

C.S. Lewis & Co. Publicists

Dear Editor/Producer,

How can I get them to do better? It's a question that plagues everyone, from CEOs to parents. Organizational behavior consultant and best-selling author **THOMAS K. CONNELLAN, PHD**, has the answers.

In his new book, ***Bringing Out the Best in Others! 3 Keys for Business Leaders, Educators, and Parents*** (Bard Press, February 2003), Connellan presents a clear, concise, practical program to help underachievers reach their potential, and to help good performers ascend to new heights.

Built on three field-tested principles—(1) Positive expectations, (2) A culture of accountability, and (3) Effective feedback—Connellan's system has been implemented at dozens of corporations that saw startling improvements in productivity, sales, new client acquisition, and their bottom line in just ninety days.

But a funny thing happened along the way. A CEO pulled Connellan aside and confided that his son was unmotivated and failing school. Could the three factors be applied at home and in the classroom, with similar positive results? Connellan set up a program and the son graduated with a solid C average.

That incident proved to be a breakthrough. Connellan found his model was fully replicable in teaching, coaching, parenting, and other arenas.

Connellan shows people in leadership positions that the key to boosting performance and achievement starts with them. Once leaders and mentors change their own behavior by incorporating the three factors, performance improves significantly.

Connellan is a versatile expert who can elaborate on the wide-ranging ramifications of his performance-boosting model, including:

- How businesses that apply the program have measured an average of 20 percent improvement in productivity within ninety days
- How sales managers have seen sales rise by 87 percent
- How companies have reduced costs by 18 percent
- How manufacturers have slashed quality defects by 60 percent
- How teachers have improved test scores by 10 percent
- How youth sports coaches have raised morale and lowered attrition rates
- How parents have helped children boost grades from Ds to Bs and Cs

—MORE—

Written in the form of a one-day workshop with five lively participants, the book captures readers' imagination as a sales manager, a sixth-grade teacher, a parent, a nursing staff supervisor, and a CEO all come to grasp Connellan's three factor model and apply it to their individual challenges—with underperformers, uncooperative people, unmotivated workers, and less-than-ideal productivity. Readers will identify.

Tom is an experienced guest and at ease in front of television, radio, and other audiences. Please let me know if can arrange a time for you to speak with him directly.

Sincerely,

Cathy Lewis

Bringing Out the Best in Others!

3 Keys for Business Leaders, Educators, and Parents

Everyone knows *someone* who is underperforming—an employee, a child, a student, an athlete. By mastering the right mentoring and leadership skills, you now have the power to help others reach their full potential and to make a significant difference in their lives.

THOMAS K. CONNELLAN, PHD, a Performance and Behavioral Change expert, has created a system to improve performance levels by a consistent 10 to 20 percent.

In his new book, *Bringing Out the Best in Others! 3 Keys for Business Leaders, Educators, and Parents* (Bard Press, February 2003), Connellan outlines a remarkable three-step program that enables business leaders, music teachers, children's sports coaches, educators, parents, and others to boost profitability, grades, teamwork, and performance.

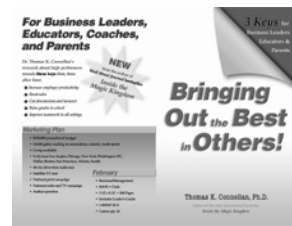
After years of researching and developing his model, Connellan field-tested it in a wide range of organizations—from information-driven corporations, manufacturing and distribution operations, and sales departments to family units, schools, athletic teams, and community-service groups.

His system yields an 80 percent success rate, and is different from others because it is fully replicable and can be adapted to any situation in which individuals are not meeting achievement goals and expectations.

In his book, Connellan presents the three elements of his system—(1) Creating positive expectations, (2) Achieving accountability, and (3) Delivering effective feedback—and provides tools and techniques for putting them into practice. Readers will learn:

- How to become an influential, highly successful mentor
- How to turn low expectations into high ones
- Four ways to make others accountable for their performance
- How to create the right action plan for your situation
- How to get others to develop higher goals for themselves
- Three ways to deliver effective feedback
- A foolproof way to motivate low achievers
- Five ways to offer positive reinforcement
- Top reasons why people don't do their best
- How to steer an underachiever back on course

Not everyone can be great, but everyone can be better. Based on a unique combination of research and common sense, Connellan's program works. This highly practical book and usable methodology will become an invaluable guide for leaders and mentors who need and want others to envision higher goals for themselves—and then achieve them.



“Not everyone can be great, but everyone can be better.”

—**THOMAS K. CONNELLAN, PHD**

For more information, contact:
CATHY S. LEWIS, email:
CLEWIS1333@AOL.COM
voice: (845) 679-2188
fax: (845) 679-0529

The Author and Expert

THOMAS K. CONNELLAN, PHD, is author of *Bringing Out the Best in Others! 3 Keys for Business Leaders, Educators, and Parents* (Bard Press, February 2003). An expert in Performance and Behavioral Change, Connellan is a best-selling author, a former CEO, and a frequent keynote speaker. His clients include GE, Dell, Sony, Neiman-Marcus, the Air Force Academy, other premier organizations.

His diverse educational background and practical business experience give him a foot in several worlds. He understands gross margin dollars and the psychology of human behavior, and is facile with the innovative educational and leadership tools needed to integrate the two.

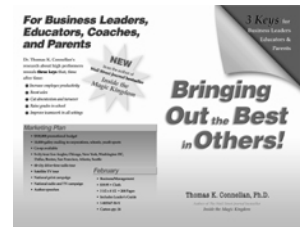
Connellan received a master's degree in Business and earned a PhD in Education from the University of Michigan, Ann Arbor. There, he served on the faculty of the Michigan Business School, holding appointments as Research Associate and Program Director. He also delivered frequent guest lectures in the School of Public Health and the Department of Psychology.

Following his academic career, Connellan became involved in the health-care industry as founder and CEO of a service company devoted to smoking cessation, weight loss, and stress management. He built his company into a network of 1,200 instructors servicing 300 hospitals and most of the Fortune 500 firms, earning high recognition for quality in two different Surgeon General reports.

Currently, he does speaking, training, and consulting for organizations across all sectors of the economy on the subject of leadership and performance, delivering sixty to seventy keynotes and seminars a year.

In addition to his current book, Connellan has written and cowritten seven business books, including the *Wall Street Journal* best-seller *Inside the Magic Kingdom: 7 Keys of Disney's Success* (Bard Press).

A dynamic speaker and seminar leader, Connellan is at ease in front of television, radio, and live audiences.



For more information, contact:
CATHY S. LEWIS, email:
CLEWIS1333@AOL.COM
voice: (845) 679-2188
fax: (845) 679-0529

Segment and Feature Topics

How to Bring Out the Best in Others

Performance expert says three-step performance-boosting system has broad applications.

After field-testing his model in schools, factories, hospitals, youth sports organizations, social-service agencies, families, and information-based businesses, business consultant Thomas K. Connellan, PhD, confirmed that it works in any setting and across all demographic groups. Hundreds of leaders, mentors, and teachers have discovered how to tap the potential of underachievers and see stunning results in just ninety days. Learn:

- How **sales managers** can boost numbers and grow new clients
- How **business leaders** can get departments working as teams
- How **company executives** can boost productivity and gain competitive edge
- How **teachers** can raise the grade-point average of their students
- How **parents** can get indifferent children motivated and cooperating
- How **coaches** can improve skills of young athletes

The Three Secrets of Firstborns' Success

Learn what makes these high achievers models for the rest of us.

Dramatic statistics reveal that firstborns are more likely to be exemplary achievers and occupy more leadership roles than other siblings. Performance expert Thomas K. Connellan, PhD, studied this phenomenon and identified three key environmental factors, which became the framework for his program. Learn why:

1. Firstborns receive more positive expectations
2. Firstborns are given more responsibility
3. Firstborns consistently receive more feedback

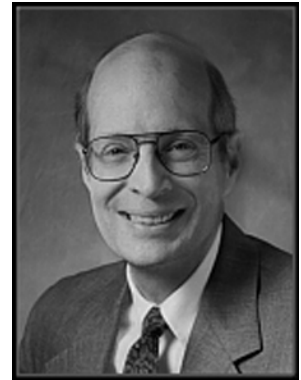
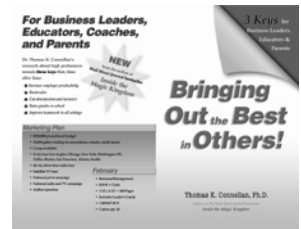
Jumpstart Your Goal-Setting with the Inverted Motivation Curve

A guide for supervisors, leaders, parents, and educators.

How you teach others to set goals, and how you set goals for them, is paramount to their successful achievement. Thomas K. Connellan, PhD, says that everyone could use brushing up on this important life skill, which has ramifications in the workplace, in the family, and in the classroom. Find out:

- How to avoid overambitious, unrealistic goals
- How to set "breakthrough" goals to boost motivation
- How to establish high-low achievement targets
- How to achieve goals with a customized action plan
- How to offer feedback: motivational, informational, and developmental

—MORE—



“Teamwork has a synergistic effect. Small improvements in teamwork can create big improvements in overall results.”

—THOMAS K.
CONNELLAN, PhD

FIRSTBORN STATISTICS:

- $\frac{2}{3}$ rds of entrepreneurs are firstborns.
- Of the 23 astronauts, 21 were firstborns.
- 45% of female world leaders between 1960 and 1999 were firstborns.
- Over half of U.S. presidents have been firstborns.

For more information, contact:
CATHY S. LEWIS, email:
CLEWIS1333@AOL.COM
voice: (845) 679-2188
fax: (845) 679-0529

Boot Camp Management

How the army creates a culture of accountability.

The army is tough on new recruits because, by the time most people reach adulthood, they've picked up bad habits such as "passing the buck." Management expert Thomas K. Connellan, PhD, says the army uses an ingenious tool for holding people accountable without playing the blame game, one that leaders and mentors would do well to emulate. Learn:

- How AARs—After Action Reviews—train people to take responsibility without fearing repercussions
- How the army transforms missteps into learning opportunities
- How business leaders and educators can create a similar culture of accountability

How to Ramp Up New Hires in 20 Percent Less Time

Learn the most successful formula for growing people.

Thomas K. Connellan, PhD, draws from a background in human behavior, business, and education to apply "gradient stress," an equation that demonstrates the relationship between stress and learning. He shows how to achieve remarkable productivity and rising profits by:

- Controlling and accelerating the learning curve for new hires
- Motivating current employees by ramping up *your* expectations
- Adding risk and challenge to boost performance

Expectations: A Reality-Check Test

Find out if your expectations of others are the same as their own.

Determining why someone is underperforming is the first step to changing that behavior. Performance consultant Thomas K. Connellan, PhD, says the key lies in aligning their expectations with yours. To do this, he has created a simple exercise that helps managers, coaches, and educators discover a root cause of low motivation. He explains:

- How to conduct a simple self-test for leaders and their underperformers to uncover disconnects and misguided goals
- How to predict which people will excel
- How to address disparities between your standards of achievement and theirs

WHAT IS "GRADIENT STRESS?"

On a scale of 1 to 10, 1 represents little stress and 10 would be the breaking point. If workers or students are performing at stress level 1 and you take them up to level 5, it's a strain. But given support, they can handle it. Once they are comfortable at level 5, that becomes their new level 1. Now you can take them up to what used to be breaking point, 9 or 10, as long as you provide the necessary support.

—MORE—

Push-Me Pull-You: The Dr. Doolittle Effect

How to get the most out of young athletes, students, and children.

How many times, asks education expert Thomas K. Connellan, PhD, have we seen youth sports coaches and sideline parents barking demands at their team, or teachers scolding youngsters to pay attention—or else? You can push and pound children to a certain level of performance. But to bring them up to the next level, you need to *push yourself* to be a better leader, and then you can *pull them* up the ladder of success. Learn:

- Why children do not respond to bullying, and what to do instead
- How to see quick results by modifying your leadership style
- Time-tested coaching and teaching techniques that work miracles

Are Your Employees Caught in the Activity Trap?

Performance expert shows how to return focus and meaning to work.

Too many people pursue their work like hamsters scrambling around a wheel. According to workplace behavior expert Thomas K. Connellan, PhD, employees get so caught up in what they are doing that they often lose sight of *why* they are doing it. He discusses:

- Why work loses meaning, and strategies to correct it
- How to help employees build new expectations for themselves
- How to create focus with effective goal-setting techniques
- How to change reactive mindsets into proactive ones

Five Rules of Positive Reinforcement

Learn techniques for motivating improvement based on five principles.

Motivational feedback is both an art and a science, says behavior expert Thomas K. Connellan, PhD. Compliments can be a double-edged sword if you offer them too frequently. He elaborates on five proven ways to offer positive motivational reinforcement, and explains the subtleties behind your delivery, timing, and objectives. Learn how to:

1. Reinforce immediately
2. Reinforce *any* improvement, not just excellence
3. Reinforce specifically
4. Reinforce new behaviors continuously
5. Reinforce good habits intermittently

4 STEPS TO CREATING ACCOUNTABILITY

1. **Establish accountability**, *but do it without assigning blame.*
 2. **Set goals**, *and make sure everyone understand them.*
 3. **Develop action plans**. *Goals are achieved by design, not by accident.*
 4. **Engage** *as many people as possible in identifying goals, developing plans, and measuring progress.*
-

—MORE—

Are You Guilty of “Extinction”?

Learn why saying nothing to a reliable performer is a motivation killer.

Are you overattentive and quick with criticism when someone messes up, but say nothing when dependable people do their jobs well? According to motivation expert Thomas K. Connellan, PhD, remaining silent is a type of feedback called “extinction”—the most devastating feedback of all. Every leader is guilty of extinction at one time or another. Find out:

- Why reinforcing high achievers reinforces improvement
- How to capitalize on people’s strengths
- Why pointing out what people do right yields better results than pointing out what they do wrong

How to Steer a Wayward Performer Back On Course

Learn how to supportively confront nonperformance.

At some point, if an individual is not meeting performance expectations, you have to get hard-nosed about it. Management consultant Thomas K. Connellan, PhD, demonstrates the right and wrong ways to do this. Discover:

- The best and worst ways to review someone’s work
- How to state the problem clearly, without judgment or blame
- How to invite positive participation from the underperformer
- How to brainstorm solutions with an underachiever
- How to close the deal and gain another’s commitment to accomplish specific tasks and achieve certain goals

Five Reasons not to Chew Someone Out

Learn why trips to the woodshed produce unwanted side effects.

Losing your temper may feel good, but if you want to improve another’s behavior or performance, it will have quite the opposite effect. Teachers, managers, leaders, and coaches who want to see better results can learn some tips from performance expert Thomas K. Connellan, PhD, who explains:

1. Why chewing someone out does not change behaviors
2. Why negative reinforcement should come last, not first
3. How scolding stops the wrong behavior—but only temporarily
4. Why implicit or explicit threats without follow-through fizzle
5. How to address unwanted behaviors immediately and effectively

“People learn quickly what’s wrong with their work, but they never learn what’s right with it. Since they don’t know what they did right, they have no model to follow, so they don’t learn how to capitalize on their strengths.”

—THOMAS K.
CONNELLAN, PhD

—MORE—

The Pygmalion Effect

Learn how to expect the unexpected from underachievers.

The Pygmalion effect has been well-documented in educational and work settings. In one study, supervisors of fifty-six underprivileged, unskilled laborers given specialized training in welding and mechanics were told that fourteen of them (randomly selected) were “high-aptitude personnel,” or HAP, and that supervisors could expect unusual improvement in the skills of this elite fourteen. On subsequent practical and written tests, the fourteen HAP scored significantly higher than others. What did they have that their peers lacked? High expectations from their supervisors. Performance expert Thomas K. Connellan, PhD, cites this and other studies to show:

- How your expectations directly influence others’ success
- How we consciously and unconsciously communicate high and low expectations
- How to avoid unintentionally communicating low expectations
- How to transform a low achiever into a model of success

The Body Language of Successful Mentors

Learn how communicating positive expectations goes beyond words.

How do you communicate positive expectations to children, employees, team members, and students so they will better perform? Behavior expert Thomas K. Connellan, PhD, explains that nonverbal cues have a greater impact on changing behavior than do words. Discover:

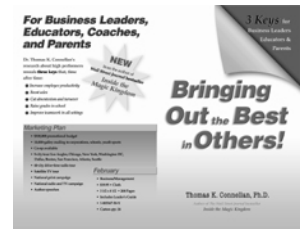
- How eye contact reinforces favorable attitudes and expectations
- Leaning away, folded arms, and other signs of negativity
- What your tone of voice reveals about your true feelings
- Ways you can boost others’ morale nonverbally

PYGMALION EFFECT IN HISTORY

In 1890, Herman Hollerith invented a type-writer-like machine that specially trained operators could use to enter census data on punch cards. He announced that a skilled operator might be able to process up to 550 cards per day. Sure enough, the first workers trained were able to manage 550 cards per day after two weeks. The next group of operators were trained without any knowledge of Hollerith’s maximum output expectation. Before long, these new operators were punching out 2,100 cards a day without breaking a sweat.

Suggested Interview Questions

1. What are the three key factors that boost performance?
2. You write about the fact that firstborns are often peak performers—they become CEOs, U.S. Presidents, and entrepreneurs, for example, in statistically significant numbers. Why is this, and what can the rest of us learn from firstborns about our own performance and potential?
3. Who should be ultimately held accountable for low productivity in a company: the manager or the employee?
4. How could someone in a leadership or mentoring position use the three factors to improve things that are not easily quantifiable, such as cooperation, attitude, and teamwork?
5. What are some top tips on effective goal-setting?
6. What are some of the best and worst ways to deliver feedback?
7. Why do people underperform?
8. What is the Pygmalion effect, and what relevance does it have for leaders, educators, parents, and coaches?
9. How does a leader or mentor determine the appropriate level of expectation for an underperformer? Is it possible, for example, to expect too much of someone?
10. In your experience, do people reach a ceiling or threshold of performance? Or can they always do better?
11. How do you steer someone who is consistently underperforming and not reaching expectations back on track?
12. Give some examples of different kinds of businesses you have worked with and how they applied your three-factor model to boost performance, productivity, and bottom line.
13. How have schools and individual teachers used your program to improve academic scores and grade point averages?
14. How can parents use the three factors to modify the behavior of a sullen or unruly child, or a child who is apathetic, lazy, or rebellious?
15. We've all heard about or had experience with hockey dads and cruel youth sports coaches. How could coaches apply your strategies to change sideline behavior and boost the skills of their young athletes?



For more information, contact:
CATHY S. LEWIS, email:
CLEWIS1333@AOL.COM
voice: (845) 679-2188
fax: (845) 679-0529

3 Keys to Boosting Performance

In his new book, *Bringing Out the Best in Others! 3 Keys for Business Leaders, Educators, and Parents* (Bard Press), behavioral psychologist **THOMAS K. CONNELLAN, PHD**, has identified three factors that leaders and mentors can use to boost performance by a minimum of 10 to 20 percent in ninety days—enough to make a significant difference in people’s lives and work. The book presents the three factors in a step-by-step program, enabling leaders to markedly improve productivity, bottom line, and behavior in their organizations. The three factors, in a nutshell:

1. Expectations

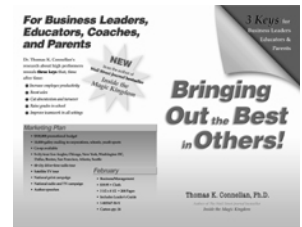
Learn to communicate positive expectations, and expect the same of every leader in your organization. Learn to expect more of high achievers and underachievers alike, and they will rise to the occasion. Studies have shown that people in all settings—whether workplace, schools, families, or sports teams—will consistently strive to achieve greater levels of performance when faced with positive expectations about their success.

2. Accountability

Lack of accountability simply paves the way to mediocrity. Learn to assign accountability without making judgments or placing blame. Create an environment in which accepting responsibility is viewed as an opportunity for learning and growing. Learn how to use the Inverted Motivation Curve when setting goals to ensure maximum motivation and commitment, making certain that everyone understands the goals and adopts them. Continually set higher goals, but give others the support they need to reach the next level. Develop action plans, and engage everyone in the process of improving performance and measuring their progress.

3. Feedback

Learn how to deliver motivational feedback—feedback that is energizing and validating—and how to recognize when your feedback style is counter-productive. Learn how to give informational feedback that is goal-related, immediate, and uses images and visual graphs to help others quantify and monitor their progress. Learn how to use supportive confrontation of non-performance to steer underperformers back on course, and get heartfelt commitment rather than routine compliance.



Leaders using the three proven principles have improved sales productivity by 87%, reduced costs by 18%, slashed quality defects by 60%, and boosted grades from Ds, to Bs and Cs. Countless others have reported striking improvements in “softer” areas such as teamwork and communications.

For more information, contact:
CATHY S. LEWIS, email:
CLEWIS1333@AOL.COM
voice: (845) 679-2188
fax: (845) 679-0529

What's Your Leadership Style?

Take this quiz to find out if you are bringing out the best in others.

For each of the following questions, circle the answer that best describes how you interact with others in your role as leader and mentor. Flip the page over to see how you scored.

When competent employees/students/children/youth athletes do the basics of what's expected, I acknowledge their performance.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

I positively reinforce improvements in performance, even if the individual isn't yet meeting the goal.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

My performance expectations of others match theirs.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

I feel that others are capable of more than they are currently achieving.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

My employees/students/children/youth athletes take responsibility for their mistakes, missteps, and negative results.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

In my organization or family, mistakes are viewed as learning and growing opportunities.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

When I set high goals for others, I provide them with ample support to achieve those goals.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

When someone produces disappointing results, I offer constructive feedback right away.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

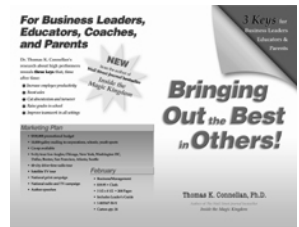
Everyone in my organization knows how to monitor and measure their progress and that of the organization as a whole.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

People under my leadership are engaged in the process of improving.

1	2	3	4
ALMOST NEVER	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

—MORE—



For more information, contact:
CATHY S. LEWIS, email:
CLEWIS1333@AOL.COM
 voice: (845) 679-2188
 fax: (845) 679-0529

Scoring:

Add up numbers that correspond to your answers on the other side.

- 10–16 As a leader of others, you are not getting the most out of your people. Chances are, others do not know what you expect of them, or they feel unsupported or unrecognized. Your organization, whether you are aware of it or not, is probably characterized by fear, low motivation, and low morale.
- 17–24 Your people are not performing at their full levels of potential. Work on goal-setting, raising expectations (your own and theirs), and better communication. You will see remarkable results almost immediately.
- 25–32 You are doing a good job as a mentor and leader of others, but that's no reason to become complacent. The fact that you have created a supportive, positive culture that encourages high expectations and self-motivation is great—and all the more reason to bump up your goals and expectations a notch.
- 33–40 You have a positive influence on others. You are a visionary leader with a good understanding of human behavior, and you have a firm grasp of your own potential and that of others. Your organization is poised to soar to the top.