DEFINES OUR  
MINDSET AND ENERGISES OUR BUSINESS

### Place

WE TAKE SERIOUSLY OUR RESPONSIBILITY  
TO THE ENVIRONMENT. THROUGH OUR  
ACTIONS WE CONTRIBUTE TOWARDS  
CREATING A BETTER PLACE FOR  
FUTURE GENERATIONS

To transform the built environment and  
give human character and expression to  
the spaces in which we live

To harness superior thinking  
in the creation of products  
that functionally and visually  
enhance the spaces in which  
people live whilst reducing  
our carbon footprint

## Values

# SAMPLE VALUES STATEMENTS

## Our Values



### Act with Integrity

We do the right thing. We build a community of trust inside and out of Simply Good Foods by being transparent, honest, and authentic in how we communicate and do business.



### Lead with Innovation

We are a team of trailblazers, never satisfied with the status quo. We create products that challenge convention, and we continually find better ways to deliver on our mission.



### Succeed through Interdependence

We work as one team, drawing from the diverse strengths of our colleagues to meet our goals and achieve our mission. Recognizing that all of our success is shared, we generously support and celebrate each of our contributions.



### Be Empowered

We ensure that every single one of us has the power to create a lasting impact. We are a team of builders committed to making a difference in our business and contributing to the legacy of our brands.



### Bring Passion Every Day

We transform lives and make a real positive impact through our nutritional philosophy and products. The enthusiasm and pride that we bring to our work every day enables us to achieve our shared mission.

# GLOSSARY

- ✓ **Ethical**

Conforming to accepted standards of conduct, behavior, following accepted rules of behavior: morally right and good

- ✓ **Mission**

A task or job that someone is given to do pre established and often self-imposed objective or purpose

- ✓ **Vision**

Something that you imagine: a picture that you see in your mind

- ✓ **Goal**

Something that you are trying to do or achieve

# GLOSSARY

## ✓ **Task**

A piece of work that has been given to someone: a job for someone to do

## ✓ **Service Leadership**

Leadership concept based on the philosophy of Servant Leadership, a term coined by Robert K. Greenleaf to define a leader who is servant first. “It begins with the natural feeling that one wants to serve, to serve first,” Greenleaf wrote. “Then conscious choice brings one to aspire to lead.”

## ✓ **Values**

Usefulness or importance