## Who Are You as a Supervisor?

### Popular Sanguine:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td>Loves fun</td>
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<tr>
<td>Charming</td>
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<td>People person</td>
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<td>Likes flexibility</td>
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<td>Positive</td>
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<td>Sense of humor</td>
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How might the “Popular Sanguine” supervisor be perceived by employees?

How might the “Popular Sanguine” employee be perceived by a supervisor – or co-workers?
### Powerful Choleric:

**Strengthen**
- Born leader
- Sees the big picture
- Delegates
- Loves a challenge
- Likes change
- Unemotional

**Weaknesses**

How might the “Powerful Choleric” supervisor be perceived by employees?

How might the “Powerful Choleric” employee be perceived by a supervisor – or co-workers?

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### Perfect Melancholy:

**Strengthen**
- Genius prone
- Analytical
- Self-sacrificing
- Sensitive
- Meticulous
- Schedule-oriented

**Weaknesses**

How might the “Perfect Melancholy” supervisor be perceived by employees?

How might the “Perfect Melancholy” employee be perceived by a supervisor – or co-workers?
PEACEFUL PHLEGOMATIC

**STRENGTHS**

- Easygoing
- Finds the easy way
- Consistent
- Able to hide emotion
- Witty
- Peaceful & agreeable

**WEAKNESSES**

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How might the “Peaceful Phlegmatic” supervisor be perceived by employees?

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How might the “Peaceful Phlegmatic” employee be perceived by a supervisor – or co-workers?

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Place the appropriate words in the box with the matching personality style(s):

**Popular Sanguine**

**Powerful Choleric**

**Peaceful Phlegmatic**

**Perfect Melancholy**

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A) 2 are task-oriented
   2 are people- oriented

B) 1 is a watcher
   1 is a talker
   1 is a thinker
   1 is a doer

C) Who is the support person?
   Who is the creative person?
   Who is the detail person?
   Who takes the lead?

D) 1 wants to get it done
   1 wants to get along
   1 wants to get attention
   1 wants to get it right
What kind of work environment might they enjoy?

POPULAR SANGUINE: ________________________________

POWERFUL CHOLERIC: ________________________________

PERFECT MELANCHOLY: ________________________________

PEACEFUL PHLEGMATIC: ________________________________

In your work environment, what specific duties/assignments might they enjoy?

POPULAR SANGUINE: ________________________________

POWERFUL CHOLERIC: ________________________________

PERFECT MELANCHOLY: ________________________________

PEACEFUL PHLEGMATIC: ________________________________

How Can I Communicate With These People??

1) The Popular Sanguine…
   a. Be ________________________________
   b. If they need details, put them in ________________________________
   c. Draw them out with ________________________________questions

   What will upset them:
   a. Being too ________________________________oriented
   b. Monopolizing the ________________________________
   c. Focusing only on ________________________________

2) The Powerful Choleric…
   a. Be ________________________________ and ________________________________
   b. Don’t be too ________________________________ / ________________________________
   c. Know your ________________________________

   What will upset them:
   a. Being too ________________________________ too fast
   b. Seeming to be ________________________________
   c. Not sticking to the ________________________________

3) The Perfect Melancholy…
   a. Be ________________________________
   b. Stay focused on ________________________________
   c. Use ________________________________ and ________________________________ information.
What will upset them:
   a. Being too ________________________________
   b. Constant ________________________________
   c. Not being ________________________________

4) The Peaceful Phlegmatic…
   a. Be ________________________________
   b. Approach through the ________________________________ to them
   c. Get their ________________________________

What will upset them:
   a. Skipping the ________________________________
   b. Making them ________________________________
   c. Insisting on instant ________________________________

What impact might my style have on how I supervise?

The good: __________________________________________

The bad: __________________________________________

The ugly! __________________________________________

As a supervisor, which style do I struggle with in others?
   ________________________________ Why? ________________________________

What might I want to consider doing differently?
   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
What is Emotional Intelligence?

Here’s where I THINK

Senses must travel TO the front of the brain before you can think rationally about your experience.

The senses must travel THROUGH the limbic system (the amygdala) to get to the neo-cortex.

Here’s where I FEEL

Messages from our senses – our eyes, our ears, “touch,” are first registered by the part of the brain most active in emotional memory; the amygdala. Those messages then move into the neo-cortex, where rational thought occurs.

Emotional intelligence, then, contributes to rational thought.

EI Defined

1. Work with a partner(s) to write your own definition of “emotional intelligence”:

________________________________________________________________________________________

________________________________________________________________________________________

2. EI is the capacity for ____________________________ our own feelings and those of others, for motivating ourselves and for successfully managing our emotions in ourselves and in relationships.

________________________________________________________________________________________

3. So, it might be said that EI is being ____________________________ of the feelings that will be triggered by what you say and dealing effectively with those feelings, as well as being aware of and managing the feelings inside yourself that are triggered by your perception of your own surroundings, including your senses.
4. Circumstances, events, situations create a belief or perception, which creates an emotion or feeling. That emotion or feeling triggers a

5. In a sense, we have 2 minds; one that thinks – our ________________ mind, and one that feels – our ________________ mind.

6. Based on Goleman’s model, the four components of Emotional Intelligence are:
   - Self ____________________________
   - Self ____________________________
   - Social ____________________________
   - Relationship ____________________________

**EI – EI – OH!**

What do the four elements of Emotional Intelligence involve?

- Self-awareness – recognizing a feeling as it ____________________________;
  this element is also a key to better______________________________.

- Self-management - ____________________________ feelings so that your reactions are appropriate.

- Social awareness – your ability to pick up on emotions in other people and______________________________what is really going on with them. You may understand what they are thinking and feeling even if you don’t feel the same way. You also realize how your emotions are affecting them.

- Relationship management – this is the product of the first skills; your ability to ________________ your awareness of both your own emotions and those of others to manage interactions successfully.

**Self-Awareness**

is…your ability to recognize your own emotions as they happen and understand your tendency in various conditions.

1. What are some aspects of self-awareness?
   a) Knowing which emotions I’m feeling and ____________________________
   b) Realizing the connection between my feelings and what I
Recognizing how my feelings affect my ________________

Knowing my ________________, ________________, and ________________

Learning from ________________

Recognizing the ________________ of my emotions

Being able to shake off a ________________

Other aspects...

- Being open to feedback
- Being able to show a sense of humor about myself
- Being persistent in pursuing goals despite setbacks
- Using gut instinct to guide my decisions
- Being honest and having integrity
- Having self-confidence and a feeling of self-worth

2. ________________ an emotion is not the same as self-awareness. You have to pay attention to your thoughts and physical reaction about that feeling.

3. To have a high level of self-awareness, you have to be willing to tolerate the ________________ of concentrating on feelings that may be negative, and of course, be able to deal with positive feelings as well.

4. Self-awareness also requires a willingness to “read between the lines” of our emotions.

   For example, anger is almost always a ________________ reaction. What might be underneath?

   ________________

   ________________

5. Keep in mind that being aware of our feelings also makes for better ________________.

6. How can I zone in on how I’m feeling?

   ________________

   ________________

7. Without self-awareness, we do things we later ________________.
8. Remember, it's not self-awareness if it's in ____________________________.

So the question to ask is…

Can I accurately **identify** my own emotions as they happen?

- Rarely
- Sometimes
- Usually
- Almost always

**Self-management**

is…when you act – or don’t act – on your emotions. It’s your ability to use your awareness of your emotions to manage your own behavior in a positive way. In other words, it’s managing your emotional reactions to situations and people.

1. Some aspects of self-management are:
   a) Managing _____________________________ emotions and impulses
   b) Staying _____________________________ in upsetting situations.
   c) Thinking _____________________________ under pressure.
   d) Admitting our own _____________________________.

Other aspects…

- Acting ethically
- Building trusts by being reliable and authentic
- Addressing unethical actions in others
- Meeting commitments and keeping promises
- Taking responsibility for my own performance
- Handling quick change and shifting priorities smoothly
- Being flexible in how I see events
- Seeking fresh ideas
- Generating new ideas

2. Daniel Goleman says there is no psychological skill more basic than being able to resist ___________________________. It’s at the core of all self-control, since every strong emotion has at its root an impulse to action; managing those impulses is basic to Emotional Intelligence.

3. The goal in self-management is __________________________, not suppression. We should be trying to make sure our feelings are in proportion to the circumstances.

So the question to ask is…

Can I accurately **manage** my emotions to a positive outcome?

- Rarely
- Sometimes
- Usually
- Almost always
Social Awareness

is...your ability to accurately pick up on emotions in other people and understand what is really going on with them – sometimes "getting" what they are thinking and feeling even if you don't feel the same way.

1. Some aspects of social awareness are:
   a) Sensing and understanding the __________________________ of others
   b) ___________________________________________________________ well
   c) Offering good ______________________________________________

Other aspects...
   o Trying to help based on understanding others' needs and feelings
   o Mentoring
   o Being sensitive to differences within the group
   o Seeing diversity as an opportunity
   o Detecting important social networks
   o Acknowledging and rewarding people's strengths and accomplishments
   o Accurately reading the positions in power relationships

2. People's emotions are rarely put into words – far more often, they are

   expressed through other ________________________________:

   □ Tone of voice
   □ Gestures
   □ Facial expressions
   □ Body language
   □ Change in posture

3. One important aspect of social awareness is ________________________,
   (showing sensitivity and understanding of others' perspectives), which builds on self-awareness; the more open we are to our own emotions, the more skilled we will be in reading the feelings of others

4. You can't have ________________________________ without empathy.

5. Empathy is hearing the __________________________ behind what's being said.

6. The mode for the rational (thinking) mind is ___________________________; the mode of the emotions is often _____________________________.

7. Be aware not of ____________________________ is said, but __________________________ it's said.
So the question to ask is...

Can I accurately identify your emotions as I interact with you or a group – AND identify how my emotions may affect YOU?

☐ Rarely
☐ Sometimes
☐ Usually
☐ Almost always

**Relationship Management**

is...the product of the first 3 skills – self-awareness, self-management, and social awareness. Your ability to use your awareness of both your own emotions and those of others will allow you to manage interactions successfully.

1. Some aspects of relationship management are:
   a) Being a ____________________________
   b) Being effective at ____________________________
   c) Listening well, seeking ____________________________understanding
   d) Dealing with ____________________________issues in a straightforward way

Other aspects...
   o Being skilled at persuasion
   o Promoting open communication – staying receptive to bad news as well as good
   o Stepping forward to lead as needed
   o Leading by example
   o Recognizing the need for change
   o Handling difficult people and tense situations with tact
   o Encouraging debate
   o Trying for win-win solutions
   o Building rapport
   o Balancing a focus on tasks with attention to relationships
   o Promoting a friendly, cooperative climate

2. Relationship management is also about the________________________you build over time.

3. Solid relationships are the result of:
   o how you ____________________________people
   o how you ____________________________them
   o the ____________________________you share

4. Emotions are ____________________________. Example – the way a salesperson says thank you can leave you feeling ignored or resented, or welcomed and appreciated.

5. Part of relationship management is being aware that we send emotional
6. For good relationship management, when you are giving feedback:
   a) Be ___________________________________________
   b) Offer a ___________________________________________
   c) Be________________________ - face to face and in private
   d) Be __________________________ of the impact of what you say

So the question to ask is…

Can I manage the interaction I have with you in a constructive way with a positive outcome?

☐ Rarely
☐ Sometimes
☐ Usually
☐ Almost always

1. What might be some results of high EI in the workplace?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

2. What are some challenges to developing higher EI?

   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

How Can I Enhance My Emotional Intelligence?

1. What’s in it for me to increase my EI skills?

   ☐ Manage stress better
   ☐ Manage anxiety and depression better, which makes me vulnerable to… almost everything!
   ☐ 90% of high performers are also high in EI
   ☐ We’ll treat each other better
We’ll enjoy going to work
We’ll build better relationships
We’ll enjoy life more

2. Take time to __________________________ on daily events and your reaction to them.

3. Stay __________________________ of your tendencies, weaknesses, and strengths.

4. Make a __________________________ effort to cultivate relationships.

5. If you **choose** to work on your EI skills, remember that it will take __________________________ to see a change.
   - Work on 1 skill at a time (listening? empathy?). The others will improve by osmosis!
   - Share your goals with a person you trust – you’ll be **10 times** more likely to achieve them (accountability).
   - Practice – you **have to train your brain to adopt a new behavior**.

6. The more you think about what you’re __________________________ and do something productive with those feelings, the more developed the path between what **you feel** and what **you think** becomes.

7. Which tips will help me increase **my** emotional intelligence?
   - Label feelings, not people
   - Discern thoughts from feelings
   - Take more responsibility for your feelings
   - Use feelings and facts to make decisions
   - Show respect for other people’s feelings
   - Feel energized, not angry
   - Affirm other people’s feelings
   - Practice getting something positive from emotions
   - Don’t advise, command, control, criticize, judge or lecture others (**circle those words that apply!**)
   - Avoid people who lessen your self-worth
**Specific tips for each of the 4 fundamentals:**

**Self-awareness:**
- Get to know yourself better – your strengths, weaknesses, level of self-confidence and self-esteem.
- Experience the discomfort of being aware of your real feelings.
- Plan for it ahead of time.
- If you can’t plan, pause before you respond (a few seconds to a few days…to a few weeks!).
- Practice keeping your emotions under control.

**Self-management:**
- Manage your tendencies over and over again – why? How?
  - through self-talk, inside your head
  - talk to others – get objective advice; not what you should do, but how do they see the situation?
    - Am I overreacting? Too emotional?
- Get perspective on your reaction – will it really help to tailgate the person who cut you off?
- Build your self-confidence and self-esteem.
- Develop your assertiveness – this is different from being aggressive!

**Social awareness:**
- The most important thing? Listening.
  - stop talking (...talk slower, talk less, don't talk!)
  - stop deciding what they’re going to say
  - stop thinking about what you’re going to say
  - use your 6th sense – what is your gut reaction about the emotions involved? This is an important way of gathering information during an interaction with someone else.
- Pay attention:
  - to body language
  - to facial expressions
  - to tone and volume of voice
  - to speed of movement
- Ask questions.

**Relationship Management:**
- Take “me” out of the interaction – change your motto to WIIFT. (what’s in it for THEM?)
- Be the best you can be; relationships will automatically improve.
- Think “what can I do to make this person feel good?”
- Develop your capacity for empathy – put yourself in their shoes.

**Will I choose to do anything about my Emotional Intelligence?**
- Yes, this is exciting stuff!
- No, this is too “touchy/feely” for me.
- Maybe – I’ll see how I feel next week 😊

**Let’s discuss:** If I choose to work on my emotional intelligence in the workplace, what specific steps can I take to improve?
Sharpening Your Organizational Skills
Tips & Techniques to Help You Get - and Stay - Organized

WHAT’S SO IMPORTANT ABOUT BEING ORGANIZED?
1) 
2) 
3) 
4) 

WHAT ARE MY OBSTACLES?
1) 
2) 
3) 

WHAT SHOULD MY GOAL BE?
1) 
2) 

WHAT IN THE WORLD IS MY “SPACE PERSONALITY”??
(Resource: “Finally Organized, Finally Free” by Maria Gracia)

“Seeing is Believing”
• Out of __________________________ is out of ____________________________.
• Avoid putting anything ____________________________.
• If it's out in view, I’ll never ____________________________ anything.

HOW CAN I, AS A “SEEING IS BELIEVING,” GET ORGANIZED?
• Use open ___________________________ and ____________________________.
• Use different ___________________________ and clearly ____________________________.
• Use open pen/pencil ___________________________ with ____________________________.
• Use open ___________________________ file sorters for daily and weekly files.
• Use open “rolodex”-type _______________.
• _______________ it up, when possible.

“NEATNIK”
• A clear ___________________ = a clear _______________.
• May ___________________ everything they own into a hiding place.

HOW CAN I, AS A “NEATNIK,” GET ORGANIZED?
• It’s critical to have an effective _______________ system.
• Use ___________________ with as many sections and inserts as necessary.
• Use ___________________ in your desk drawers.
• Use office furniture with built-in ___________________.
• Make a “________________________” of where you’ve hidden the goodies!

“SAVE THE WORLD AND EVERYTHING IN IT”
• ___________________ and ___________________.
• Always need more ___________________.

HOW CAN I, AS A “SAVE THE WORLD,” GET ORGANIZED?
• Create a “______________________________” box; label it. When it’s full, take something out.
• Use a ___________________ system for things you want to display (such as “knick knacks,” photos, drawings, etc.).
• When you can’t bear to throw something out, even if you’ll never use it again, _______________.
• Establish your own “____________________________” test:
  a) Have I used it in the past year?  
  b) Is it still serving a specific purpose?  
  c) Is there a legal reason for keeping it?  
  d) Is there a business reason for keeping it?  
  e) Is there somewhere I can store it where I’ll find it again?  
  f) Do I still like it?
“Ducks in a Row”

• Spend endless hours ________________________________.

• Stack paperwork across the desk like ________________________________.

• ________________________________ is more important than ________________________________.

HOW CAN I, AS A “Ducks in a Row,” GET ORGANIZED?

• Look for tools that keep things ________________________________ AND ________________________________ with ________________________________.

• Tackle the job a ________________________________ at a time.

• Use clearly labeled ________________________________.

• Instead of having stacks marching across your desk, use a ________________________________ file sorter.

“Lovable Pig-Pen”

• Just plain ________________________________.

HOW CAN I, AS A “Lovable Pig-Pen,” GET ORGANIZED?

• Convince a friend to hold you ________________________________.

• Use ________________________________ items when possible.

• Eliminate ________________________________ as much as possible.

• Take the time to learn about ________________________________ on the computer.

• Recognize that people form ________________________________ based on the cleanliness/neatness/organization of your space.

SPECIFIC TIPS TO GET YOU STARTED – WHICH WILL YOU USE?

FOR YOUR DESK:

1) Use an ________________________________ basket/ ________________________________ basket system.

2) Get rid of ________________________________ you don’t need.
3) Keep a _________________________________ (one!) on your desk for notes.

4) Keep a _________________________________ on your desk or in a drawer.

5) Use a _________________________________ rule.

6) Move as many _______________________________ off your desk as possible.

7) Organize _________________________________.

8) Organize on the _________________________________.

**FOR YOUR FILES:**

1) During and after a good session of purging, ask about the papers left on your desk:

   **What am I going to _________________________________ with this??**

   _________________________________ - these papers require immediate action.

   _________________________________ to someone else.

   _________________________________ - but make sure you schedule it.

   _________________________________ - not later, NOW!

2) There is no one _________________________________ way to file.

   **A few key points regarding your filing system:**

   a) The system you choose is not important, as long as it _________________________________
      
      **and** you _________________________________ it!

   b) Label the _________________________________ of each file drawer.

   c) _________________________________ is an effective visual way of making your system more
      efficient, but you must be 100% committed to its use in specific areas.

   d) Do **NOT** have a file folder labeled _________________________________.

   e) Use “_______________________________” to keep up on filing.

   f) If you can’t get in the habit of filing immediately, _________________________________ it.

   g) Use a “to be _________________________________” folder on top of your filing cabinet.

   h) Don’t keep information in your files that you can _________________________________ elsewhere.
**FOR YOUR CALENDAR:**

1) Try to use only ____________________________ calendar.

2) The first thing you do should be to look at your ____________________________

3) The last thing you do should be to ____________________________ at your calendar.

4) Use the planner/calendar that works for ____________________________

5) Don’t obsess about using every ____________________________

6) Things you might want to consider when purchasing a planner:
   * Opens up and lies flat
   * Zipper closure
   * Calculator or pocket to hold one
   * Address book (with room for email, voicemail, fax, pager)
   * Additional year calendars
   * Business card holder
   * Correct size for you
   * Post-it notes holder or notepad
   * Pockets for receipts/papers
   * Zip pockets for pens, paper clips, etc.

7) ____________________________different events/categories.

**OTHER TIPS TO HELP YOU GET ~ AND STAY! ~ ORGANIZED**

1) Set your ____________________________ at the beginning of each day.

2) Tackle time-consuming projects in ____________________________

3) Take your ____________________________ folder with you: read while waiting, eating alone, etc.

4) ____________________________ and ____________________________; set specific times for specific tasks – phone calls, quiet time for planning, writing, etc.

5) Allow 10-15 minutes at the end of the day to ____________________________.
   - prepare a “to-do” list
   - review calendar

6) Work ____________________________ in your calendar.

7) Keep only paperwork no one else ____________________________

8) Create a file folder for “ ____________________________”.

9) Don’t put it down; put it ____________________________

10) Many people think that getting organized is about being neat and tidy and often that is a nice bonus; being organized is really about finding what you need ____________________________ you need it, and getting done what needs done when it’s due.
11) Make __________________________ of any documents you have to create regularly (letters, faxes, contracts, expense reports, proposals).

12) If you have something that needs to be taken care of first thing tomorrow, leave yourself a __________________________ and send yourself an __________________________.

13) Don’t hesitate to __________ if you are having trouble finding something (re-file, re-label, etc.).

14) Make sure you are planning to eat your __________________________ during your freshest time. (www.eatthatfrogmovie.com)

15) If your __________________________ have become unmanageable, set up a system.

16) __________________________ yourself for getting and staying organized!

My reward: _______________________________________________________

What is the ONE thing I will change immediately that can help me become more organized?

______________________________________________________________

Delegating: When, How, and To Whom?

What's the Big Deal? Why Delegating is Important

______________________________________________________________

So……….Why Aren’t We Better at Delegating?

______________________________________________________________

What is MY biggest obstacle?

______________________________________________________________
TAKing iT To the NexT level

What Should We Be Looking At? ~ 9 Ingredients in RICETWICE

We sometimes delegate tasks/projects without understanding or explaining all the aspects of the assignment. Use this checklist to cover everything when delegating to your team members.

R: What is available to them?

I: Include all details, data, etc.

C: Set a clear deadline

E: Outcomes and results you expect

T: What talent do they bring to the project?

W: Why is the task important?

I: Get their feedback; check for understanding

C: Schedule times to touch base

E: How far does their authority go? What needs prior approval? By whom?

A Bird’s Eye View

First things first...
1) __________________________ assignments, decisions, and other work.
2) Decide which tasks can be __________________________.
3) __________________________ your staff and decide who could best handle each assignment.
4) __________________________ the assignment.
5) __________________________ the delegation.

What is one “key” I’ve discovered at today’s session and how can I use this information to become a better delegator?
**Key Points to Consider**

- Is the team member knowledgeable?
- What skills and abilities does the team member bring?
- What special talents do they have that will fit this project?
- What is their level of experience?
- Will the team member’s personality be a good fit for this project?
- How motivated would this team member be to participate?
- What are your organization’s needs?
- What is the team member’s current workload?
- What would the impact be on other team members?
- What are the risks of delegating this particular task?
- What are the needs of this team member?
- If others will be involved, what personal influence does the team member have?
- Does the team member have the communication skills needed?
- Do they need to be detail-oriented?
- Will this assignment help the team member grow?

**CREATING A MOTIVATING ENVIRONMENT**

_FAVORITISM – THE POISON THAT KILLS_ ~ The Causes, Clues, and Results of Favoritism in the Workplace

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**RESULTS OF FAVORITISM**

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22
How to Avoid Favoritism:

1) Talk to employees with the same ________________________________.

2) Pay as much attention to employees whose ___________________________ are different than yours as to those with whom you have a lot in common.

3) Find something to ________________________________ about every employee.

4) ________________________________ less desirable jobs, when possible.

5) Communicate your ________________________________ to everyone.

Motivation – What Is It & What Does It Mean?

1. You can’t ________________________________ others, but you can create a motivating ________________________________.

2. Internal motivation = ________________________________ what you do.
   External motivation = doing something to get ________________________________.

3. Money helps people go to ________________________________ at night, but it’s not what gets them out of ________________________________ in the morning.

4. People tend to be motivated by ________________________________ and ________________________________, not ________________________________ and ________________________________.

5. Motivated employees = high ________________________________.

6. High morale results in employees who usually:
   • treat ________________________________, ________________________________, and ________________________________ with more respect.
   • get more done and share more ________________________________
   • look forward to coming to ________________________________
   • contribute more ________________________________
   • weather ________________________________ times with you.
   • serve as ________________________________.
7. List 3 things that can be influenced by “morale”:

Describe a time when you felt you were working in a “motivating environment”:

What made it a motivating environment?

15+ “No – or Low – Money” Ideas to Help Create a Motivating Environment

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
6. _____________________________________________________________
7. _____________________________________________________________
8. _____________________________________________________________
9. _____________________________________________________________
10. _____________________________________________________________
11. _____________________________________________________________
12. _____________________________________________________________
13. _____________________________________________________________
14. _____________________________________________________________
15. _____________________________________________________________
16. _____________________________________________________________

December is “Cookie Cutter” Month! ~ December 2 is “National Mutt Day”!

1 thing I will do differently to create a motivating environment:
**Are You A Good Supervisor?**  

Y=Yes  U=Usually  O=Occasionally  N=No

___1. Do you personally thank employees for doing a good job - one on one, in writing, or both?
___2. Are you willing to take time to meet with and listen to your employees?
___3. Do you provide specific feedback about your employees’ performance?
___4. Do you strive to create an environment that is open, trusting, and fun?
___5. Do you provide your employees with information on upcoming products and services and how each employee fits into the overall plan?
___6. Do you involve employees in decisions, especially those that affect them?
___7. Do you encourage employees to have a sense of ownership in their work environment?
___8. Do you give your employees chances to grow and learn new skills?
___9. Do you celebrate the successes of the organization, the department, and the individuals in it?
___10. Do you use performance as the basis for recognizing, rewarding, and promoting your staff?
___11. Do you provide a thorough orientation to new employees?
___12. Do you assign work so that your employees are able to use their skills?
___13. Do you promote employees’ participation in “high visibility” activities?

**Circle which of the items listed above you could improve upon…**

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**Teamwork ~ Lessons From Geese**

**Fact #1:** When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then they launch out with another formation or catch up with the flock.

*Lesson:* If we have as much sense as geese, we will stand by each other in difficult times, as well as when we are strong.

**Fact #2:** When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

*Lesson:* If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

**Fact #3:** When the lead goose tires, it rotates back into the formation and another goose flies to the point position.

*Lesson:* It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other’s skills, capabilities, and unique arrangements of gifts, talents, and resources.

**Fact #4:** The geese flying in formation honk to encourage those up front to keep up their speed.

*Lesson:* We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement is the quality of honking we seek.

**Fact #5:** As each goose flaps its wings, it creates an “uplift” for the birds that follow. By flying in a “V” formation, the whole flock adds 71% greater flying range, than if each bird flew alone.

*Lesson:* People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another…

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Linda’s notes: I heard this many years ago and am unable to verify its origins. According to a website I found, “Lessons from Geese” was transcribed from a speech given by Angeles Arrien at the 1991 Organizational Development Network and was based on the work of Milton Olson. I believe I first heard it in 1989, so I am still unsure of its true origins – but the message is still great!
Set up a physical place for the new hire before they report to work – with necessary equipment and supplies.

Verify that the immediate supervisor will be available to welcome the new hire.

Have a “mentor” system in place – a loyal, positive employee who is willing to make the new employee feel welcome by going to lunch, showing them “the ropes,” etc.

Be sure the person (an employee with patience and a positive attitude) training the new employee has ample time to do so.

Consider a “welcome” party – snacks, a cake, a letter of welcome from the head of your organization.

Schedule a future date to meet with the new employee to discuss progress and answer questions.

Have meaningful work lined up as soon as training is complete, so they don’t get lost in the shuffle.

Limit the presentation done by HR to the pertinent information the employee needs right away. Details can be covered when the employee is feeling more comfortable.

If possible, don’t start new hires on Monday or Friday -days that are often the most stressful.

Make sure the new hire is not alone any part of the first day. First days are overwhelming. If you need to enlist more than one person, make sure someone is with them on that critical first day.

**WHAT IS ONE THING I’VE LEARNED TODAY THAT I WILL APPLY IMMEDIATELY?**

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**RESOURCES**

www.thepersonalities.com (website for the personality assessment, “Wired That Way” and other Littauer resources)

*Emotional Intelligence: Why It Can Matter More Than IQ*, Daniel Goleman

*The Emotional Intelligence Quick Book*, Travis Bradberry, Jean Greaves (includes a free online test with book)

www.Talentsmart.com – website by the authors of *The Emotional Intelligence Quick Book*


For “fun holidays,” go to www.brownielocks.com or www.wellcat.com or see Chase’s Calendar of Events

*The 5 Languages of Appreciation in the Workplace*, Gary Chapman, Paul White

**ADDITIONAL RESOURCES:**