GEORGIA DEPARTMENT OF REVENUE

LOCAL GOVERNMENT SERVICES DIVISION

Course VI

Management Development

The statutory materials reprinted or quoted verbatim on the following pages are taken from the Official Code of Georgia Annotated, Copyright 2016 by the State of Georgia, and are reprinted with the permission of the State of Georgia. All rights reserved.

For Educational Purposes Only:

The material within is intended to give the course participant a solid understanding of general principles in the subject area. As such, the material may not necessarily reflect the official procedures and policies of the Georgia Department of Revenue or the Department's official interpretation of the laws of the State of Georgia. The application of applicability to specific situations of the theories, techniques, and approaches discussed herein must be determined on a case-by-case basis.

Revised September 2015

Table of Contents

Success Skills 3
Top Nine Work-Place Commandments 5
Mental Agility Test 7
You're in the Middle 9
Time Management: Who's got the Monkey? 13
Douglas McGregor XY Theory 25
Adams Equity Theory Diagram 33
Transactional Analysis 37
Conscious Competence Learning Model 41
Katherine Benziger's Model 45
The ABCs of Customer Service 49
Telephone Phrases 51
Leader's Questionnaire – Walking the Talk 55
Johari Window 57
Maslow's Hierarchy of Needs 65
Awaken the Leader in You 71
Leadership Development Tips 83
The Art of Delegation 87
Leadership Behavior 95
Leadership Quotes 97
Employee Motivation 99
Zen Moments 119
Process of Personal Change 121
Keys to Success 125

Personality Assessment.....137
Guide to Stress.....165
Communicating with People.....167
Predictions.....177
Job Descriptions are Important.....179
Behavioral Interviews.....185
Painless Performance Appraisals.....195
Ponderables.....211
A Fascinating Story.....215
Discrimination.....217
Shakespeare Insult Kit.....235
Know it all Quiz.....237
Lessons Learned.....239
Learning Styles.....241

The use this material in this manual is free provided copyright is acknowledged and reference is made to the www.alanchapman.com website.

Success Skills

As a member of the management team, the need to understand the way a management team works is very important. Understanding contributes to job satisfaction, makes better employees, and helps plan career development.

Success Skills			
Top Management		Relationship Skills	Organizational Knowledge
Middle Management	Technical Skills	Relationship Skills	Organizational Knowledge
Front Line Supervisor	Technical Skills	Relationship Skills	Organizational Knowledge

Front Line Supervisor – Largest amount of Technical skills, good amount of relationship skills and a small amount of organizational knowledge. These employees manage the front line production staff.

Middle Management – Medium amount of technical skills, good amount of relationship skills and more organizational knowledge. Success depends less on technical skills and more on organizational knowledge. Some staff will experience difficulty in letting go of the technical, hands-on aspects of the job. Technical skills stay important only in technically oriented careers.

Top Management – Small amount of technical skills, good amount of relationship skills, and large amount of organizational knowledge. Top management needs very little technical skills. They hire qualified professionals to perform technical tasks. Top management requires high level of relationship skills and organizational knowledge.

Explains why good workers become bad managers.

(Working Manager Theory)

Top Nine Work-place Commandments of George Costanza

1. Never walk without a document in your hands

People with documents in their hands look like hardworking employees heading for important meetings. People with nothing in their hands look like they're heading for the cafeteria. People with a newspaper in their hand look like they're heading for the toilet. Above all, make sure you carry loads of stuff home with you at night, thus generating the false impression that you work longer hours than you do.

2. Use computers to look busy

Any time you use a computer, it looks like "work" to the casual observer. You can send and receive personal e-mail, chat and generally have a blast without doing anything remotely related to work. These aren't exactly the societal benefits that the proponents of the computer revolution would like to talk about but they're not bad either. When you get caught by your boss - and you *will* get caught - your best defense is to claim you're teaching yourself to use new software, thus saving valuable training dollars.

3. Messy desk

Top management can get away with a clean desk. For the rest of us, it looks like we're not working hard enough. Build huge piles of documents around your workspace. To the observer, last year's work looks the same as today's work; it's volume that counts. Pile them high and wide. If you know somebody is coming to your cubicle, bury the document you'll need halfway down in an existing stack and rummage for it when he/she arrives.

4. Voice Mail

Never answer your phone if you have voice mail. People don't call you just because they want to give you something for nothing - they call because they want YOU to do work for THEM. That's no way to live. Screen all your calls through voice mail. If somebody leaves a voice mail message for you

and it sounds like impending work, respond during lunch hour when you know they're not there - it looks like you're hardworking and conscientious even though you're being a devious weasel.

5. Looking Impatient and Annoyed

One should also always try to look impatient and annoyed to give your bosses the impression that you are always busy.

6. Leave the office late

Always leave the office late, especially when the boss is still around. You could read magazines and storybooks that you always wanted to read but have no time until late before leaving. Make sure you walk past the boss' room on your way out. Send important e-mails at unearthly hours (e.g. 9:35pm, 7:05am, etc.) and during public holidays.

7. Creative Sighing for Effect

Sigh loudly when there are many people around, giving the impression that you are under extreme pressure.

8. Stacking Strategy

It is not enough to pile lots of documents on the table. Put lots of books on the floor etc. (thick computer manuals are the best).

9. Build Vocabulary

Read up on some computer magazines and pick out all the jargon and new products. Use the phrases freely when in conversation with bosses. **Remember:** They don't have to understand what you say, but you sure sound impressive.

Mental Agility Test

You have **three minutes** to complete the following test of mental agility. Read all the instructions before doing anything else.

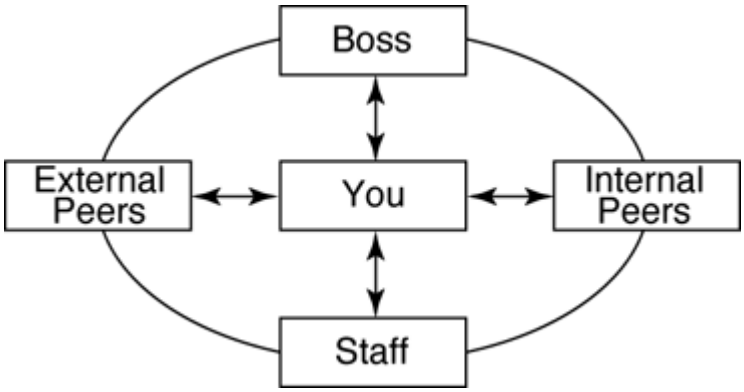
Instructions:

1. Write your initials in the top right hand corner of this sheet.
2. Write the total of 3 + 16 + 32 + 64 here : _____
3. Underline instruction 1 above.
4. Check the time by your watch with that of your neighbor's.
5. Write down the difference in time between the two watches at the foot of this page.
6. Draw three circles in the left hand margin.
7. Put a tick in each of the circles mentioned in 6.
8. Sign your signature at the foot of the page.
9. On the back of the page, divide 50 by 12.5.
10. When you get to this point in the test, stand up, then sit down and continue with the next item.
11. If you have carefully followed all these instructions, call out 'I have'.
12. On the reverse of this page, draw quickly what you think an upright bicycle looks like from overhead.
13. Check your answer to Item 9, multiply it by 5 and write the result in the right hand margin opposite this item.
14. In the space below write the 5th, 10th, 9th and 20th letters of the alphabet.

_____

15. Punch three holes with your pen here: o o o
16. If you think you are the first person to get this far, call out 'I'm in the lead'.
17. Underline all the even digits on the left hand side of the page.
18. Draw triangles round the holes you punched in Item 15.
19. Draw a circle around the number 10 wherever it occurs.
20. Now that you have finished reading all the instructions, obey only 1 and 2.

You're in the Middle – Time Grabbers



It is your job to arrange for the support of your boss, peers and subordinates. If higher management has to do it for you, what do they need you for?

Intra-Organization Politics

Since there are not enough hours in the day to cultivate the support of everybody in the organization, you must choose whom to invest your time with to produce the greatest value to your organization.

Self-Inflicted Problems

It is sometimes tempting to do things that other people are paid to do: we do them well, thus like to do them; doing is often easier than managing them; and doing them gives our subordinates the chance to watch genius in action. "Working Supervisor Theory" A supervisor who keeps work rather than delegating because they are a "working supervisor".

Boss

Boss-Imposed Time: is the time we spend doing things we would not be doing if we did not have a boss.

Bosses Are Problems. Though not necessarily the most frequent or the

most severe disrupter of your time, your boss can be the principle disrupter because he/she has final say as to your priorities.

Managing Your Boss

Right or wrong, your boss' anxieties are the source of impositions on your time. Your strategy is to maximize your freedom-of-action by minimizing anxieties.

External Peers

"Welcome interruptions" include: repeat orders, praise, more funding, etc.

"Unwelcome interruptions" include: customer complaints, cancelled orders, withdrawn support, etc.

Staff

Subordinate-Imposed Time: is the time you spend working on things your subordinates could work on but have given to you, thus making them "Boss-reliant" rather than "self-reliant members of an interdependent team"

Subordinates Are Also Part of the Problem. When your subordinates' monkeys wind up on your back, you have one more thing to do, they have one less, throwing you behind in their work as well as your own.

Self Analysis

- How much time do you spend with subordinates?
- Do you solve subordinates' problems?
- Who's got the next move, you or the subordinate?
- Your subordinates - do they really want authority?
- Who makes the decisions, you or your subordinates?
- Are projects dying for lack of attention?

Managing Your Subordinates

The amateur way - The amateur boss takes on so much of the subordinate's work (making his staff boss-reliant rather than self-reliant) that he/she inevitably runs out of time for them, himself/herself, the boss, and the peers... everybody is dissatisfied.

The professional way - The professional manager eliminates subordinate-imposed time by requiring that his subordinates become self-reliant members of an interdependent team, thus giving him/her more time for (a) subordinates, boss, peers and for (b) planning, organizing, leading and seeing to it that things stay on track.

Internal Peers

System-Imposed Time: is the time you spend doing things (e.g. filling out forms, conforming to System requirements) in return for the support you need.

Peers, too, Can Cause Problems Unless you get three-point landings - what you want, when and where you want it - from your peers, you have time-management problems!

Managing Your Peers.

The support of your internal peers is never free - you give something to get something. Remember: *No manager is an island,* there is no free lunch

Freedom and Leverage

Both the manager's leverage and the managee's freedom increase when the managee's do more and more on their own (Output) per unit of their boss' time (Input). *Thus a manager's leverage and managee's freedom are inextricably interdependent, making it to the advantage of both parties to work together.*

Time Management: Who's Got the Monkey?

The burdens of subordinates always seem to end up on the manager's back. Here's how to get rid of them.

WHY IS IT THAT MANAGERS ARE typically running out of time while their subordinates are typically running out of work? Here we shall explore the meaning of management time as it relates to the interaction between managers and their bosses, their peers, and their subordinates.

Specifically, we shall deal with three kinds of management time:

Boss-imposed time--used to accomplish those activities that the boss requires and that the manager cannot disregard without direct and swift penalty.

System-imposed time--used to accommodate requests from peers for active support. Neglecting these requests will also result in penalties, though not always as direct or swift.

Self-imposed time--used to do those things that the manager originates or agrees to do. A certain portion of this kind of time, however, will be taken by subordinates and is called subordinate-imposed time. The remaining portion will be the manager's own and is called discretionary time. Self-imposed time is not subject to penalty since neither the boss nor the system can discipline the manager for not doing what they didn't know he had intended to do in the first place.

To accommodate those demands, managers need to control the timing and the content of what they do. Since what their bosses and the system impose on them is subject to penalty, managers cannot tamper with those requirements. Thus their self-imposed time becomes their major area of concern.

Managers should try to increase the discretionary component of their self-imposed time by minimizing or doing away with the subordinate component. They will then use the added increment to get better control over their boss-imposed and system-imposed activities. Most managers spend much more time dealing with subordinates' problems than they even faintly realize.

Hence we shall use the monkey-on-the-back metaphor to examine how subordinate-imposed time comes into being and what the superior can do about it.

Where Is the Monkey?

Let us imagine that a manager is walking down the hall and that he notices one of his subordinates, Jones, coming his way. When the two meet, Jones greets the manager with, "Good morning. By the way, we've got a problem. You see.... "As Jones continues, the manager recognizes in this problem the two characteristics common to all the problems his subordinates gratuitously bring to his attention. Namely, the manager knows (a) enough to get involved, but (b) not enough to make the on-the-spot decision expected of him. Eventually, the manager says, "So glad you brought this up. I'm in a rush right now. Meanwhile, let me think about it, and I'll let you know." Then he and Jones part company.

Let us analyze what just happened. Before the two of them met, on whose back was the "monkey"? The subordinate's. After they parted, on whose back was it? The manager's. Subordinate-imposed time begins the moment a monkey successfully leaps from the back of a subordinate to the back of his or her superior and does not end until the monkey is returned to its proper owner for care and feeding. In accepting the monkey, the manager has voluntarily assumed a position subordinate to his subordinate. That is, he has allowed Jones to make him her subordinate by doing two things a subordinate is generally expected to do for a boss the manager has accepted a responsibility from his subordinate, and the manager has promised her a progress report.

The subordinate, to make sure the manager does not miss this point, will later stick her head in the manager's office and cheerily query, "How's it coming?" (This is called supervision.)

Or let us imagine in concluding a conference with Johnson, another subordinate, the manager's parting words are, "Fine. Send me a memo on that."

Let us analyze this one. The monkey is now on the subordinate's back because the next move is his, but it is poised for a leap. Watch that monkey.

Johnson dutifully writes the requested memo and drops it in his out-basket (or email). Shortly thereafter, the manager plucks it from his in-basket and reads it. Whose move is it now? The manager's. If he does not make that move soon, he will get a follow-up memo from the subordinate. (This is another form of supervision.) The longer the manager delays, the more frustrated the subordinate will become (he'll be spinning his wheels) and the more guilty the manager will feel (his backlog of subordinate-imposed time will be mounting).

Or suppose once again that at a meeting with a third subordinate, Smith, the manager agrees to provide all the necessary backing for a public relations proposal he has just asked Smith to develop. The manager's parting words to her are, "Just let me know how I can help."

Now let us analyze this. Again the monkey is initially on the subordinate's back. But for how long? Smith realizes that she cannot let the manager "know" until her proposal has the manager's approval. And from experience, she also realizes that her proposal will likely be sitting in the manager's briefcase for weeks before he eventually gets to it. Who's really got the monkey? Who will be checking up on whom? Wheel spinning and bottlenecking are well on their way again.

A fourth subordinate, Reed, has just been transferred from another part of the company so that he can launch and eventually manage a newly created business venture. The manager has said they should get together soon to hammer out a set of objectives for the new job, adding, "I will draw up an initial draft for discussion with you."

Let us analyze this one, too. The subordinate has the new job (by formal assignment) and the full responsibility (by formal delegation), but the manager has the next move. Until he makes it, he will have the monkey, and the subordinate will be immobilized.

Why does all of this happen? Because in each instance the manager and the subordinate assume at the outset, wittingly or unwittingly, that the matter under consideration is a joint problem. The monkey in each case begins its career astride both their backs. All it has to do is move the wrong leg, and-presto!--the subordinate deftly disappears. The manager is thus left with another acquisition for his menagerie. Of course, monkeys can be trained

not to move the wrong leg. But it is easier to prevent them from straddling backs in the first place.

Who Is Working for Whom?

Let us suppose that these same four subordinates are so thoughtful and considerate of their superior's time that they take pains to allow no more than three monkeys to leap from each of their backs to his in any one day. In a five-day week, the manager will have picked up 6o screaming monkeys-far too many to do anything about them individually. So he spends his subordinate-imposed time juggling his "priorities."

Late Friday afternoon, the manager is in his office with the door closed for privacy so he can contemplate the situation, while his subordinates are waiting outside to get their last chance before the weekend to remind him that he will have to "fish or cut bait." Imagine what they are saying to one another about the manager as they wait: "What a bottleneck. He just can't make up his mind. How anyone ever got that high up in our company without being able to make a decision we'll never know."

Worst of all, the reason the manager cannot make any of these "next moves" is that his time is almost entirely eaten up by meeting his own boss-imposed and system-imposed requirements. To control those tasks, he needs discretionary time that is in turn denied him when he is preoccupied with all these monkeys. The manager is caught in a vicious circle. But time is a-wasting (an understatement). The manager calls his secretary on the intercom and instructs her to tell his subordinates that he won't be able to see them until Monday morning. At 7 PM, he drives home, intending with firm resolve to return to the office tomorrow to get caught up over the weekend. He returns bright and early the next day only to see, on the nearest green of the golf course across from his office window, a foursome. Guess who?

That does it. He now knows who is really working for whom. Moreover, he now sees that if he actually accomplishes during this weekend what he came to accomplish, his subordinates' morale will go up so sharply that they will each raise the limit on the number of monkeys they will let jump from their backs to his. In short, he now sees, with the clarity of a revelation on a mountaintop, that the more he gets caught up, the more he will fall behind.

He leaves the office with the speed of a person running away from a plague. His plan? To get caught up on something else he hasn't had time for in years: a weekend with his family. (This is one of the many varieties of discretionary time.)

Sunday night he enjoys ten hours of sweet, untroubled slumber, because he has clear-cut plans for Monday. He is going to get rid of his subordinate-imposed time. In exchange, he will get an equal amount of discretionary time, part of which he will spend with his subordinates to make sure that they learn the difficult but rewarding managerial art called "The Care and Feeding of Monkeys."

The manager will also have plenty of discretionary time left over for getting control of the timing and the content not only of his boss-imposed time but also of his system-imposed time. It may take months, but compared with the way things have been, the rewards will be enormous. His ultimate objective is to manage his time.

Getting Rid of the Monkeys

The manager returns to the office Monday morning just late enough so that his four subordinates have collected outside his office waiting to see him about their monkeys. He calls them in one by one. The purpose of each interview is to take a monkey, place it on the desk between them, and figure out together how the next move might conceivably be the subordinate's. For certain monkeys, that will take some doing. The subordinate's next move may be so elusive that the manager may decide- just for now- merely to let the monkey sleep on the subordinate's back overnight and have him or her return with it at an appointed time the next morning to continue the joint quest for a more substantive move by the subordinate. (Monkeys sleep just as soundly overnight on subordinates' backs as they do on superiors'.)

As each subordinate leaves the office, the manager is rewarded by the sight of a monkey leaving his office on the subordinate's back. For the next 24 hours, the subordinate will not be waiting for the manager; instead, the manager will be waiting for the subordinate.

Later, as if to remind himself that there is no law against his engaging in a constructive exercise in the interim, the manager strolls by the subordinate's

office, sticks his head in the door, and cheerily asks, "How's it coming?" (The time consumed in doing this is discretionary for the manager and boss imposed for the subordinate.)

When the subordinate (with the monkey on his or her back) and the manager meet at the appointed hour the next day, the manager explains the ground rules in words to this effect:

"At no time while I am helping you with this or any other problem' will your problem become my problem. The instant your problem becomes mine, you no longer have a problem. I cannot help a person who hasn't got a problem.

"When this meeting is over, the problem will leave this office exactly the way it came in -on your back. You may ask my help at any appointed time, and we will make a joint determination of what the next move will be and which of us will make it.

"In those rare instances where the next move turns out to be mine, you and I will determine it together. I will not make any move alone."

The manager follows this same line of thought with each subordinate until about 11am, when he realizes that he doesn't have to close his door. His monkeys are gone. They will return- but by appointment only. His calendar will assure this.

Transferring the Initiative

What we have been driving at in this monkey-on-the-back analogy is that managers can transfer initiative back to their subordinates and keep it there. We have tried to highlight a truism as obvious as it is subtle: namely, before developing initiative in subordinates, the manager must see to it that they have the initiative. Once the manager takes it back, he will no longer have it and he can kiss his discretionary time good-bye. It will all revert to subordinate-imposed time.

Nor can the manager and the subordinate effectively have the same initiative at the same time. The opener, "Boss, we've got a problem," implies this duality and represents, as noted earlier, a monkey astride two backs, which is a very bad way to start a monkey on its career. Let us, therefore,

take a few moments to examine what we call "The Anatomy of Managerial Initiative."

There are five degrees of initiative that the manager can exercise in relation to the boss and to the system:

1. wait until told (lowest initiative);
2. ask what to do;
3. recommend, then take resulting action;
4. act, but advise at once;
5. and act on own, then routinely report (highest initiative).

Clearly, the manager should be professional enough not to indulge in initiatives 1 and 2 in relation either to the boss or to the system. A manager who uses initiative 1 has no control over either the timing or the content of boss-imposed or system-imposed time and thereby forfeits any right to complain about what he or she is told to do or when. The manager who uses initiative 2 has control over the timing but not over the content. Initiatives 3, 4, and 5 leave the manager in control of both, with the greatest amount of control being exercised at level 5.

In relation to subordinates, the manager's job is twofold. First, to outlaw the use of initiatives 1 and 2, thus giving subordinates no choice but to learn and master "Completed Staff Work." Second, to see that for each problem leaving his or her office there is an agreed-upon level of initiative assigned to it, in addition to an agreed-upon time and place for the next manager-subordinate conference. The latter should be duly noted on the manager's calendar.

<u>The Care and Feeding of Monkeys</u>

To further clarify our analogy between the monkey on the back and the processes of assigning and controlling, we shall refer briefly to the manager's appointment schedule, which calls for five hard-and-fast rules governing the "Care and Feeding of Monkeys." (Violation of these rules will cost discretionary time.)

Rule 1. Monkeys should be fed or shot. Otherwise, they will starve to death, and the manager will waste valuable time on postmortems or attempted resurrections.

Rule 2. The monkey population should be kept below the maximum number the manager has time to feed. Subordinates will find time to work as many monkeys as he or she finds time to feed, but no more. It shouldn't take more than five to 15 minutes to feed a properly maintained monkey.

Rule 3. Monkeys should be fed by appointment only. The manager should not have to hunt down starving monkeys and feed them on a catch-as-catch-can basis.

Rule 4. Monkeys should be fed face-to-face or by telephone, but never by mail. (Remember-with mail, the next move will be the manager's.) Documentation may add to the feeding process, but it cannot take the place of feeding.

Rule 5. Every monkey should have an assigned next feeding time and degree of initiative. These may be revised at any time by mutual consent but never allowed to become vague or indefinite. Otherwise, the monkey will either starve to death or wind up on the manager's back.

"Get control over the timing and content of what you do" is appropriate advice for managing time. The first order of business is for the manager to enlarge his or her discretionary time by eliminating subordinate-imposed time. The second is for the manager to use a portion of this newfound discretionary time to see to it that each subordinate actually has the initiative and applies it. The third is for the manager to use another portion of the increased discretionary time to get and keep control of the timing and content of both boss-imposed and system-imposed time. All these steps will increase the manager's leverage and enable the value of each hour spent in managing management time to multiply without theoretical limit.

Never let your people pass their monkeys to you. Keep monkeys from being upwardly mobile by feeding them face to face.

Suppose that you walk down the hallway at work one day and spot one of your colleagues, Sam, advancing toward you. As he approaches, you know

what his opener will be. Sure enough, he says to you, "Boss, we have a problem." You respond, "Sam, we have never had a problem, and if I have anything to say about it, we never will have a problem--it is either yours or mine, but it is not ours. So what we need to do is find out whose problem it is. If it turns out to be yours, I'll be glad to help you with it. And if the problem turns out to be mine, I hope you will help me. But it is not our problem. Now, what's the problem?"

Half an hour later, you say, "Sam, would you please reduce to writing in not more than one page what you said here and send it to me." "Okay," Sam says, a little surprised. You have never done this to him before.

The two of you walk away, and you are grinning from ear to ear, congratulating yourself because Sam has the next move--or so you think. Ten minutes after you finish reading his memo, Sam walks by your office, stick his head in the door and says, "Hi, boss. Did you get my memo?" "Yes, I got it," you answer.

"What are you doing about it?" he demands to know--and with that you again have the next move.

Paper/Email Monkeys

What went wrong? Were you mistaken to ask him for a memo? Of course not. You needed documentation, but instead of saying "Send me a memo," you should have said, "Bring it to me."

A memo is one-half dialogue; a monkey is whatever the next move is when dialogue between two people breaks off. When a person sends you a memo, you've got the next move. So, when you receive a memo, sit down with the sender and resume the dialogue. As long as you have him talking, there's a fighting chance that the next move could be his.

Let's replay the scene that way. The next morning you come to work, and Sam walks in to bring you his memo. He turns around to walk out, and you say to him, "Sam, would you please sit down and read (review) your memo to me?" "Read it to you? I wrote it!"

"Great. So, you are qualified to read it. I want you to read it so that I will be free to interrupt you with what, why, who, how, where, and when questions."

These questions are indispensable tools in the hands of any manager. What Sam really wants to say is not in that memo at all. It's all between the lines. So, don't waste your time reading his memo. Have him read it to you. That way you find out what's between the lines--and that's what you really want to know. He's perfectly willing to tell you what he means in eyeball-to-eyeball dialogue. The memo just provides guidelines as to what you are talking about. Dialogue is the only thing that creates understanding. If, after reaching an understanding, you want to document it, then you can dictate a memo for the file.

While Sam is sitting in your office in dialogue with you, you get a sense for the essence of his message. Finally, you both realize that the dialogue has passed the point of diminished returns, so Sam says, "I've got to get back to work."

"No," you say, "the next item on the agenda is for you and me to figure out how the next move might be yours."

Because Sam wants to be out of your office as soon as possible, he will display great creativity, imagination, drive, and enthusiasm to find some meaningful next move he can make. Necessity is still the mother of creativity and invention.

This brings us to a statement of our rule for feeding monkeys: Monkeys shall be fed face to face whenever possible; otherwise by telephone, but never by mail. Memoranda, email, faxes, and reports must be used at times in the feeding process, but cannot substitute for face-to-face dialogue.

What If the Next Move Is Yours?

What course do you follow if the dialogue ends and the next move belongs to you? For example, during a dialogue with Sam, you identify the next move as "touch base with the financial vice president." The question then becomes, Who should make the next move?

Sam wants you to touch base with the financial VP who jealously guards the protocols and status differentials that go with his senior position. These don't permit Sam to interface directly with him. Sam is right in his perception of the situation, but Sam is setting you up. He wants you to talk with the VP because he wants you to keep the monkey.

So you say, "Sam, I'm aware of our corporate customs and the status sensibilities of the vice president. And I know it would make him nervous and insult his ego if you went in there alone. So, you will see him anyway, but I will come along with you. The vice president will think you are coming with me, but you and I will not be confused on that point, will we?" "No, sir!" says Sam.

When you and Sam go together to see the vice president, where is the monkey? On Sam's back! You walk in the office with the monkey on Sam's back, and you leave with the monkey on Sam's back.

Every monkey has a home room: Some belong to you; others to your boss; others to your subordinates. But when monkeys get lost, they have no instincts for returning to home rooms. Impulsively they want to climb--all the more reason to feed monkeys face to face.

Excellence in Action: Feed monkeys face to face to avoid having the next move.

By William Oncken, Jr.; Donald L. Wass and Stephen R. Covey

William Oncken, Jr., was chairman of the William Oncken Corporation until his death in 1988. His son, William Oncken III, now heads the company. Donald L. Wass was president of the William Oncken Company of Texas when the article first appeared. He now heads the Dallas-Fort Worth region of The Executive Committee (TEC), an international organization for presidents and CEOs. This article was originally published in the November December 1974 issue of HBR.

Douglas McGregor's XY Theory

Douglas McGregor, an American social psychologist, proposed his famous X-Y theory in his 1960 book 'The Human Side of Enterprise'. Theory x and theory y are still referred to commonly in the field of management and motivation, and whilst more recent studies have questioned the rigidity of the model, McGregor's X-Y Theory remains a valid basic principle from which to develop positive management style and techniques. McGregor's XY Theory remains central to organizational development, and to improving organizational culture.

McGregor's X-Y theory is a salutary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten.

McGregor maintained that there are two fundamental approaches to managing people. Many managers tend towards theory x, and generally get poor results. Enlightened managers use theory y, which produces better performance and results, and allows people to grow and develop.

Theory X ('authoritarian management' style)

- The average person dislikes work and will avoid it he/she can.
- Therefore most people must be forced with the threat of punishment to work towards organizational objectives.

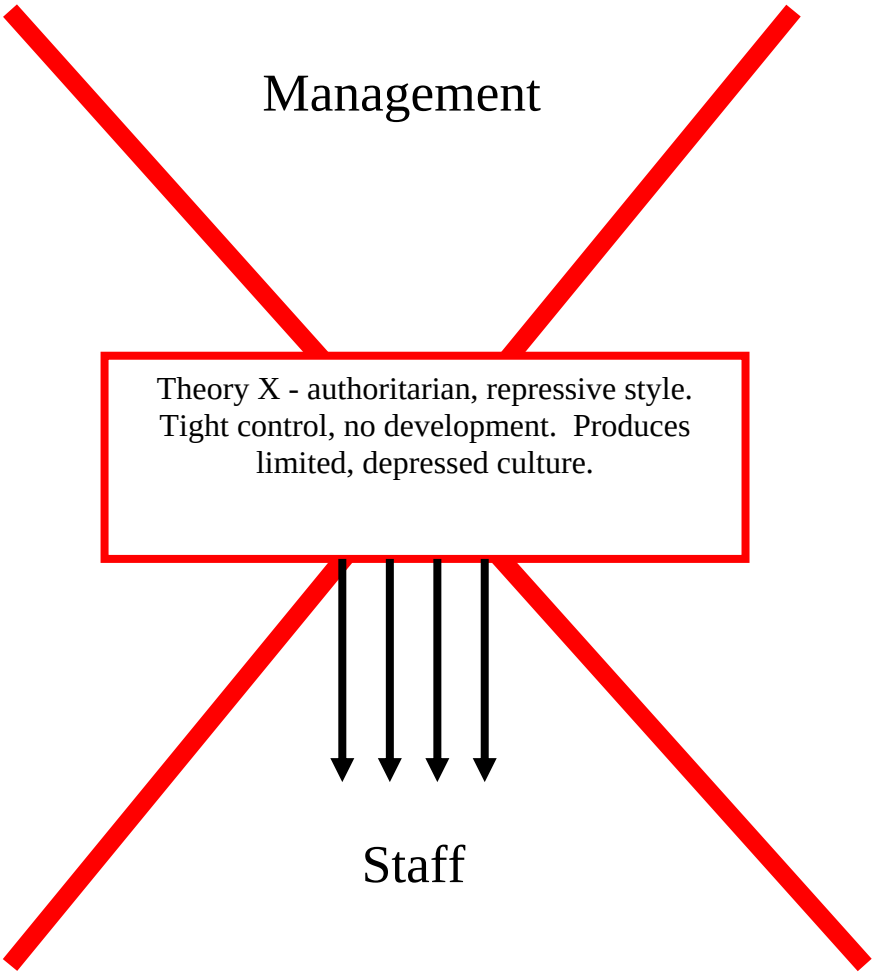
The average person prefers to be directed; to avoid responsibility; is relatively un-ambitious, and wants security above all else.

Theory Y ('participative management' style)

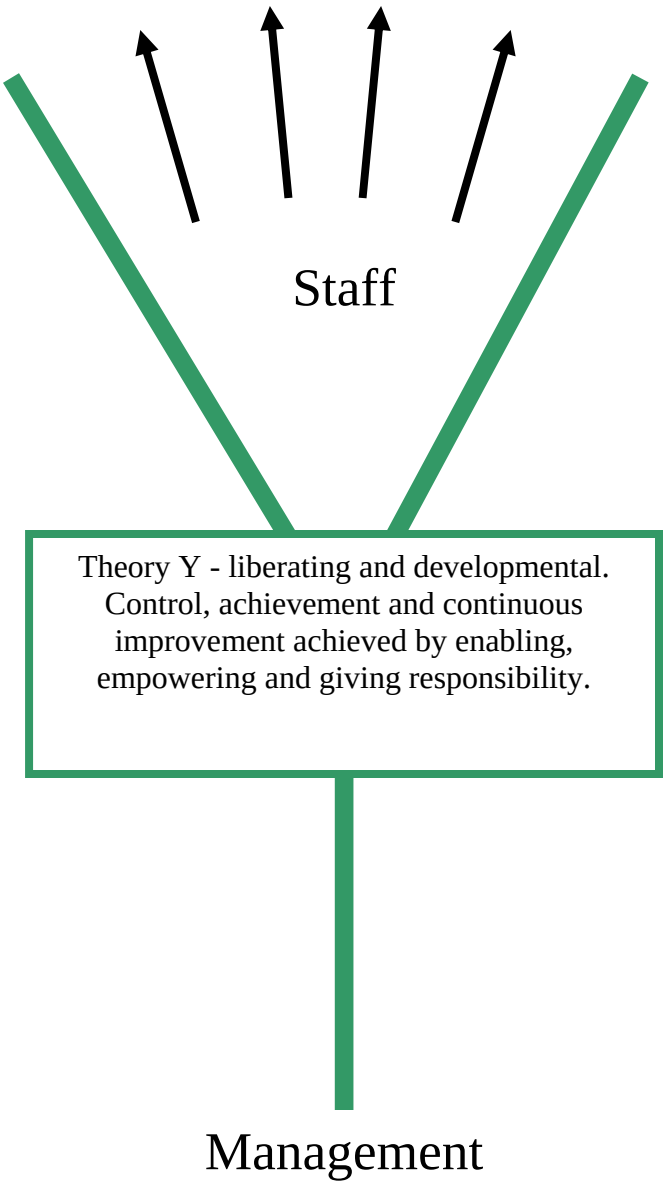
- Effort in work is as natural as work and play.
- People will apply self-control and self-direction in the pursuit of organizational objectives, without external control or the threat of punishment.
- Commitment to objectives is a function of rewards associated with their achievement.
- People usually accept and often seek responsibility.

- The capacity to use a high degree of imagination, ingenuity and creativity in solving organizational problems is widely, not narrowly, distributed in the population.
- In industry the intellectual potential of the average person is only partly utilized.

‘Theory X’



‘Theory Y’


Staff
Theory Y - liberating and developmental. Control, achievement and continuous improvement achieved by enabling, empowering and giving responsibility.
Management

Characteristics of the X Theory manager

What are the characteristics of a Theory X manager? Typically some, most or all of these:

- results-driven and deadline-driven, to the exclusion of everything else
- intolerant
- issues deadlines and ultimatums
- distant and detached
- aloof and arrogant
- elitist
- short temper
- shouts
- issues instructions, directions, edicts
- issues threats to make people follow instructions
- demands, never asks
- does not participate
- does not team-build
- unconcerned about staff welfare, or morale
- proud, sometimes to the point of self-destruction
- one-way communicator
- poor listener
- fundamentally insecure and possibly neurotic
- anti-social
- vengeful and recriminatory
- does not thank or praise
- withholds rewards, and suppresses pay and remunerations levels
- scrutinizes expenditure to the point of false economy
- seeks culprits for failures or shortfalls
- seeks to apportion blame instead of focusing on learning from the experience and preventing recurrence
- does not invite or welcome suggestions
- takes criticism badly and likely to retaliate if from below or peer group
- poor at proper delegating - but believes they delegate well
- thinks giving orders is delegating
- holds on to responsibility but shifts accountability to subordinates
- relatively unconcerned with investing in anything to gain future improvements
- unhappy

How you can manage upwards your X theory boss

Working for an X theory boss isn't easy - some extreme X theory managers make extremely unpleasant managers, but there are ways of managing these people upwards. Avoiding confrontation (unless you are genuinely being bullied, which is a different matter) and delivering results are the key tactics.

- Theory X managers (or indeed theory Y managers displaying theory X behavior) are primarily results oriented - so orientate your own discussions and dealings with them around results - i.e. what you can deliver and when.
- Theory X managers are facts and figures oriented - so cut out the incidentals, be able to measure and substantiate anything you say and do for them, especially reporting on results and activities.
- Theory X managers generally don't understand or have an interest in the human issues, so don't try to appeal to their sense of humanity or morality. Set your own objectives to meet their organizational aims and agree these with the managers; be seen to be self-starting, self-motivating, self-disciplined and well-organized - the more the X theory manager sees you are managing yourself and producing results, the less they'll feel the need to do it for you.
- Always deliver your commitments and promises. If you are given an unrealistic task and/or deadline state the reasons why it's not realistic, but be very sure of your ground, don't be negative; be constructive as to how the overall aim can be achieved in a way that you know you can deliver.
- Stand up for yourself, but constructively - avoid confrontation. Never threaten or go over their heads if you are dissatisfied or you'll be in big trouble afterwards and life will be a lot more difficult.
- If an X theory boss tells you how to do things in ways that are not comfortable or right for you, then don't questioning the process, simply confirm the end-result that is required, and check that it's okay to 'streamline the process' or 'get things done more efficiently' if the chance arises - they'll normally agree to this, which effectively gives you control over the 'how', provided you deliver the 'what' and 'when'.

And this is really the essence of managing upwards X theory managers - focus and get agreement on the results and deadlines - if you consistently

deliver, you'll increasingly be given more leeway on how you go about the tasks, which amounts to more freedom. Be aware also that many X theory managers are forced to be X theory by the short-term demands of the organization and their own superiors - an X theory manager is usually someone with their own problems, so try not to give them any more.

X-Y Theory Questionnaire 1 - Score the statements

(5 = always, 4 = mostly, 3 = often, 2 = occasionally, 1 = rarely, 0 = never)
To indicate whether the situation and management style is 'X' or 'Y':

1. My boss asks me politely to do things, gives me reasons why, and invites my suggestions.
2. I am encouraged to learn skills outside of my immediate area of responsibility.
3. I am left to work without interference from my boss, but help is available if I want it.
4. I am given credit and praise when I do good work or put in extra effort.
5. People leaving the company are given an 'exit interview' to hear their views on the organization.
6. I am incentives to work hard and well.
7. If I want extra responsibility my boss will find a way to give it to me.
8. If I want extra training my boss will help me find how to get it or will arrange it.
9. I call my boss and my boss's boss by their first names.
10. My boss is available for me to discuss my concerns or worries or suggestions.
11. I know what the company's aims and targets are.
12. I am told how the company is performing on a regular basis.
13. I am given an opportunity to solve problems connected with my work.
14. My boss tells me what is happening in the organization.
15. I have regular meetings with my boss to discuss how I can improve and develop.

X-Y Theory Questionnaire 2 - Score the statements

(5 = always, 4 = mostly, 3 = often, 2 = occasionally, 1 = rarely, 0 = never)
To indicate whether the person prefers being managed by 'X' or 'Y' style:

1. I like to be involved and consulted by my boss about how I can best do my job.
2. I want to learn skills outside of my immediate area of responsibility.
3. I like to work without interference from my boss, but be able to ask for help if I need it.
4. I work best and most productively without pressure from my boss or the threat of losing my job.
5. When I leave the company I would like an 'exit interview' to give my views on the organization.
6. I like to be incentives and praised for working hard and well.
7. I want to increase my responsibility.
8. I want to be trained to do new things.
9. I prefer to be friendly with my boss and the management.
10. I want to be able to discuss my concerns, worries or suggestions with my boss or another manager.
11. I like to know what the company's aims and targets are.
12. I like to be told how the company is performing on a regular basis.
13. I like to be given opportunities to solve problems connected with my work.
14. I like to be told by my boss what is happening in the organization.
15. I like to have regular meetings with my boss to discuss how I can improve and develop.

X-Y Theory Questionnaire - Results

Questionnaire 1:

To indicate whether the situation and management style is 'X' or 'Y':

60-75 = strong Y-theory management (effective short and long term)

45-59 = generally Y-theory management

16-44 = generally X-theory management

0 -15 = strongly X-theory management (autocratic, may be effective short-term, poor long-term)

Questionnaire 2:

To indicate whether the person prefers being managed by 'X' or 'Y' style:

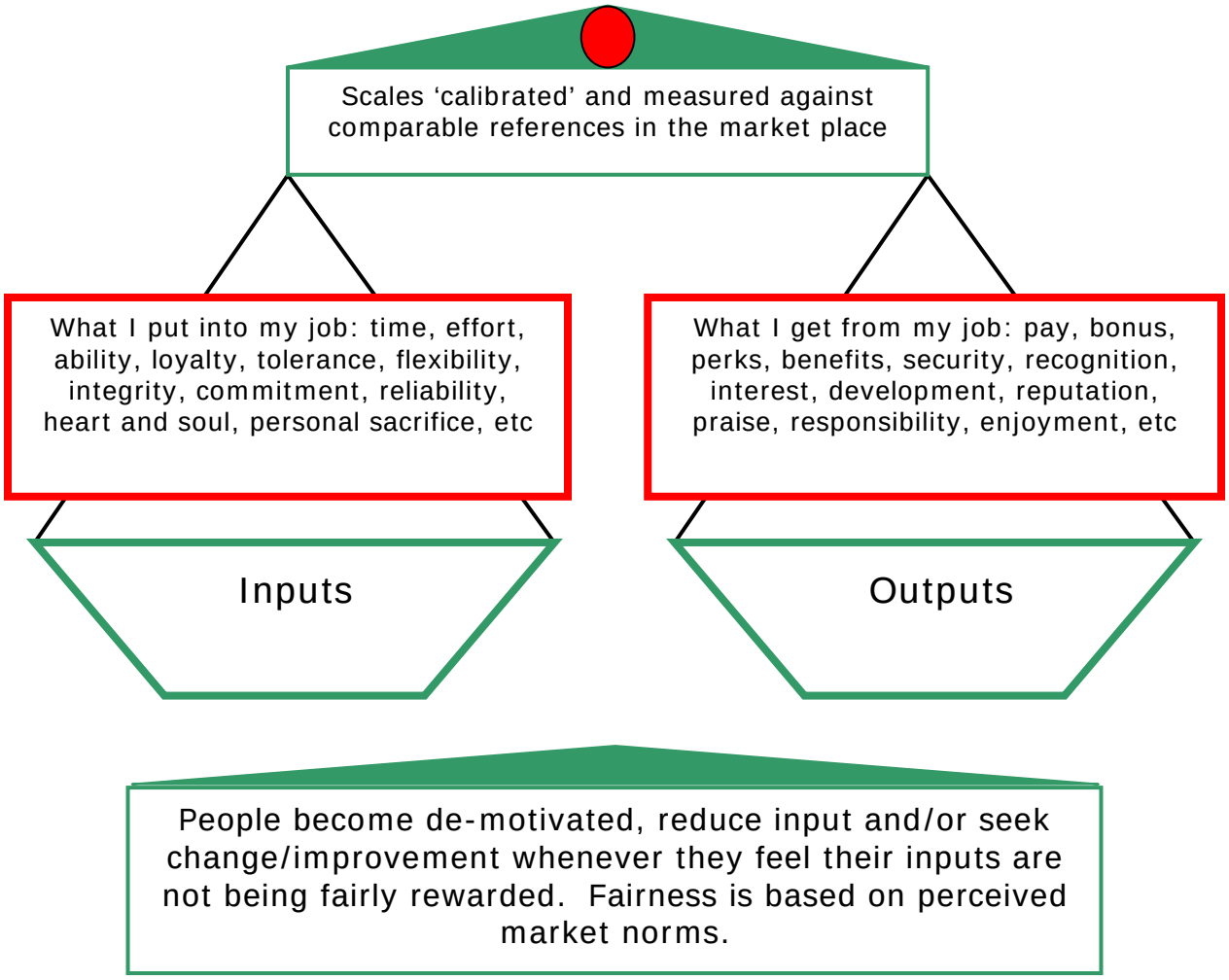
60-75 = strongly prefers Y-theory management

45-59 = generally prefers Y-theory management

16-44 = generally prefers X-theory management

0 -15 = strongly prefers X-theory management

Adams' Equity Theory Diagram - Job Motivation



Adam's Equity Theory on Job Motivation

John Stacey Adams, workplace and behavioral psychologist, put forward his Equity Theory on job motivation in 1963. There are similarities with Charles Handy's extension and interpretation of previous simpler theories of Maslow, Herzberg and other pioneers of workplace psychology, in that the theory acknowledges that subtle and variable factors affect each individual's assessment and perception of their relationship with their work, and thereby their employer. Awareness and cognizance feature more strongly than in earlier models, as does the influence of colleagues and friends, etc, in forming cognizance, and in this particular model, 'a sense of what is fair and reasonable'.

We each seek a fair balance between what we put into our job and what we get out of it. Adams calls these inputs and outputs. We form perceptions of what constitutes a fair balance or trade of inputs and outputs by comparing our own situation with other 'referents' (reference points or examples) in the market place. We are also influenced by colleagues, friends, partners in establishing these benchmarks and our own responses to them in relation to our own ratio of inputs to outputs.

Inputs are typically: effort, loyalty, hard work, commitment, skill, ability, adaptability, flexibility, tolerance, determination, heart and soul, enthusiasm, trust in our boss and superiors, support of colleagues and subordinates, personal sacrifice, etc.	People need to feel that there is a fair balance between inputs and outputs.	Outputs are typically all financial rewards - pay, salary, expenses, perks, benefits, pension arrangements, bonus and commission - plus intangibles - recognition, reputation, praise and thanks, interest, responsibility, stimulus, travel, training, development, sense of achievement and advancement, promotion, etc.

If we feel are that inputs are fairly and adequately rewarded by outputs (the fairness benchmark being subjectively perceived from market norms and other comparables references) then we are happy in our work and motivated to continue inputting at the same level.

If we feel that our inputs out-weigh the outputs then we become de-motivated in relation to our job and employer. People respond to this feeling in different ways: generally the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some people reduce effort and application and become inwardly disgruntled, or outwardly difficult, recalcitrant or even disruptive. Other people seek to improve the outputs by making claims or demands for more reward, or seeking an alternative job.

Transactional Analysis

Eric Berne

Transactional Analysis was founded by Eric Berne. Throughout history, and from all standpoints: philosophy, medical science, religion; people have believed that each man and woman has a multiple nature.

In 1951, Dr Wilder Penfield began a series of scientific experiments. Penfield proved, using conscious human subjects, by touching a part of the brain (the temporal cortex) with a weak electrical probe, that the brain could be caused to 'play back' certain past experiences, and the feelings associated with them. The patients 'replayed' these events and their feelings despite not normally being able to recall them using their conventional memories.

Penfield's experiments went on over several years, and resulted in wide acceptance of the following conclusions:

- The human brain acts like a tape recorder, and whilst we may 'forget' experiences, the brain still has them recorded.
- Along with events the brain also records the associated feelings, and both feelings and events stay locked together.
- It is possible for a person to exist in two states simultaneously (because patients replaying hidden events and feelings could talk about them objectively at the same time).
- Hidden experiences when replayed are vivid, and affect how we feel at the time of replaying.
- There is a certain connection between mind and body, i.e. the link between the biological and the psychological, e.g. a psychological fear of spiders and a biological feeling of nausea.

In the 1950's Eric Berne began to develop his theories of Transactional Analysis. He said that verbal communication, particularly face to face, is at the centre of human social relationships and psychoanalysis. His starting-point was that when two people encounter each other, one of them will speak to the other. This he called the Transaction Stimulus. The reaction from the other person he called the Transaction Response.

The person sending the Stimulus is called the Agent.

The person who responds is called the Respondent.

Transactional Analysis became the method of examining the transaction wherein: 'I do something to you, and you do something back'.

Berne also said that each person is made up of three alter ego states: Parent, Adult, & Child

Parent

This is our ingrained voice of authority, absorbed conditioning, learning and attitudes from when we were young. We were conditioned by our real parents, teachers, older people, next door neighbors, aunts and uncles, Father Christmas and Jack Frost. Our Parent is made up of a huge number of hidden and overt recorded playbacks. Typically embodied by phrases and attitudes starting with 'how to', 'under no circumstances', 'always' and 'never forget', 'don't lie, cheat, steal', etc, etc. Our parent is formed by external events and influences upon us as we grow through early childhood. We can change it, but this is easier said than done.

Child

Our internal reaction and feelings to external events form the 'Child'. This is the seeing, hearing, feeling, and emotional body of data within each of us. When anger or despair dominates reason, the Child is in control. Like our Parent we can change it, but it is no easier.

Adult

Our 'Adult' is our ability to think and determine action for ourselves, based on received data. The adult in us begins to form at around ten months old, and is the means by which we keep our Parent and Child under control. If we are to change our Parent or Child we must do so through our adult.

In other words:

- Parent is our 'Taught' concept of life
    - Adult is our 'Thought' concept of life
        - Child is our 'Felt' concept of life

When we communicate we are doing so from one of our own alter ego states, our Parent, Adult or Child. Our feelings at the time determine which one we use, and at any time something can trigger a shift from one state to another. When we respond, we are also doing this from one of the three states, and it is in the analysis of these stimuli and responses that the essence of Transactional Analysis.

At the core of Berne's theory is the rule that effective transactions (successful communications) must be complementary. They must go back from the receiving ego state to the sending ego state. For example, if the stimulus is Parent to Child, the response must be Child to Parent, or the transaction is 'crossed', and there will be a problem between sender and receiver.

If a crossed transaction occurs, there is an ineffective communication. Worse still either or both parties will be upset. In order for the relationship to continue smoothly the agent or the respondent must rescue the situation with a complementary transaction. In serious break-downs, there is no chance of immediately resuming a discussion about the original subject matter. Attention is focused on the relationship. The discussion can only continue constructively when and if the relationship is mended. Here are some simple clues as to the ego state sending the signal. You will be able to see these clearly in others, and in yourself:

Parent

Physical - angry or impatient body-language and expressions, finger-pointing, patronizing gestures,

Verbal - always, never, for once and for all, judgmental words, critical words, patronizing language, posturing language.

Child

Physical - emotionally sad expressions, despair, temper tantrums, whining voice, rolling eyes, shrugging shoulders, teasing, delight, laughter, speaking behind hand, raising hand to speak, squirming and giggling.

Verbal - baby talk, I wish, I dunno, I want, I'm gonna, I don't care, oh no, not again, things never go right for me, worst day of my life, bigger, biggest, best, many superlatives, words to impress.

Adult

Physical - attentive, interested, straight-forward, tilted head, non-threatening and non-threatened.

Verbal - why, what, how, who, where and when, how much, in what way, comparative expressions, reasoned statements, true, false, probably, possibly, I think, I realize, I see, I believe, in my opinion.

And remember, when you are trying to identify ego states: words are only part of the story.

To analyze a transaction you need to see and feel what is being said as well.

- Only 7% of meaning is in the words spoken.
- 38% of meaning is paralinguistic (the way that the words are said).
- 55% is in facial expression. (source: Albert Mehrabian)

Transactional Analysis is effectively a language within a language; a language of true meaning, feeling and motive. It can help you in every situation, firstly through being able to understand more clearly what is going on, and secondly, by virtue of this knowledge, we give ourselves choices of what ego states to adopt, which signals to send, and where to send them. This enables us to make the most of all our communications and therefore create, develop and maintain better relationships.

Conscious Competence Learning Model

The conscious competence model explains the process and stages of learning a new skill (or behavior, ability, technique, etc.) The 'conscious competence' model is a simple explanation of how we learn, and a useful reminder of the need to train people **in stages**.

The learner or trainee always begins at stage 1 - 'unconscious incompetence', and ends at stage 4 - 'unconscious competence', having passed through stage 2 - 'conscious incompetence' and - 3 'conscious competence'.

Teachers and trainers commonly assume trainees to be at stage 2, and focus effort towards achieving stage 3, when often trainees are still at stage 1. The trainer assumes the trainee is aware of the skill existence, nature, relevance, deficiency, and benefit offered from the acquisition of the new skill. Whereas trainees at stage 1 - unconscious incompetence - have none of these things in place, and will not be able to address achieving conscious competence until they've become consciously and fully aware of their own incompetence. This is a fundamental reason for the failure of a lot of training and teaching.

If the awareness of skill and deficiency is low or non-existent - i.e., the learner is at the unconscious incompetence stage - the trainee or learner will simply not see the need for learning. It's essential to establish **awareness** of a weakness or training need (conscious incompetence) prior to attempting to impart or arrange training or skills necessary to move trainees from stage 2 to 3. *People only respond to training when they are aware of their own need for it, and the personal benefit they will derive from achieving it.*

Conscious Competence Learning Matrix

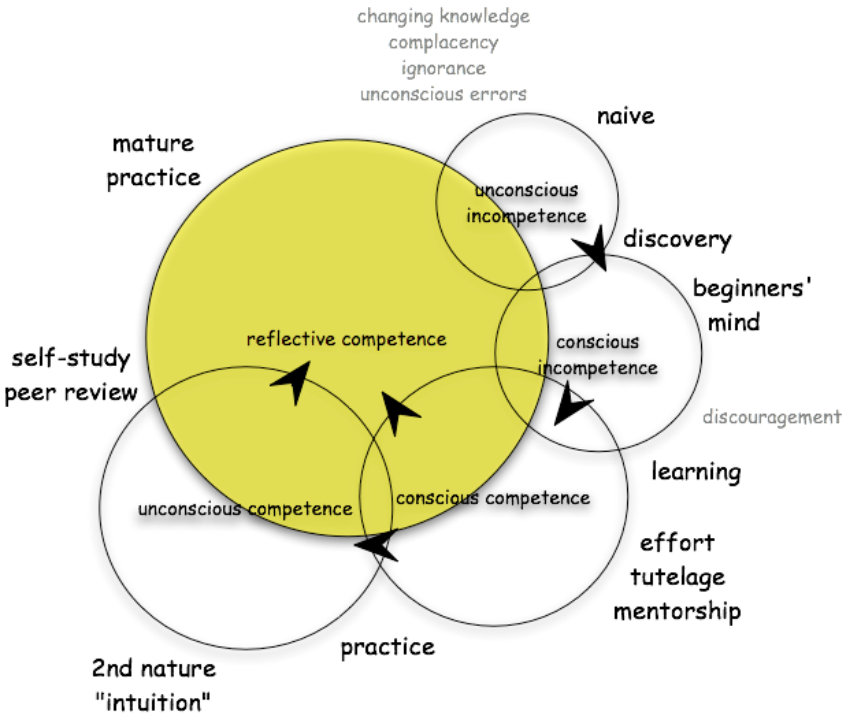
The progression is from quadrant 1 through 2 and 3 to 4. It is not possible to jump stages. For some skills, especially advanced ones, people can regress to previous stages, particularly from 4 to 3, or from 3 to 2, if they fail to practice and exercise their new skills. A person regressing from 4, back through 3, to 2, will need to develop again through 3 to achieve stage 4 - unconscious competence again.

For certain skills in certain roles stage 3 conscious competence is perfectly adequate.

Progression from stage to stage is often accompanied by a feeling of awakening - 'the penny drops' - things 'click' into place for the learner - the person feels like they've made a big step forward, which of course they have.

Certain brain (personality) types favor certain skills. We each possess natural strengths and preferences. We each therefore find progression to stage 3, and particularly to stage 4, easier in some skills rather than in others. Some people will resist progression even to stage 2, because they refuse to acknowledge or accept the relevance and benefit of a particular skill or ability. In these cases it's obviously not too clever to attempt to progress the person to stage 3. Instead find the person a more suitable role, or allow an adapted approach to the current role if appropriate and viable.

People develop competence only after they recognize the relevance of their own incompetence in the skill concerned.



Courtesy of Will Taylor, Chair, Department of Homeopathic Medicine, National College of Natural Medicine, Portland, Oregon, USA, March 2007.

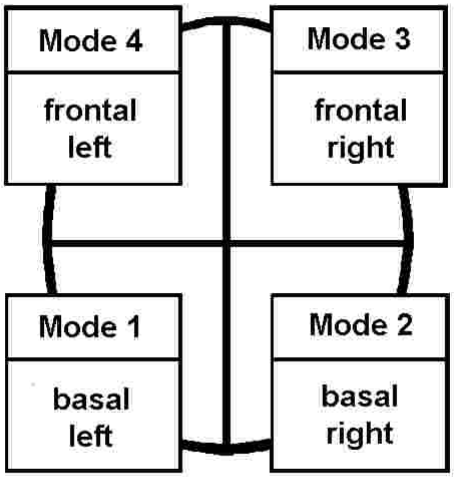
	competence	incompetence
conscious	**3 - conscious competence** • the person achieves 'conscious competence' in a skill when they can perform it reliably at will • need to concentrate and think in order to perform the skill • can perform the skill without assistance • will not reliably perform the skill unless thinking about it - the skill is not yet 'second nature' or 'automatic' • should be able to demonstrate the skill to another, but is unlikely to be able to teach it well to another person • should continue to practice the new skill, and if appropriate commit to becoming 'unconsciously competent' at the new skill	**2 - conscious incompetence** • aware of the existence and relevance of the skill • aware of their deficiency in this area, ideally by attempting or trying to use the skill • realizes that by improving their skill or ability in this area their effectiveness will improve • has a measure of the extent of their deficiency in the relevant skill, and a measure of what level of skill is required for their own competence • makes a commitment to learn and practice the new skill, and to move to the 'conscious competence' stage
unconscious	**4 - unconscious competence** • the skill becomes so practiced that it enters the unconscious parts of the brain - it becomes 'second nature' • it becomes possible for certain skills to be performed while doing something else, for example, knitting while reading a book • might now be able to teach others in the skill concerned, although after some time of being unconsciously competent the person might actually have difficulty in explaining exactly how they do it - the skill has become largely instinctual	**1 - unconscious incompetence** • not aware of the existence or relevance of the skill area • not aware that they have a particular deficiency in the area concerned • might deny the relevance or usefulness of the new skill • must become conscious of their incompetence before development of the new skill or learning can begin

Katherine Benziger's Model

From a staff-selection perspective, people with strong right basal brain quadrant - which produces intuition and empathy - make good complaint receivers. Strong left basal enables good processing and follow-up. Strong right frontal enables good creative problem-solving.

Katherine Benziger's model: The brain has four specialized areas. Each is responsible for different brain functions (which imply strengths, behaviors and thinking style). The specialized areas are called 'modes'.

Each of us possesses natural strengths in only one of these specialized areas, which causes us to favor and use a certain style ahead of others. (Outside of that one style, we may have strengths and weaknesses which are based on what competencies we have been exposed to, or developed, and indeed which competencies we have not been exposed to.) Dr Benziger refers to the natural specialized area as the preferred thinking and behavioral mode.



mode	specialized area	brain functions	response to stimulus
1	basal left	Order and habit Ordered procedures Sequential routines	Remembers definitions. What is, is as described.
2	basal right	Spiritual experience Rhythm and feeling Harmony	Picks up emotional tone and the presence or absence of harmony (including harmony between people). What is, how we feel about it.
3	frontal right	Internal imaging Metaphor and imagination Expressiveness	Sees the essence of things, in pictures and metaphors. What is, is something meaning or enabling something else.
4	frontal left	Structural analysis Prioritizing and logic Mathematics	Converts into logical results or effects. What is, leads to, or produces results.

Dr Benziger also makes interesting observations about relationships:

Most of us select friends who mirror our brain types. We do this because we feel comfortable with people whose mental preferences are like our own. If we find a friend with a near-identical brain type they are likely to become a 'best friend'.

The four most common brain developed patterns are: Double Basal, Double Left, Double Frontal and Double Right. As a rule people with such developed patterns find and make friends easiest, because there are simply more of them around than any other developed brain patterns. Single-brained people and multi-dominant triple- and whole-brained people find it more difficult to find friends, especially close friends because there are not many people who have developed so many modes.

The search for a marriage and mating partner is different. Rather than try to 'mirror', we tend to choose marriage and mating partners with brain types that will complement our own, that will cover our weaknesses.

Understanding your own brain type, and therefore strengths and weaknesses, is helpful for self-development, managing relationships, managing teams, and generally being as fulfilled in life as we can be. Knowing your own strengths gives you confidence to take on responsibilities and projects in your own skill areas, and knowing your own weaknesses shows you where you need to seek help and advice.

The Brain Type model also explains very clearly that hardly anyone is good at everything, and even those who are, have other issues and challenges that result from their multi-skilled nature.

Benziger gives examples of jobs that are often comfortable with people who have developed a particular combination of modes.

double lefts	lawyers, physicians, intensive care nurses
double lefts, with frontal left leads	accountants, MBA's, electrical engineers, hospital directors, implementer leaders,
double lefts with basal left leads	bankers, machine operators, machine repairers
basal lefts	ordering and purchasing clerks, record-keepers, filing clerks, book-keepers, personnel clerks, supervisors, head nurses, personnel officers, school administrators
basal rights	receptionists, communications specialists, pediatrics nurses, staff nurses, teachers, staff development specialists, trainers, community and public relations,
double basals	teachers, head nurses, supervisors
frontal rights	entrepreneurs, geologists, architects, illustrators, woodcraftsmen,

double rights	organizational development specialists, teachers, emergency doctors, dancers, painters, poets,
double rights with basal right leads	counselors, psychologists, therapists, actors, musicians, interior decorators,
double rights with frontal right leads	counselors, psychologists, therapists, psychiatrists
double frontals	inventors, chemists and chemical engineers, research scientists, economists, surgeons, hospital administrators, poets, composers, painters
basal left/frontal rights	journalists, librarians, community organizers,
triple-brain double right (right basal leads) with frontal lefts	poets, composers
triple-brain double left with frontal right leads	visionary leaders
whole-brained	leaders of large complex concerns

For more information: http://www.benziger.org/

The ABCs of Customer Service

A - Arrive at work on time, prepared, and with a smile.

B - Believe in the organization and the products or services you are representing.

C - Choose an attitude of service. Your customers should feel that you enjoy your job.

D - Dress appropriately for the work that you do.

E - Empathize with customers, and show them that you understand.

F - Find answers if you don't have them.

G - Give customers outstanding service even when they are not buying from you.

H - Help coworkers and other internal customers when needed.

I - Initiate contact with customers. Don't wait to be approached.

J - Justify your reasoning and offer available alternatives when you must say "no."

K - Know as much as possible about your organization and its products and services.

L - Leave your personal problems at the door.

M - Mind your manners. Say "please" and "thank you" often.

N - Never say, "That's not my job."

O - Own problems. Don't pass the buck.

P - Prioritize what's important. People should come before inventory, internal processes, etc.

Q - Question your organization about policies and procedures that hinder your ability to give good service.

R - Respond quickly and efficiently to customer requests.

S - Speak clearly and professionally. Save slang for your off time.

T - Treat people fairly, and apply policies and processes consistently.

U - Use body language that says "I'm here and ready to help."

V - Verify that your customers are satisfied and that you have answered all of their questions before ending calls.

W - Walk customers through any complicated processes or procedures to reduce confusion later.

X - X-out complaining, personal conversations, and other behaviors that reduce your ability to remain positive and engaged.

Y - Yell or yell back at no one while at work. Keep your conversations professional at all times, even if you are being attacked.

Z - Zero in on how you can help by listening more and talking less.

Telephone Phrases

Answering the Telephone

- Good Morning/Afternoon/Evening (Your Organization's Name). This is (Your Name) How may I help you?
- Thank you for calling (Your Organization's Name). This is (Your Name). How may I help you?
- Remember to sound upbeat, positive, and calm.

To Place Someone on Hold

- May I put you on hold for a moment while I look that up/handle that issue/etc.?
- If you could hold for a moment, I would be happy to look that up/handle that issue/etc.
- May I please put you on hold for a moment?
- Would you like to hold for a moment or would you like for me to call you back?
- Remember to wait for the caller's answer.
- If it takes you more than one minute, pick the telephone back up and let the caller know you are still working on finding a resolution.

To Transfer

- Let me put you in touch with (Person's Name/Department's Name). They can handle that for you.
- (Person's Name/Department's Name) is the subject matter expert. I can connect you with them.
- (Person's Name/Department's Name) can help you with that. One moment and I can put you through. (If appropriate give the extension to the caller. If possible, stay on the line and introduce the caller to the person/department who can help.)

To End a Call

- Is there anything else I can help you with today?
- Thank you for calling. (If appropriate, recap any actions you will take after the call.)

When a Customer or Client Thanks You

- It's my pleasure.
- I'm glad to be able to help.
- You are welcome. Is there anything else I can help you with today?

When a Customer or Client Is Frustrated

- Let me see if I can help you work through this issue.

- Let's take it from the beginning and see if we can work through this together.
- I can hear that you are upset, and I do want to help you.

(If appropriate, repeat what the caller has said. Reframe any negative statements into solution-oriented ones. **Stay calm**. If the customer needs to vent, don't jump to the solution too quickly. The caller may not be ready to listen to you yet.)

General Guidelines for Better Customer and Client Telephone Relations.

Always remain positive about your own organization, its processes, and its people.

Replace the words "but" and "however" with "**and**" whenever possible. Your message will sound more positive and professional.

Avoid having food or gum in your mouth when talking on the telephone.

Remember to go slowly and to carefully articulate your words.

Leaders Questionnaire - Walking the Talk
One Point Each

This questionnaire on employee motivation focuses on the role of leaders in empowering employees and improving motivation. Answer the questions honestly to score your motivational capability.

- ❑ I arrive at the office on time and do not leave early.
- ❑ I expect the same levels of accuracy in my own work as my employees'.
- ❑ I do not blame others. I take responsibility for my part in mistakes.
- ❑ I encourage a 'no blame' culture where staff is able to admit mistakes and learn from them.
- ❑ I do not keep secrets from my employees.
- ❑ I do not encourage gossip or rumor.
- ❑ I set high ethical standards for my behavior towards employees and hold myself to those standards.
- ❑ I ensure that staff has the training they require.
- ❑ I participate in training to improve my own skills and competencies.
- ❑ Employees have an active role in developing objectives for themselves, their team and the company as a whole.
- ❑ I regularly check that objectives between different parts of the team or company are congruent. Everyone pulls together for the same end rather than competing for different results.
- ❑ I have a clear system for handling employee discontent.
- ❑ Employees are aware of the system for handling discontent and feel encouraged to use it to address problems.
- ❑ Members of my team do not ask me simple questions. Significant matters are brought to my attention. But smaller challenges are considered and resolved by those responsible. I am not bothered by minor matters.
- ❑ I do not build rapport with my team by sharing my weaknesses and fears. I am honest but professional.
- ❑ Employees are encouraged to make mistakes.
- ❑ Employees tell me when mistakes have been made, how they have been rectified and what the key learning was from such mistakes.
- ❑ I have a coach or mentor who keeps me focused and motivated about my work.
- ❑ I do not teach. Instead I lead, share, encourage and stimulate team members to grow, develop and learn.
- ❑ I trust my staff.

Total score (one point for each selection) _____

Leaders Questionnaire - Walking the Talk

Interpretation:

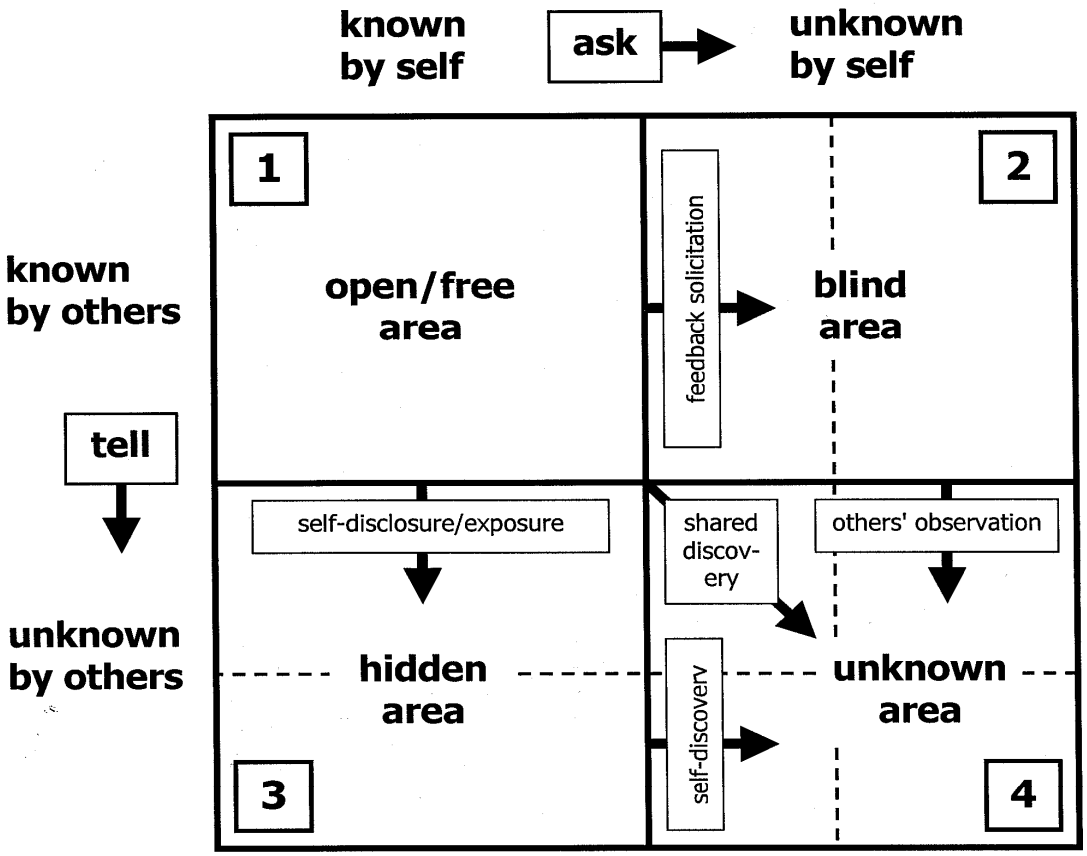
15 to 20: Well done. You are walking the talk. Of those statements you were unable to tick, which ones would you like to work on?

10-14: The basics are there. Now you need to upgrade. What would need to change for you to score 15 or more?

5-9: You need to raise your standards. Some essential systems are missing in terms of empowerment motivation for employees. Commit to raising your score to 15 in the next 3 months.

0-4: You can probably see the results of your lack of integrity in your team. Take three simple steps to improve employee motivation immediately. Commit to raising your score to 15 in the next 6 months.

Johari Window model



© design alan chapman 2001-4 based on Ingham and Luft's Johari Window concept

Not to be sold or published. More free online training resources are at www.businessballs.com.
Sole risk with user. Author accepts no liability.

Johari Window

The Johari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. The Johari Window tool can also be used to assess and improve a group's relationship with other groups. The Johari Window model was developed by American psychologists Joseph Luft and Harry Ingham in the 1950's, while researching group dynamics. Today the Johari Window model is especially relevant due to modern emphasis on, and influence of, 'soft' skills, behavior, empathy, cooperation, inter-group development and interpersonal development.

Over the years, alternative Johari Window terminology has been developed and adapted by other people - particularly leading to different descriptions of the four regions, hence the use of different terms in this explanation. Don't let it all confuse you - the Johari Window model is really very simple indeed.

Interestingly, Luft and Ingham called their Johari Window model 'Johari' after combining their first names, Joe and Harry. In early publications the word actually appears as 'Johari'. The Johari Window soon became a widely used model for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and inter-group relationships.

The Johari Window model is also referred to as a 'disclosure/feedback model of self awareness' and by some people an 'information processing tool'. The Johari Window actually represents information - feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their group, from four perspectives, which are described below. The Johari Window model can also be used to represent the same information for a group in relation to other groups. Johari Window terminology refers to 'self' and 'others': 'self' means oneself, i.e., the person subject to the Johari Window analysis. 'Others' mean other people in the person's group or team.

When the Johari Window model is used to assess and develop groups in relation to other groups, the 'self' would be the group, and 'others' would be other groups. However, for ease of explanation and understanding of the Johari Window and examples in this article, think of the model applying to an individual within a group, rather than a group relating to other groups.

The four Johari Window perspectives are called 'regions' or 'areas' or 'quadrants'. Each of these regions contains and represents the information - feelings, motivation, etc - known about the person, in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the group.

The Johari Window's four regions, (areas, quadrants, or perspectives) are as follows, showing the quadrant numbers and commonly used names:

Johari Window Four Regions

1. what is known by the person about him/herself and is also known by others - **open area, open self, free area, free self, or 'the arena'**
2. what is unknown by the person about him/herself but which others know - **blind area, blind self, or 'blind spot'**
3. what the person knows about him/herself that others do not know - **hidden area, hidden self, avoided area, avoided self or 'facade'**
4. what is unknown by the person about him/herself and is also unknown by others - **unknown area or unknown self**

Like some other behavioral models (e.g., Tuckman, Hersey/Blanchard), the Johari Window is based on a four-square grid - the Johari Window is like a window with four 'panes'. Here's how the Johari Window is normally shown, with its four regions.

1 open/free area	2 blind area
3 hidden area	4 unknown area

This is the standard representation of the Johari Window model, showing each quadrant the same size.

The Johari Window 'panes' can be changed in size to reflect the relevant proportions of each type of 'knowledge' of/about a particular person in a given group or team situation.

In new groups or teams the open free space for any team member is small (see the Johari Window new team member example below) because shared awareness is relatively small.

As the team member becomes better established and known, so the size of the team member's open free area quadrant increases. See the Johari Window established team member example below.

Quadrant 1 - 'open self' or 'free area' or 'public area', or 'arena'

Johari region 1 is also known as the 'area of free activity'. This is the information about the person - behavior, attitude, feelings, emotion, knowledge, experience, skills, views, etc - **known** by the person ('the self') and **known** by the group ('others').

The aim in any group should always be to develop the 'open area' for every person, because when we work in this area with others we are at our most effective and productive and the group is at its most productive too. The open free area, or 'the arena', can be seen as the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.

Established team members logically tend to have larger open areas than new team members. New team members start with relatively small open areas because relatively little knowledge about the new team member is shared. The size of the open area can be expanded horizontally into the blind space, by seeking and actively listening to feedback from other group members. This process is known as 'feedback solicitation'. Also, other group members can help a team member expand their open area by offering feedback, sensitively of course. The size of the open area can also be expanded vertically downwards into the hidden or avoided space by the person's disclosure of information, feelings, etc about him/herself to the group and group members. Also, group members can help a person expand their open area into the hidden area by asking the person about him/herself. Managers and team leaders can play an important role in facilitating feedback and

disclosure among group members, and in directly giving feedback to individuals about their own blind areas. Leaders also have a big responsibility to promote a culture and expectation for open, honest, positive, helpful, constructive, sensitive communications, and the sharing of knowledge throughout their organization. Top performing groups, departments, companies and organizations always tend to have a culture of open positive communication, so encouraging the positive development of the 'open area' or 'open self' for everyone is a simple yet fundamental aspect of effective leadership.

Quadrant 2 - 'blind self' or 'blind area' or 'blind spot'

Johari region 2 is what is **known** about a person by others in the group, but is **unknown** by the person him/herself. By seeking or soliciting feedback from others, the aim should be to reduce this area and thereby to increase the open area to increase self-awareness. This blind area is not an effective or productive space for individuals or groups. This blind area could also be referred to as ignorance about oneself, or issues in which one is deluded. A blind area could also include issues that others are deliberately withholding from a person. We all know how difficult it is to work well when kept in the dark. No-one works well when subject to 'mushroom management'. People who are 'thick-skinned' tend to have a large 'blind area'.

Group members and managers can take some responsibility for helping an individual to reduce their blind area - in turn increasing the open area - by giving sensitive feedback and encouraging disclosure. Managers should promote a climate of non-judgmental feedback, and group response to individual disclosure, which reduces fear and therefore encourages both processes to happen. The extent to which an individual seeks feedback, and the issues on which feedback is sought, must always be at the individual's own discretion. Some people are more resilient than others - care needs to be taken to avoid causing emotional upset. The process of soliciting serious and deep feedback relates to the process of 'self-actualization' described in Maslow's Hierarchy of Needs development and motivation model.

Quadrant 3 - 'hidden self' or 'hidden area' or 'avoided self/area' or 'facade'

Johari region 3 is what is **known** to us but kept hidden from, and therefore **unknown**, to others. This hidden or avoided self represents information, feelings, etc, anything that a person knows about him/herself, but which is

not revealed or is kept hidden from others. The hidden area could also include sensitivities, fears, hidden agendas, manipulative intentions, and secrets - anything that a person knows but does not reveal, for whatever reason. It's natural for very personal and private information and feelings to remain hidden, indeed, certain information, feelings and experiences have no bearing on work, and so can and should remain hidden. However, typically, a lot of hidden information is not very personal, it is work- or performance-related, and so is better positioned in the open area.

Relevant hidden information and feelings, etc, should be moved into the open area through the process of 'disclosure'. The aim should be to disclose and expose relevant information and feelings - hence the Johari Window terminology 'self-disclosure' and 'exposure process', thereby increasing the open area. By telling others how we feel and other information about ourselves we reduce the hidden area, and increase the open area, which enables better understanding, cooperation, trust, team-working effectiveness and productivity. Reducing hidden areas also reduces the potential for confusion, misunderstanding, poor communication, etc, which all distract from and undermine team effectiveness.

Organizational culture and working atmosphere have a major influence on group members' preparedness to disclose their hidden selves. Most people fear judgment or vulnerability and therefore hold back hidden information and feelings, etc, that if moved into the open area, i.e. known by the group as well, would enhance mutual understanding, and thereby improve group awareness, enabling better individual performance and group effectiveness.

The extent to which an individual discloses personal feelings and information, and the issues which are disclosed, and to whom, must always be at the individual's own discretion. Some people are more keen and able than others to disclose. People should disclose at a pace and depth that they find personally comfortable. As with feedback, some people are more resilient than others - care needs to be taken to avoid causing emotional upset. Also as with soliciting feedback, the process of serious disclosure relates to the process of 'self-actualization' described in Maslow's Hierarchy of Needs development and motivation model.

Quadrant 4 - 'unknown self' or 'area of unknown activity' or 'unknown area'

Johari region 4 contains information, feelings, latent abilities, aptitudes, experiences etc, that are **unknown** to the person him/herself and **unknown** to others in the group. These unknown issues take a variety of forms: they can be feelings, behaviors, attitudes, capabilities, aptitudes, which can be quite close to the surface, and which can be positive and useful, or they can be deeper aspects of a person's personality, influencing his/her behavior to various degrees. Large unknown areas would typically be expected in younger people, and people who lack experience or self-belief.

Examples of unknown factors are as follows, and the first example is particularly relevant and common, especially in typical organizations and teams:

- an ability that is under-estimated or un-tried through lack of opportunity, encouragement, confidence or training
- a natural ability or aptitude that a person doesn't realize they possess
- a fear or aversion that a person does not know they have
- an unknown illness
- repressed or subconscious feelings
- conditioned behavior or attitudes from childhood

The processes by which this information and knowledge can be uncovered are various, and can be prompted through self-discovery or observation by others, or in certain situations through collective or mutual discovery, of the sort of discovery experienced on outward bound courses or other deep or intensive group work. Counseling can also uncover unknown issues, but this would then be known to the person and by one other, rather than by a group.

Whether unknown 'discovered' knowledge moves into the hidden, blind or open area depends on who discovers it and what they do with the knowledge, notably whether it is then given as feedback, or disclosed. As with the processes of soliciting feedback and disclosure, striving to discover information and feelings in the unknown is relates to the process of 'self-actualization' described in Maslow's Hierarchy of Needs development and motivation model.

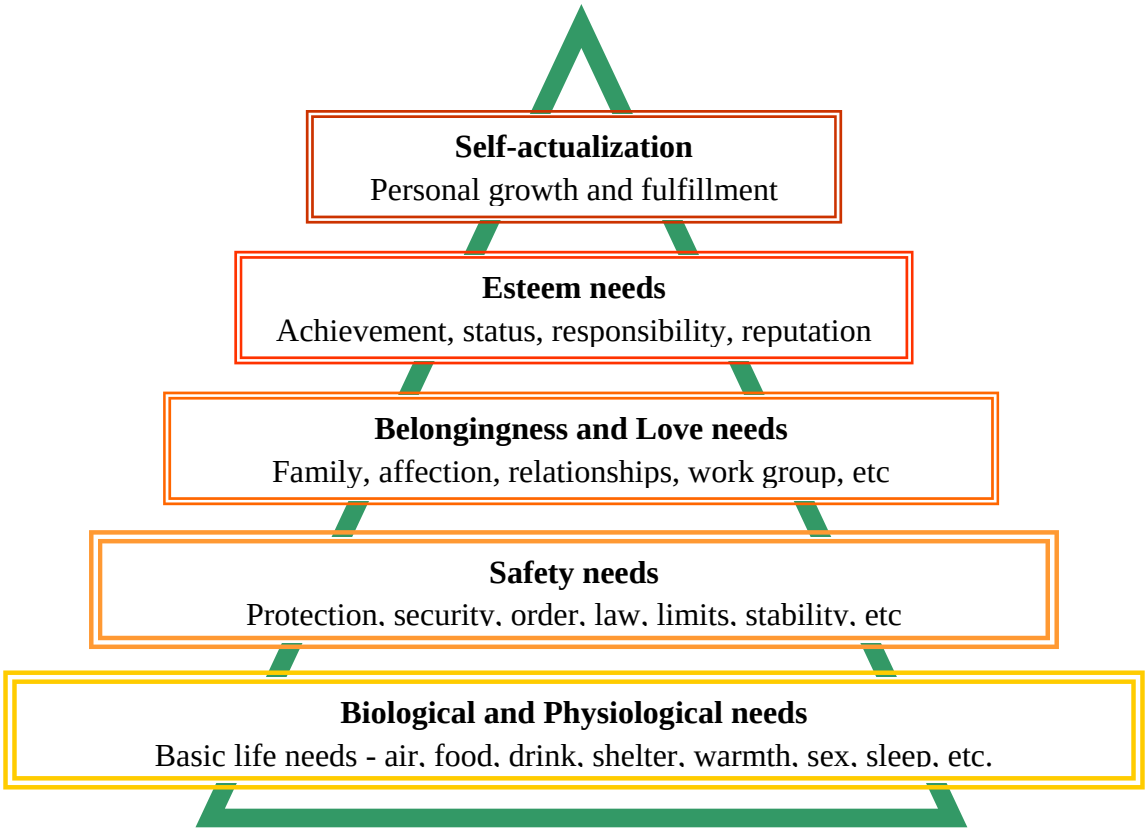
Again as with disclosure and soliciting feedback, the process of self discovery is a sensitive one. The extent and depth to which an individual is able to seek out discover their unknown feelings must always be at the individual's own discretion. Some people are more keen and able than others to do this.

Uncovering 'hidden talents' - that is unknown aptitudes and skills, not to be confused with developing the Johari 'hidden area' - is another aspect of developing the unknown area, and is not so sensitive as unknown feelings. Providing people with the opportunity to try new things, with no great pressure to succeed, is often a useful way to discover unknown abilities, and thereby reduce the unknown area.

Managers and leaders can help by creating an environment that encourages self-discovery, and to promote the processes of self discovery, constructive observation and feedback among team members. It is a widely accepted industrial fact that the majority of staff in any organization are at any time working well within their potential. Creating a culture, climate and expectation for self-discovery helps people to fulfill more of their potential and thereby to achieve more, and to contribute more to organizational performance.

A note of caution about Johari region 4: The unknown area could also include repressed or subconscious feelings rooted in formative events and traumatic past experiences, which can stay unknown for a lifetime. In a work or organizational context the Johari Window should not be used to address issues of a clinical nature.

Maslow's Hierarchy of Needs (Original five-stage model)



Abraham Maslow's Hierarchy of Needs Motivational Model

Abraham Maslow developed the Hierarchy of Needs model in 1940-50's USA. Maslow's Hierarchy of Needs remains valid today for understanding human motivation and for management training. Abraham Maslow's key book, Motivation and Personality, was first published in 1954 (second edition 1970). Maslow's PhD in psychology in 1934 at the University of Wisconsin formed the basis of his motivational research, initially studying rhesus monkeys. Maslow later moved to New York's Brooklyn College.

Maslow's Hierarchy of Needs

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. Abraham Maslow's Hierarchy of Needs helps to explain how these needs motivate us all.

Maslow's Hierarchy of Needs states that we must satisfy each need in turn, starting with the first, which deals with the most obvious needs for survival itself.

Only when the lower order needs of physical and emotional well-being are satisfied are we concerned with the higher order needs of influence and personal development.

Conversely, if the things that satisfy our lower order needs are swept away, we are no longer concerned about the maintenance of our higher order needs.

Maslow's original Hierarchy of Needs model was developed between 1943-1954, and first widely published in Motivation and Personality in 1954. At this time the Hierarchy of Needs model comprised five needs. This original version remains for most people the definitive Hierarchy of Needs.

1. **Biological and Physiological needs** - air, food, drink, shelter, warmth, sex, sleep, etc.

2. **Safety needs** - protection from elements, security, order, law, limits, stability, etc.

3. **Belongingness and Love needs** - work group, family, affection, relationships, etc.

4. **Esteem needs** - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.

5. **Self-Actualization needs** - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

Examples in use:

You can't motivate someone to achieve their sales target (level 4) when they're having problems with their marriage (level 3).

You can't expect someone to work as a team member (level 3) when they're having their house re-possessed (level 2).

Interpreting Behavior According to Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is an excellent model for understanding human motivation, but it is a broad concept. If you are puzzled as to how to relate given behavior to the Hierarchy it could be that your definition of the behavior needs refining. For example, 'where does 'doing things for fun' fit into the model? The answer is that it can't until you define 'doing things for fun' more accurately.

You'd need to define more precisely each given situation where a person is 'doing things for fun' in order to analyze motivation according to Maslow's Hierarchy, since the 'fun' activity motive can potentially be part any of the five original Maslow needs.

Understanding whether striving to achieve a particular need or aim is 'fun' can provide a helpful basis for identifying a Maslow driver within a given behavior, and thereby to assess where a particular behavior fits into the model:

- Biological - health, fitness, energizing mind and body, etc.
- Safety - order and structure needs met for example by some heavily organized, structural activity
- Belongingness - team sport, club 'family' and relationships
- Esteem - competition, achievement, recognition
- Self-Actualization drivers - challenge, new experiences, love of art, nature, etc.

However in order to relate a particular 'doing it for fun' behavior the Hierarchy of Needs we need to consider what makes it 'fun' (i.e. rewarding) for the person. If a behavior is 'for fun', then consider what makes it 'fun' for the person - is the 'fun' rooted in 'belongingness', or is it from 'recognition', i.e., 'esteem'. Or is the fun at a deeper level, from the sense of self-fulfillment, i.e. 'self-actualization'.

Apply this approach to any behavior that doesn't immediately fit the model, and it will help you to see where it does fit. Maslow's Hierarchy of Needs will be a blunt instrument if used as such. The way you use the Hierarchy of Needs determines the subtlety and sophistication of the model.

For example: the common broad-brush interpretation of Maslow's famous theory suggests that that once a need is satisfied the person moves onto the next, and to an extent this is entirely correct. However an overly rigid application of this interpretation will produce a rigid analysis, and people and motivation are more complex. So while it is broadly true that people move up (or down) the hierarchy, depending what's happening to them in their lives, it is also true that most people motivational 'set' at any time comprises elements of all of the motivational drivers. For example, **self-actualizers** (level 5 - original model) are mainly focused on **self-actualizing** but are still motivated to **eat** (level 1) and **socialize** (level 3). Similarly, homeless folk whose main focus is **feeding themselves** (level 1) and **finding shelter** for the night (level 2) can also be, albeit to a lesser extent, still concerned with **social relationships** (level 3), how their friends perceive them (level 4), and even the **meaning of life** (level 5 - original model).

Like any simple model, Maslow's theory not a fully responsive system - it's a guide which requires a little interpretation and thought, given which, it remains extremely useful and applicable for understanding, explaining and handling many human behavior situations.

Quick self-test based on the adapted 5-stage "Hierarchy of Needs"

Read the following five statements and tick beside those that apply to you. There are no right or wrong answers. Interpretation guide below.

A - I am successful in life and/or work, and I'm recognized by my peers for being so. I'm satisfied with the responsibility and role that I have in life and/or work, my status and reputation, and my level of self-esteem.

B - I am part of, and loved by, my family. I have good relationships with my friends and colleagues - they accept me for who I am.

C - I generally feel safe and secure - job, home, etc - and protected from harm. My life generally has routine and structure - long periods of uncontrollable chaos are rare or non-existent.

D - Aside from dieting and personal choice, I never starve through lack of food, or lack of money to buy food. Aside from the usual trauma of moving house, I have no worry at all about having somewhere to live - I have 'a roof over my head'.

E - Improving my self-awareness is one of my top priorities. The pursuit of knowledge and meaning of things, other than is necessary for my work, is extremely important to me.

Interpretation:

Maslow said that needs 1-4 are deficiency motivators and are generally satisfied in order when the previous need is fully or partially satisfied. If ticked above they are probably satisfied. If a need ceases to be satisfied there is less or no motivation to strive to maintain or satisfy higher level needs. Needs 5-8 are growth motivators. If ticked above they are likely to be a focus of personal growth motivation. This test is based on Maslow's Hierarchy of Needs.

Interpretation:

1 Biological Needs	D
2 Safety Needs	C
3 Belongingness and Love Needs	B
4 Esteem Needs	A
5 Cognitive Needs	E

Awaken the Leader in You

Ten easy steps to developing your leadership skills

By Sharif Khan

***The miracle power that elevates the few is to be found in their industry, application, and perseverance, under the promptings of a brave determined spirit....* Mark Twain**

Many motivational experts like to say that leaders are made, not born. I would argue the exact opposite. I believe we are all natural born leaders, but have been deprogrammed along the way. As children, we were natural leaders - curious and humble, always hungry and thirsty for knowledge, with an incredibly vivid imagination; we knew exactly what we wanted, were persistent and determined in getting what we wanted, and had the ability to motivate, inspire, and influence everyone around us to help us in accomplishing our mission. So why is this so difficult to do as adults? What happened?

As children, over time, we got used to hearing, No, Don't, and Can't....No! Don't do this. Don't do that. You can't do this. You can't do that. No! Many of our parents told us to keep quiet and not disturb the adults by asking silly questions. This pattern continued into high school with our teachers telling us what we could do and couldn't do and what was possible. Then many of us got hit with the big one. Institutionalized formal education known as college or university. Unfortunately, the traditional educational system doesn't teach students how to become leaders; it teaches students how to become polite order takers for the corporate world. Instead of learning to become creative, independent, self-reliant, and think for themselves, most people learn how to obey and intelligently follow rules to keep the corporate machine humming.

Developing the Leader in you to live your highest life, then, requires a process of unlearning by self-remembering and self-honoring. Being an effective leader again will require you to be brave and unlock the door to your inner attic, where your childhood dreams lie, going inside to the heart. Based on my over ten years research in the area of human development and leadership, here are ten easy steps you can take to awaken the Leader in you and rekindle your passion for greatness:

1. Humility. Leadership starts with humility. To be a highly successful leader, you must first humble yourself like a little child and be willing to serve others. Nobody wants to follow someone who is arrogant. Be humble as a child, always curious, always hungry and thirsty for knowledge. For what is excellence but knowledge plus knowledge plus knowledge - always wanting to better yourself, always improving, always growing. When you are humble, you become genuinely interested in people because you want to learn from them. And because you want to learn and grow, you will be a far more effective *listener*, which is the #1 leadership communication tool. When people sense you are genuinely interested in them, and listening to them, they will naturally be interested in you and listen to what you have to say.

2. SWOT Yourself. SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats. Although it's a strategic management tool taught at Stanford and Harvard Business Schools and used by large multinationals, it can just as effectively be used in your own professional development as a leader. This is a useful key to gain access to self-knowledge, self-remembering, and self-honoring.

- Start by listing all your Strengths including your accomplishments.
- Then write down all your Weaknesses and what needs to be improved. Make sure to include any doubts, anxieties, fears, and worries that you may have. These are the demons and dragons guarding the door to your inner attic. By bringing them to conscious awareness you can begin to slay them.
- Then proceed by listing all the Opportunities you see available to you for using your strengths.
- Finally, write down all the Threats or obstacles that are currently blocking you or that you think you will encounter along the way to achieving your dreams.

3. Follow Your Bliss. Regardless of how busy you are, always take time to do what you love doing. Being an alive and vital person vitalizes others. When you are pursuing your passions, people around you cannot help but feel impassioned by your presence.

This will make you a charismatic leader. Whatever it is that you enjoy doing, be it writing, acting, painting, drawing, photography, sports, reading, dancing, networking, or working on entrepreneurial ventures, set aside time every week, ideally two or three hours a day, to pursue these activities. Believe me, you'll find the time. If you were to video tape yourself for a day, you would be shocked to see how much time goes to waste!

4. Dream Big. If you want to be larger than life, you need a dream that's larger than life. Small dreams won't serve you or anyone else. It takes the same amount of time to dream small than it does to dream big. So be Big and be Bold! Write down your One Biggest Dream. The one that excites you the most. Remember, don't be small and realistic; be bold and unrealistic! Go for the Gold, the Pulitzer, the Nobel, the Oscar, the highest you can possibly achieve in your field. After you've written down your dream, list every single reason why you CAN achieve your dream instead of worrying about why you can't.

5. Vision. Without a vision, we perish. If you can't see yourself winning that award and feel the tears of triumph streaming down your face, it's unlikely you will be able to lead yourself or others to victory. Visualize what it would be like accomplishing your dream.

See it, smell it, taste it, hear it, feel it in your gut.

6. Perseverance. Victory belongs to those who want it the most and stay in it the longest. Now that you have a dream, make sure you take *consistent* action every day. I recommend doing at least 5 things every day that will move you closer to your dream.

7. Honor Your Word. Every time you break your word, you lose power. Successful leaders keep their word and their promises. You can accumulate all the toys and riches in the world, but you only have one reputation in life. Your word is gold. Honor it.

8. Get a Mentor. Find yourself a mentor. Preferably someone who has already achieved a high degree of success in your field. Don't be afraid to ask. You've got nothing to lose. In addition to mentors, take time to study autobiographies of great leaders that you admire. Learn everything you can from their lives and model some of their successful behaviors.

9. Be Yourself. Use your relationships with mentors and your research on great leaders as models or reference points to work from, but never copy or imitate them like a parrot. Everyone has vastly different leadership styles. History books are filled with leaders who are soft-spoken, introverted, and quiet, all the way to the other extreme of being outspoken, extroverted, and loud, and everything in between. A quiet and simple Gandhi or a soft-spoken peanut farmer named Jimmy Carter, who became president of the United States and won a Nobel Peace Prize, have been just as effective world leaders as a loud and flamboyant Churchill, or the tough leadership style employed by .The Iron Lady, Margaret Thatcher.

I admire Hemingway as a writer. But if I copy Hemingway, I'd be a second or third rate Hemingway, at best, instead of a first rate Sharif. Be yourself, your best self, always competing against yourself and bettering yourself, and you will become a first rate YOU instead of a second rate somebody else.

10. Give. Finally, be a giver. Leaders are givers. By giving, you activate a universal law as sound as gravity: life gives to the giver, and takes from the taker. The more you give, the more you get. If you want more love, respect, support, and compassion, give love, give respect, give support, and give compassion. Be a mentor to others. Give back to your community. As a leader, the only way to get what you want is by helping enough people get what they want first. As Sir Winston Churchill once said, we make a living by what we get; we make a life by what we give.

Leadership Development Tips

While leadership is easy to explain, leadership is not so easy to practice. Leadership is about behavior first, skills second. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess. Leadership is different to management. Management relies more on planning, organizational and communications skills. Leadership relies on management skills too, but more so on qualities such as integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, positivity, wisdom, determination, compassion and sensitivity. Some people are born more naturally to leadership than others. Most people don't seek to be a leader. Those who want to be a leader can develop leadership ability.

Leadership can be performed with different styles. Some leaders have one style, which is right for certain, situations and wrong for others. Some leaders can adapt and use different leadership styles for given situations.

Ten Tips

1. There is only one way - the straight way. It sets the tone of the organization.
2. Be open to the best of what everyone, everywhere, has to offer; transfer learning across your organization.
3. Get the right people in the right jobs - it is more important than developing a strategy.
4. An informal atmosphere is a competitive advantage.
5. Make sure everybody counts and everybody knows they count.
6. Legitimate self-confidence is a winner - the true test of self-confidence is the courage to be open.
7. Business has to be fun - celebrations energize and organization.
8. Never underestimate the other guy.
9. Understand where real value is added and put your best people there.
10. Know when to meddle and when to let go - this is pure instinct.

As a leader, your main priority is to get the job done, whatever the job is. Leaders make things happen by:

- knowing your objectives and having a plan how to achieve them
- building a team committed to achieving the objectives
- helping each team member to give their best efforts

As a leader you must know yourself. Know your own strengths and weaknesses, so that you can build the best team around you.

Plan carefully, with your people where appropriate, how you will achieve your aims. You may have to redefine or develop your own new aims and priorities. Leadership can be daunting for many people simply because no-one else is issuing the aims - leadership often means you have to create your own from a blank sheet of paper. Set and agree clear standards. Keep the right balance between 'doing' yourself and managing others 'to do'.

Build teams. Ensure you look after people and that communications and relationships are good. Select good people and help them to develop. Develop people via training and experience, particularly by agreeing objectives and responsibilities that will interest and stretch them, and always support people while they strive to improve and take on extra tasks. Follow the rules about delegation closely as this process is crucial. Ensure that your managers are applying the same principles. Good leadership principles must cascade down through the whole organization. This means that is you are leading a large organization you must check that the processes for managing, communicating and developing people are in place and working properly.

Communication is critical. Listen, consult, involve, and explain why as well as what needs to be done.

Some leaders lead by example and are very 'hands on'; others are more distanced and let their people do it. Whatever - your example is paramount - the way you work and conduct yourself will be the most you can possibly expect from your people. If you set low standards you are to blame for low standards in your people.

"... Praise loudly, blame softly." (Catherine the Great). Follow this maxim.

If you seek one single most important behavior that will rapidly earn you respect and trust among your people, this is it: Always give your people the credit for your achievements and successes. Never take the credit yourself - even if it's all down to you, which would be unlikely anyway. You must however take the blame and accept responsibility for any failings or mistakes that your people make. Never never never publicly blame another person for a failing. Their failing is your responsibility - true leadership offers is no hiding place for a true leader.

Take time to listen to and really understand people. Walk the job. Ask and learn about what people do and think, and how they think improvements can be made.

Accentuate the positive. Express things in terms of what should be done, not what should not be done. If you accentuate the negative, people are more likely to veer towards it. Like the mother who left her five-year-old for a minute unsupervised in the

kitchen, saying as she left the room, "...don't you go putting those beans up your nose..."

Have faith in people to do great things - given space and air and time, everyone can achieve more than they hope for. Provide people with relevant interesting opportunities, with proper measures and rewards and they will more than repay your faith.

Take difficult decisions bravely, and be truthful and sensitive when you implement them.

Constantly seek to learn from the people around you - they will teach you more about yourself than anything else. They will also tell you 90% of what you need to know to achieve your business goals.

Embrace change, but not for change's sake. Begin to plan your own succession as soon as you take up your new post, and in this regard, ensure that the only promises you ever make are those that you can guarantee to deliver.

The Art of Delegation

Delegation will always be one of the most important management skills - and one of the easiest to get wrong. Good delegation saves you time, develops you people, grooms a successor, and motivates. Bad delegation will cause you frustration, de-motivates and confuses the other person, and fails to achieve the task itself. Here are the simple steps to follow if you want to get delegation right, and the seven levels of delegation freedom you can offer.

A simple delegation rule is the acronym SMART. It's a quick checklist for proper delegation. Delegated tasks must be Specific, Measurable, Agreed, Realistic, and Timebound. If you can't check these points don't delegate it. If you want to go one further use SMARTER (same but with Exciting and Recorded). The delegation and review form is a useful tool for the delegation process (located at the end of this section).

The Steps of Successful Delegation

1. Define the task

Confirm in your own mind that the task is suitable to be delegated. Does it meet the criteria for delegating?

2. Select the individual

What are your reasons for delegating to this person? What are they going to get out of it? What are you going to get out of it?

3. Assess ability and training needs

Is the other person capable of doing the task? Do they understand what needs to be done? If not, you can't delegate.

4. Explain the reasons

You must explain why the job or responsibility is being delegated. What is its importance and relevance? Where does it fit in the overall scheme of things?

5. State required results

What must be achieved? Clarify understanding by getting feedback from the other person. How will the task be measured? Make sure they know how you intend to decide that the job is being successfully done.

6. Consider resources required

Discuss and agree what is required to get the job done. Consider people, location, premises, equipment, money, materials, other related activities and services.

7. Agree on deadlines

When must the job be finished? Or if an ongoing duty, when are the review dates? When are the reports due? And if the task is complex and has parts or stages, what are the priorities?

At this point you may need to confirm understanding with the other person of the previous points, getting ideas and interpretation. As well as showing you that the job can be done, this helps to reinforce commitment.

Methods of checking and controlling must be agreed with the other person. Failing to agree this in advance will cause this monitoring to seem like interference or lack of trust.

8. Support and communicate

Think about who else needs to know what's going on, and inform them. Involve the other person in considering this so they can see beyond the issue at hand. Do not leave the person to inform your own peers of their new responsibility. Warn the person about any awkward matters of politics or protocol. Inform your own boss if the task is important, and of sufficient profile.

9. Feedback on results

It is essential to let the person know how they are doing, and whether they have achieved their aims. If not, you must review with them why things did not go to plan, and deal with the problems. You must absorb the consequences of failure, and pass on the credit for success.

The Seven Levels of Delegation

Delegation isn't just a matter of telling someone else what to do. There is a wide range of varying freedom that you can confer on the other person. The more experienced and reliable they are then the more freedom you can give. The more critical the task then the more cautious you need to be about extending a lot of freedom, especially if your job or reputation depends on getting a good result. Take care to choose the most appropriate style for each situation.

1 "Wait to be told." or "Do exactly what I say."

No delegation at all.

2 "Look into this and tell me what you come up with. I'll decide."

This is asking for investigation and analysis but no recommendation.

3 "Give me your recommendation, and the other options with the pros and cons of each. I'll let you know whether you can go ahead."

Asks for analysis and recommendation, but you will check the thinking before deciding.

4 "Decide and let me know your decision, but wait for my go ahead."

The other person needs approval but is trusted to judge the relative options.

5 "Decide and let me know your decision, then go ahead unless I say not to."

Now the other person begins to control the action. The subtle increase in responsibility saves time.

6 "Decide and take action, but let me know what you did."

Saves more time. Allows a quicker reaction to wrong decisions, not present in final level.

7 "Decide and take action. You need not check back with me."

The most freedom that we can give to the other person. A high level of confidence is necessary, and needs good controls to ensure mistakes are flagged.

SMART Tasks

Specific - Measurable - Agreed - Realistic - Time-bound

Name

skill or ability area	specific task (what is the task or objective? attach details if appropriate)	measures (standards and parameters)	agreed (is it?)	realistic (is it?)	timings (start/finish dates)	comments/actions (follow-up notes - attach details if appropriate)

www.businessballs.com. © alan chapman 2002

This management tool was developed by alan chapman consultancy and you may use it personally or within your organisation provided copyright and www.businessballs.com is acknowledged. Publication in any form or use in provision of business services to a third party is not allowed without permission from alan chapman. Support and advice on using this system is available from alan chapman via email advice@alanchapman.com. Free online training and systems (and explanation of task delegation and other theories) are at www.businessballs.com. © alan chapman 2002.

ac16/02/2003

Leadership Behavior

Leadership skills are based on leadership behavior. Skills alone do not make leaders - style and behavior do. If you are interested in leadership training and development - start with leadership behavior. Leadership is mostly about behavior, especially towards others. People who strive for these things generally come to be regarded and respected as a leader by their people:

- Integrity - the most important requirement; without it everything else is for nothing.
- Being very grown-up - never getting emotional with people - no shouting or ranting, even if you feel very upset or angry.
- Leading by example - always be seen to be working harder and more determinedly than anyone else.
- Help alongside your people when they need it.
- Fairness - treat everyone equally and on merit.
- Be firm and clear in dealing with bad or unethical behavior.
- Listen to and really understand people, and show them that you understand (this doesn't mean you have to agree with everyone - understanding is different to agreeing).
- Always take the responsibility and blame for your people's mistakes.
- Always give your people the credit for your successes.
- Never self-promote.
- Back up and support your people.
- Be decisive, but be seen to be making fair and balanced decisions.
- Ask for people's views, but remain neutral and objective.
- Be honest but sensitive in the way that gives bad news or criticism.
- Always do what you say you will do - keep your promises.
- Work hard to become expert at what you do technically, and at understanding your people's technical abilities and challenges.

- Encourage your people to grow, learn and take on as much as they want to, at a pace they can handle.
- Always accentuate the positive (say 'do it like this', not 'don't do it like that').
- Smile and encourage others to be happy and enjoy themselves.
- Relax, and give your people and yourself time to get to know and respect each other.
- Take notes and keep good records.
- Plan and prioritize.
- Manage your time well and help others to do so too.
- Involve your people in your thinking and especially in managing change.
- Read good books, and take advice from good people, to help develop your own understanding of yourself, and particularly of other people's weaknesses (some of the best books for leadership are not about business at all - they are about people who triumph over adversity).
- Achieve the company tasks and objectives, but never at the cost of your integrity or the trust of your people.

Leadership Quotes

"People ask the difference between a leader and a boss.... The leader works in the open, and the boss in covert. The leader leads and the boss drives." (Theodore Roosevelt)

"It is amazing what you can accomplish if you do not care who gets the credit." (President Harry S Truman)

"I not only use all the brains I have, but all I can borrow." (Woodrow Wilson)

"A dream is just a dream. A goal is a dream with a plan and a deadline." (Harvey Mackay)

"Ideas are like rabbits. You get a couple, learn how to look after them, and pretty soon you have a dozen." (John Steinbeck)

"A dwarf standing on the shoulders of a giant may see farther than the giant himself." (Didacus Stella, circa AD60 - and, as a matter of interest, abridged on the edge of an English £2 coin)

"Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful." (Samuel Johnson 1709-84)

"The most important thing in life is not to capitalize on your successes - any fool can do that. The really important thing is to profit from your mistakes." (William Bolitho, from 'Twelve against the Gods')

"Everybody can get angry - that's easy. But getting angry at the right person, with the right intensity, at the right time, for the right reason and in the right way - that's hard." (Aristotle)

"Management means helping people to get the best out of themselves, not organizing things." (Lauren Appley)

"It's not the critic who counts, not the one who points out how the strong man stumbled or how the doer of deeds might have done them better. The credit belongs to the man who is actually in the arena; whose face is marred with the sweat and dust and blood; who strives valiantly; who errs and comes up short again and again; who knows the great enthusiasms, the great devotions and spends himself in a worthy cause and who, at best knows the triumph of high achievement and who at worst, if he

fails, at least fails while daring greatly so that his place shall never be with those cold and timid souls who know neither victory nor defeat." (Theodore Roosevelt, 23 April 1923.)

"Behind an able man there are always other able men." (Chinese Proverb.)

"Experto Credite." ("Trust one who has proved it." Virgil, 2,000 years ago.)

Employee Motivation

Principles of improving employee motivation and empowerment

This section provides a structure and tips for creating an employee motivation survey questionnaire, and also the principles of employee motivation and empowerment in organizations. This organizational motivation article is provided by the motivational expert and writer Blaire Palmer.

Employee motivation questionnaires or surveys

Staff surveys are usually very helpful in establishing whether staff in your company is motivated and therefore performing to best effect. Aside from the information that questionnaires reveal, the process of involving and consulting with staff is hugely beneficial and motivational in its own right. While your survey will be unique to your company, your staff issues, your industry and culture, some useful generic guidelines apply to most situations. Although not exhaustive, the following ten points may help you cover the relevant subject areas and help towards establishing facts rather than making assumptions about motivation when designing your own questionnaires on employee motivation.

Ten tips for questionnaires on employee motivation

1. What is the 'primary aim' of your company?

Your employees may be more motivated if they understand the primary aim of your business. Ask questions to establish how clear they are about your company's principles, priorities and mission.

2. What obstacles stop employees performing to best effect?

Questionnaires on employee motivation should include questions about what employees are tolerating in their work and home lives. The company can eliminate practices that zap motivation.

3. What really motivates your staff?

It is often assumed that all people are motivated by the same things. Actually we are motivated by a whole range of factors. Include questions to elicit what really motivates employees, including learning about their values. Are they motivated by financial rewards, status, praise and acknowledgment, competition, job security, public recognition, fear, perfectionism, results...

4. Do employees feel empowered?

Do your employees feel they have job descriptions that give them some autonomy and allow them to find their own solutions or are they given a list of tasks to perform and simply told what to do?

5. Are there any recent changes in the company that might have affected motivation?

If your company has made redundancies, imposed a recruitment freeze or lost a number of key people this will have an effect on motivation. Collect information from employees about their fears, thoughts and concerns relating to these events. Even if they are unfounded, treat them with respect and honesty.

6. What are the patterns of motivation in your company?

Who is most motivated and why? What lessons can you learn from patches of high and low motivation in your company?

7. Are employee goals and company goals aligned?

First, the company needs to establish how it wants individuals to spend their time based on what is most valuable. Secondly this needs to be compared with how individuals actually spend their time. You may find employees are highly motivated but about the "wrong" priorities.

8. How do employees feel about the company?

Do they feel safe, loyal, valued and taken care of? Or do they feel taken advantage of, dispensable and invisible? Ask them what would improve their loyalty and commitment.

9. How involved are employees in company development?

Do they feel listened to and heard? Are they consulted? And, if they are consulted, are their opinions taken seriously? Are there regular opportunities for them to give feedback?

10. Is the company's internal image consistent with its external one?

Your company may present itself to the world as the 'caring airline', 'the forward thinking technology company' or the 'family hotel chain'. Your employees would have been influenced, and their expectations set, to this image when they joined your company. If you do not mirror this image within your company in the way you treat employees you may notice motivation problems. Find out what the disparity is between the employees image of the company from the outside and from the inside.

Employee motivation principles

When Michael started his own consultancy he employed top people; people he'd worked with in the past who had shown commitment, flair and loyalty and who seemed to share his values. But a few months down the line one of his team members started to struggle. Jo was putting in the hours but without enthusiasm. Her confidence was dropping; she was unfocused and not bringing in enough new business.

Michael explained to Jo the seriousness of the situation. Without new business he would lose the company and that would mean her job. He showed her the books to illustrate his point. He again ran through her job description and the procedures she was expected to follow. He told her that he was sure she was up to the job but he really needed her to bring in the new business or they would all be out on their ear.

Jo told Michael that she understood. She was doing her best but she'd try harder.

But a month later nothing had changed. After an initial burst of energy, Jo was back to her old ways.

No matter how experienced a leader you are, chances are at times you have struggled to motivate certain individuals. You've tried every trick in the book. You've sat down one-to-one with the individual concerned and explained the situation. You've outlined the big vision again in the hope of inspiring them. You've given them the bottom line: "Either you pull your finger out or your job is on the line". You've dangled a carrot in front of them: "If you make your targets you'll get a great bonus". And sometimes it works. But not every time. And there have been casualties. Ultimately if someone can't get the job done they have to go.

The granddaddy of motivation theory, Frederick Herzberg, called traditional motivation strategies 'KITA' (something similar to kick in the pants). He used the analogy of a dog. When the master wants his dog to move he either gives it a nudge from behind, in which case the dog moves because it doesn't have much choice, or he offers it a treat as an inducement, in which case it is not so much motivated by wanting to move as by wanting choc drops! KITA does the job (though arguably not sustainably) but its hard work. It means every time you want the dog to move you have to kick it (metaphorically).

Wouldn't it be better if the dog wanted to move by itself?

Transferring this principle back in to the workplace, most motivation strategies are 'push' or 'pull' based. They are about keeping people moving either with a kick from behind (threats, fear, tough targets, and complicated systems to check people follow a

procedure) or by offering chocolate drops (bonuses, grand presentations of the vision, conferences, campaigns, initiatives, etc).

Ten motivation Examples

Blaire Palmer's experience has enabled her to work with a wide range of individuals and groups from a variety of backgrounds. Some of these people are highly motivated themselves, but struggle to extend this state of mind to the people they manage. Other people are at the receiving end of KITA motivation strategies that (obviously) aren't working on them. These people know they 'should' be more engaged with their work. Sometimes they fake it for a few months but it's not sustainable. In this paper Blaire identifies some common assumptions about motivation and presents some new paradigms that can help motivate more effectively.

By adding these coaching tools and motivation principles to your capabilities you should find the job of leading those around you, and/or helping others to do the same, more of a joyful and rewarding activity. Instead of spending all your time and energy pushing and cajoling (in the belief that your people's motivation must come from you) you will be able to focus on **leading your team**, and **enabling them** to achieve their full potential - **themselves**.

Ultimately, motivation must come from within each person. No leader is ever the single and continuing source of motivation for a person. While the leader's encouragement, support, inspiration, and example will at times motivate followers, the leader's greatest role in motivating is to recognize people for who they are, and to help them find their own way forward by making best use of their own strengths and abilities. **In this way, achievement, development, and recognition will all come quite naturally to the person, and it is these things which are the true fuels of personal motivation.**

By necessity these case studies initially include some negative references and examples, which I would urge you to see for what they are. How not to do things, and negative references, don't normally represent a great platform for learning and development.

In life it's so important always to try to accentuate the positive - to encourage positive visualization - so, see the negatives for what they are; silly daft old ways that fail, and focus on the positives in each of these examples. There are very many.

Motivation example 1 - 'everyone is like me'

One of the most common assumptions we make is that the individuals who work for us are motivated by the same factors as us. Perhaps you are motivated by loyalty to the company, enjoying a challenge, proving yourself to others or making money. One great pitfall is to try to motivate others by focusing on what motivates you.

Marie, a director in her company, was being coached. She was a perfectionist. Every day she pushed herself to succeed and was rewarded with recognition from her peers. But she was unable to get the same standard of work from her team members. In the first few weeks of her coaching she would say, "If only people realized how important it was to put in 110% and how good it felt to get the acknowledgment, then they would start to feel more motivated".

But it wasn't working. Instead people were starting to become resentful towards Marie's approach. Acknowledgment was a prime motivator for Marie so to help her consider some other options; she was helped to brainstorm what else might motivate people in their work. Marie's list grew: 'learning new skills', 'accomplishing a goal as part of a team', 'creativity', 'achieving work-life balance', 'financial rewards' and 'the adrenaline rush of working to tight deadlines'. Marie began to see that perhaps her team was indeed motivated - it was simply that the team members were motivated in a different ways to her own.

If the leader can tap into and support the team members' own motivations then the leader begins to help people to realize their full potential.

Motivation example 2 - 'no-one is like me'

Since the 1980's, research has shown that although we know that we are motivated by meaningful and satisfying work (which is supported by Herzberg's timeless theory on the subject, and virtually all sensible research ever since), **we assume others are motivated mainly by financial rewards**. Chip Heath, associate professor at Stanford University carried out research that found **most people believe** that others are motivated by 'extrinsic rewards', such as pay or job security, rather than 'intrinsic motivators', like a desire to learn new skills or to contribute to an organization.

Numerous surveys show that most people are motivated by intrinsic factors, and in this respect we are mostly all the same.

Despite this, while many leaders recognize that their own motivation is driven by factors that have nothing to do with money, they make the mistake of assuming that their people are somehow different, and that money is central to their motivation.

If leaders assume that their team members only care about their pay packet, or their car, or their monthly bonus, this inevitably produces a faulty and unsustainable motivational approach.

Leaders must recognize that people are different only in so far as the different particular 'intrinsic' factor(s) which motivate each person, but in so far as we are all motivated by 'intrinsic' factors, we are all the same.

Motivation example 3 - 'people don't listen to me'

When some people talk, nearly everyone listens: certain politicians, business leaders, entertainers; people we regard as high achievers. You probably know people a little like this too. You may not agree with what they say, but they have a presence, a tone of voice and a confidence that is unmistakable. Fundamentally these people are great sales-people. They can make an unmitigated disaster sound like an unqualified victory. But do you need to be like this to motivate and lead?

Certainly not. Many people make the mistake of thinking that the only people who can lead others to success and achieve true excellence, and are the high-profile, charismatic, 'alpha-male/female' types. This is not true.

James was a relatively successful salesman but he was never at the top of his team's league table. In coaching sessions he would wonder whether he would ever be as good as his more flamboyant and aggressive colleagues. James saw himself as a sensitive person and was concerned that he was too sensitive for the job.

James was encouraged to look at how he could use his sensitivity to make more sales and beat his teammates. He reworked his sales pitch and instead of focusing his approach on the product, he based his initial approach on building rapport and asking questions. He made no attempt to 'sell'. Instead he listened to the challenges facing the people he called and asked them what kind of solution they were looking for. When he had earned their trust and established what they needed he would then describe his product. A character like James is also typically able to establish highly reliable and dependable processes for self-management, and for organizing activities and resources, all of which are attributes that are extremely useful and valued in modern business. When he began to work according to his natural strengths, his sales figures went through the roof.

Each of us has qualities that can be adapted to a leadership role and/or to achieve great success. Instead of acting the way we think others expect us to, we are more likely to get others behind us and to succeed if we tap in to our natural, authentic style of leadership and making things happen. The leader has a responsibility to facilitate this process.

Motivation example 4 - 'some people can't be motivated'

While it's true that not everyone has the same motivational triggers, as already shown, the belief that some people cannot be motivated is what can lead to the unedifying 'pep-talk and sack them' cycle favored by many X-Theory managers. Typically managers use conventional methods to inspire their teams, reminding them that they are 'all in this together' or that they are 'working for the greater good' or that the management has 'complete faith in you', but when all this fails to make an impact the manager simply sighs and hands the troublesome employee the termination letter.

The reality is that motivating some individuals does involve an investment of time.

When his manager left the company, Bob was asked by the site director, Frank, to take over some extra responsibility. As well as administrative work he would be more involved in people management and report directly to Frank. Frank saw this as a promotion for Bob and assumed that he would be flattered and take to his new role with gusto. Instead Bob did little but complain. He felt he had too much to do, he didn't trust the new administrator brought in to lighten his workload, and he felt resentful that his extra responsibility hadn't come with extra pay. Frank was a good manager and told Bob that he simply had to be a little more organized, and that he (Frank) had complete belief in Bob to be able to handle this new challenge. But Bob remained sullen.

So Frank took a different approach: He tried to see the situation from Bob's point of view. Bob enjoyed his social life, but was no longer able to leave the office at 5pm. Bob was dedicated to doing a good job, but was not particularly ambitious, so promotion meant little to him. Bob was also expected to work more closely now with a colleague with whom he clashed. Then Frank looked at how Bob might perceive him as his boss. He realized Bob probably thought Frank's hands-off management style meant he didn't care. To Bob it might look as if Frank took no direct interest except when he found fault. Finally, Frank looked at the situation Bob was in to see if there was anything bringing out the worst in him. He realized two weeks of every month were effectively 'down-time' for Bob, followed by two weeks where he was overloaded with work. Having set aside his assumptions about Bob and armed with a more complete picture from Bob's point of view, Frank arranged for the two of them to meet to discuss a way forward.

Now the two were able to look at the real situation, and to find a workable way forward.

While there is no guarantee that this approach will always work, 'seeking to understand', as Stephen Covey's 'Seven Habits of Highly Effective People' puts it, is generally a better first step than 'seeking to be understood'.

It's easier to help someone when you see things from their point of view.

Motivation example 5 - 'but I am listening'

We are always told how valuable listening is as a leadership tool and encouraged to do more of it. So, when we remember, we listen really hard, trying to catch every detail of what is being said and maybe follow up with a question to show that we caught everything. This is certainly important. Checking your email, thinking about last night's big game and planning your weekend certainly stop you from hearing what is being said.

But there is another important aspect to listening and that is: Listening Without Judgment.

Often when an employee tells us why they are lacking motivation we are busy internally making notes about what is wrong with what they are saying. This is pre-judging. It is not listening properly.

Really listening properly means shutting off the voice in your head that is already planning your counter-argument, so that you can actually hear, understand and interpret what you are being told.

This is not to say that 'the employee is always right', but only when you can really understand the other person's perception of the situation are you be able to help them develop a strategy that works for them.

Listening is about understanding how the other person feels - beyond merely the words that they say.

Motivation example 6 - 'if they leave I've failed'

What happens if, at their meeting, Bob admits to Frank that he doesn't see his future with that company?

What if he says the main reason he is de-motivated is that he isn't really suited to the company culture, and would be happier elsewhere? Has Frank failed?

Not necessarily. It's becoming more widely accepted that the right and sustainable approach is to **help individual employees to tap in to their true motivators and understand their core values**. Katherine Benziger's methodologies are rooted in this philosophy: Employees who 'falsify type' (ie. behave unnaturally in order to satisfy external rather than internal motives and drivers) are unhappy, stressed, and are unable to sustain good performance.

Effort should be focused on helping people to **align company goals with individual aspirations**. Look at Adam's Equity Theory to help understand the complexity of personal motivation and goals alignment. Motivation and goals cannot be imposed from outside by a boss - motivation and goals must be determined from within the person, mindful of internal needs, and external opportunities and rewards.

Sometimes the person and the company are simply unsuited. In a different culture, industry, role or team that individual would be energized and dedicated, whereas in the present environment the same person doesn't fit.

Sometimes 'success' doesn't look the way we expect it to. A successful outcome for an individual and for a company may be that a de-motivated person, having identified what sort of work and environment would suit them better, leaves to find their ideal job elsewhere.

You succeed as a leader by helping and enabling people to reach their potential and to achieve fulfillment. If their needs and abilities could be of far greater value elsewhere, let them go; don't force them to stay out of loyalty. Helping them identify and find a more fitting role elsewhere not only benefits you and them - it also enables you to find a replacement who is really suited and dedicated to the job.

True leaders care about the other person's interests - not just your own interests and the interests of your organization.

Motivation example 7 - 'the same factors that de-motivate, motivate'

When asked what brought about lack of motivation at work, the majority of people in research carried out by Herzberg blamed 'hygiene factors' such as working conditions, salary and company policy. When asked what motivated them they gave answers such as 'the sense of achievement', 'recognition', 'the opportunity to grow and advance' and 'greater responsibility'.

Herzberg's findings about human motivation have been tested and proven time and gain. His theory, and others like it, tells us that the factors that de-motivate do not necessarily motivate when reversed. The conventional solution to dissatisfaction over pay levels would be to increase pay in the belief that people would then work harder and be more motivated. However, this research shows that whilst increasing wages, improving job security and positive working relationships have a marginal impact, the main factors that characterize extreme satisfaction at work are: **achievement, recognition, interesting work, responsibility, advancement and growth**.

So it follows that leaders who focus on these aspects - people's true motivational needs and values - are the true leaders.

Help people to enrich their work and you will truly motivate.

Motivation example 8 - 'people will rise to tough challenges'

Many managers hope to motivate by setting their people challenging targets. They believe that raising the bar higher and higher is what motivates.

Tracey was an effective and conscientious account manager. Her boss habitually set her increasingly tough objectives, which Tracey generally achieved. However, in achieving her targets last month Tracey worked several eighteen-hour days, traveled extensively overseas, and had not had a single weekend break. Sometimes Tracey would mention to her boss that the effort was taking its toll on her health and happiness.

When Tracey handed in her latest monthly report, her boss said, 'You see? It's worth all the hard work. So, don't complain about it again.'

Her boss's belief was that Tracey would get a sense of satisfaction from completing an almost impossible workload. He was relying on her sense of duty - which she had in bucket-loads - to get the job done.

But this is the KITA style of motivation. It doesn't really acknowledge a dedication to the job or a sense of pride. Its leverage or 'motivation' is simply a lack of choice.

Job enlargement is different to Job enhancement. Herzberg's research shows that improving the 'meaningfulness' of a job (see also motivation example 7) has the motivational impact, not simply increasing the amount of pressure or volume of the tasks.

Achievement for achievement's sake is no basis for motivation - a person's quality of life must benefit too.

Motivation example 9 - 'I tried it and it didn't work'

When you try new things - new motivational ideas, especially which affect relationships and feelings - it is normal for things initially to get a little worse. Change can be a little unsettling at first. But keep the faith.

People are naturally skeptical of unconventional motivational approaches. They may wonder why you have suddenly taken such an interest in them. They may feel you are giving them too much responsibility or be concerned that changes in the way they work may lead to job losses. Herzberg's research is among other evidence, and modern experience, that after an initial drop in performance, people quickly adjust and respond to more progressive management and motivational attitudes.

Supporting and coaching people through this stage of early doubt is vital.

Encourage and help people to grow and develop, and performance improvement is inevitable.

Motivation example 10 - 'this type of motivation takes too much time'

If you've absorbed the ideas above, you might wonder where you would find the time to motivate people using these approaches.

It is true that this style of leadership, sustainable motivation, commitment and focus is in the beginning more time consuming than 'KITA' methods; this is bound to be, since KITA methods require far less thought.

Engaging fully with your staff, understanding their wants, desires and values, getting to know them as individuals and developing strategies that achieve a continuous release of energy is more intensive and takes time to work.

But consider the advantages. This investment of time means you will eventually have less to do. Instead of constantly urging your people along and having to solve all the problems yourself, you'll be the leader of a group performing at a higher level of ability and productivity, giving you the chance to step back from fire-fighting and to consider the bigger picture.

Herzberg was not alone in identifying that leaders need invest in the development of their teams, and also of their own successors. The principles of Douglas McGregor's X-Y Theory is pretty central to all this too. So is Maslow's Hierarchy of Needs, from the individual growth perspective. Hersey's and Blanchard's Situation Leadership® model also illustrates clearly how important team development is for leaders and organizations. And see also Bruce Tuckman's 'Forming, Storming, Norming, Performing' model. All of these renowned theories clearly demonstrate the need for teams, and the individuals within them, to be positively led and developed.

Your responsibility as leader is to develop your team so that it can take on more and more of your own responsibility. A mature team should be virtually self-managing, leaving you free to concentrate on all the job-enhancing strategic aspects that you yourself need in order to keep motivated and developing.

Zen Moments

1. Do not walk behind me, for I may not lead. Do not walk ahead of me, for I may not follow. Do not walk beside me either. Just pretty much leave me the hell alone.

2. Never, under any circumstances, take a sleeping pill and a laxative on the same night.

3. It's always darkest before dawn. So if you're going to steal your neighbor's newspaper, that's the time to do it.

4. Always remember you are unique -- just like everyone else.

5. Never test the depth of the water with both feet.

6. If you think nobody cares if you're alive, try missing a couple of car payments.

7. If at first you don't succeed, skydiving is not for you.

8. If you lend someone $20 and never see that person again, it was probably worth it.

9. If you tell the truth, you don't have to remember anything.

10. Some days you are the bug; some days you are the windshield.

11. Good judgment comes from bad experience, and a lot of that comes from bad judgment.

12. A closed mouth gathers no foot.

13. Generally speaking, you aren't learning much when your lips are moving.

14. Experience is something you don't get until just after you need it.

15. No matter what happens, somebody will find a way to take it too seriously.

16. Everyone seems normal until you get to know them.

Process of Personal Change

The transition curve - the stages of personal transition - by John Fisher

Originally presented at the Tenth International Personal Construct Congress, Berlin, 1999, and subsequently developed in his work on constructivist theory in relation to service provision organizations at Leicester University, England, John Fisher's model of personal change - The Transition Curve - is an excellent analysis of how individuals deal with personal change. This model is an extremely useful reference for individuals dealing with personal change and for managers and organizations helping staff to deal with personal change.

The transition curve

Anxiety

The awareness that events lie outside one's range of understanding or control. I believe the problem here is that individuals are unable to adequately picture the future. They do not have enough information to allow them to anticipate behaving in a different way within the new organization. They are unsure how to adequately construe acting in the new work and social situations.

Happiness

The awareness that one's viewpoint is recognized and shared by others. The impact of this is two-fold. At the basic level there is a feeling of relief that something is going to change, and not continue as before. Whether the past is perceived positively or negatively, there is still a feeling of anticipation, and possibly excitement, at the prospect of improvement. On another level, there is the satisfaction of knowing that some of your thoughts about the old system were correct (generally no matter how well we like the status quo, there is something that is unsatisfactory about it) and that something is going to be done about it. In this phase we generally expect the best and anticipate a bright future, placing our own construct system onto the change and seeing ourselves succeeding. One of the dangers in this phase is that of the inappropriate psychological contract. We may perceive more to the change, or believe we will get more from the change than is actually the case. The organization needs to manage this phase and ensure unrealistic expectations are managed and redefined in the organizations terms, without alienating the individual.

Fear

The awareness of an imminent incidental change in one's core behavioral system. People will need to act in a different manner and this will have an impact on both their self-perception and on how others externally see them. However, in the main, they see little change in their normal interactions and believe they will be operating in much the same way, merely choosing a more appropriate, but new, action.

Threat

The awareness of an imminent comprehensive change in one's core behavioral structures. Here clients perceive a major lifestyle change, one that will radically alter their future choices and other people's perception of them. They are unsure as to how they will be able to act/react in what is, potentially, a totally new and alien environment - one where the "old rules" no longer apply and there are no "new" ones established as yet.

Guilt

Awareness of dislodgement of self from one's core self perception. Once the individual begins exploring their self-perception, how they acted/reacted in the past and looking at alternative interpretations they begin to re-define their sense of self. This, generally, involves identifying what are their core beliefs and how closely they have been to meeting them. Recognition of the inappropriateness of their previous actions and the implications for them as people can cause guilt as they realize the impact of their behavior.

Depression

This phase is characterized by a general lack of motivation and confusion. Individuals are uncertain as to what the future holds and how they can fit into the future "world". Their representations are inappropriate and the resultant undermining of their core sense of self leaves them adrift with no sense of identity and no clear vision of how to operate.

Disillusionment

The awareness that your values, beliefs and goals are incompatible with those of the organization. The pitfalls associated with this phase are that the employee becomes unmotivated, unfocused and increasingly dissatisfied and gradually withdraws their

labor, either mentally (by just "going through the motions", doing the bare minimum, actively undermining the change by criticizing/complaining) or physically by resigning.

Hostility

Continued effort to validate social predictions that have already proved to be a failure. The problem here is that individual's continue to operate processes that have repeatedly failed to achieve a successful outcome and are no longer part of the new process or are surplus to the new way of working. The new processes are ignored at best and actively undermined at worst.

Denial

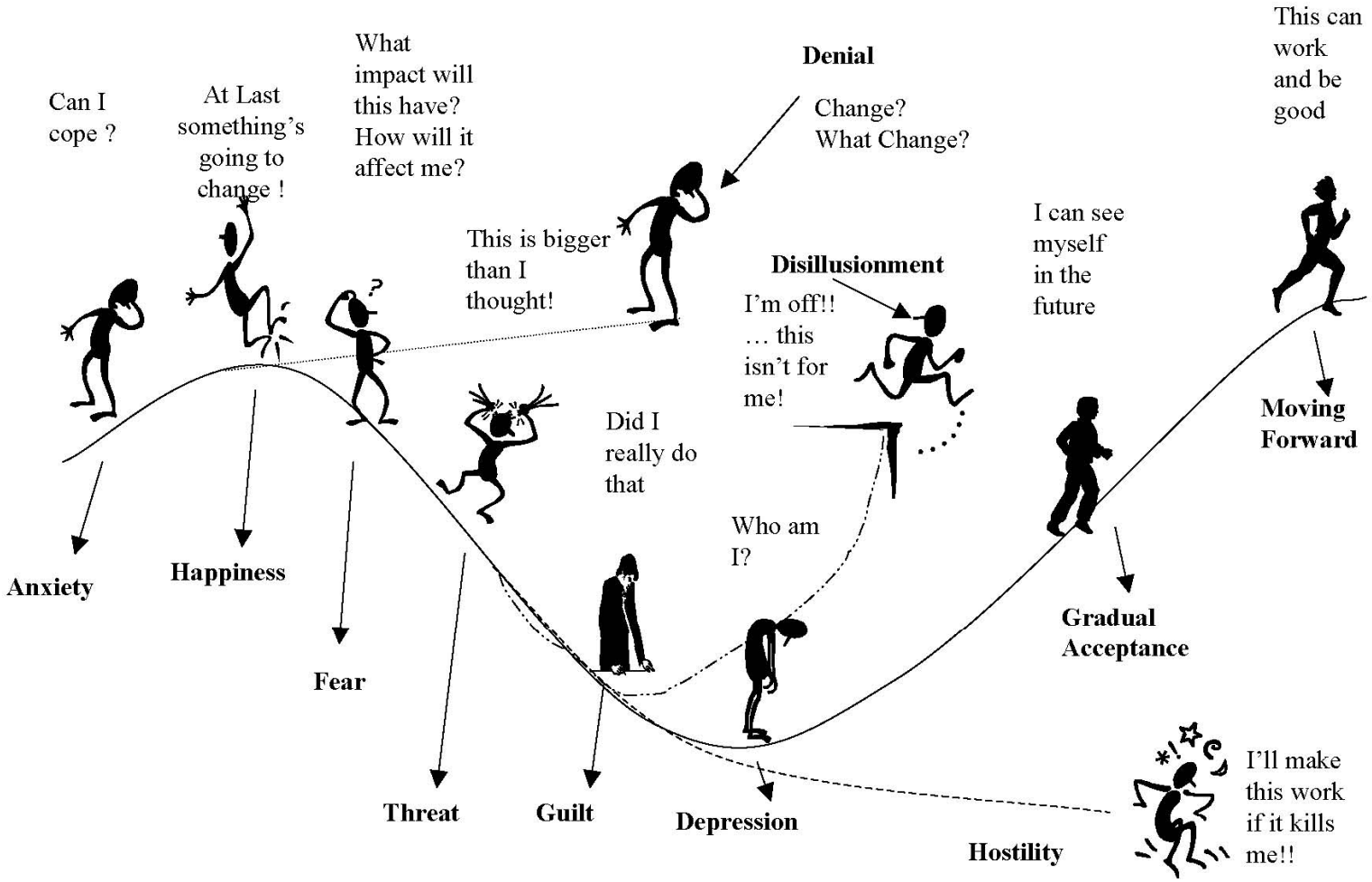
This stage is defined by a lack of acceptance of any change and denies that there will be any impact on the individual. People keep acting as if the change has not happened, using old practices and processes and ignoring evidence or information contrary to their belief systems.

It can be seen from the transition curve that it is important for an individual to understand the impact that the change will have on their own personal construct systems; and for them to be able to work through the implications for their self perception. Any change, no matter how small, has the potential to impact on an individual and may generate conflict between existing values and beliefs and anticipated altered ones.

One danger for the individual, team and organization occurs when an individual persists in operating a set of practices that have been consistently shown to fail (or result in an undesirable consequence) in the past and that do not help extend and elaborate their world-view. Another danger area is that of denial where people maintain operating as they always have denying that there is any change at all. Both of these can have detrimental impact on an organization trying to change the culture and focus of its people.

References: The Person In Society: Challenges To A Constructivist Theory, Geissen, Psychosozial-Verlag, and George Kelly's Personal Construct Psychology Theories.

The Process of Transition



© 2000/3 J M Fisher. Free use for personal and organizational development, provided this notice is retained. Not to be sold or copied for general publication. A free resource from www.businessballs.com.

Key to Success

10 Success Tips for Maximum Achievement

Sharif Khan

First off, I would echo the voice of 18th century French philosopher Voltaire, made popular and relevant in today's leadership lexicon by "Good to Great" author Jim Collins, who said, "Good is the Enemy of Great."

1. "Good is the Enemy of Great." Get rid of the good to make room for the great in your life. Instead of keeping the main thing the main thing, we major in too many minor things. In other words, many people do a few things that are good, a lot of things that are mediocre, but nothing that is GREAT.

Find the ONE thing you can be the best in the world at and focus unrelentingly on improving that one thing, polishing it to perfection.

Choose great over good in ALL areas of your life! It is far better to have a few great things than a lot of good or mediocre things.

Instead of having six cheap shirts that you don't feel so great in, have one fine quality shirt that you can feel proud to wear and that makes you feel like a million bucks! Instead of having five or six ho-hum paintings to decorate your walls, invest in ONE magnificent masterpiece that leaves you breathless and enriches your soul every time you look at it! Instead of going to the usual cottage retreat every long-weekend, save up your money and go on one GREAT vacation that you've always dreamed of like going on a European boat-cruise, snorkeling in the Red Sea, or taking an art class in Paris. Instead of many mediocre friendships, have a few great friendships that energize and inspire you and that you can spend quality time fostering deeper relationships. You get the point.

Greatness is a choice! And choice is the democratic equalizer of all people. Everyone, regardless of their rank, social status or income level has the power to choose great over good.

2. Commit to an annual theme. Instead of making and breaking a number of well-wished but half-hearted New Year's Resolutions, commit to an annual or lifetime theme. Pick a theme that defines your singular life purpose or what you are most passionate about and stick to it.

For example, my theme is: "Write First!" I have this theme posted right in front of me above my computer. My purpose is to write.

I write first and ask questions later. I focus on writing (or things related to developing my writing) first and then worry about the urgent but non-important interruptions (paying bills, answering calls and emails, responding to invitations, etc.) that plague everyone. This theme takes precedence over everything else except my spiritual relationship with my Creator. The only exception to this rule would be a genuinely important priority that falls in one of my top values in life or attending to a family emergency.

Your main theme for this year could be "Family First!" or "Health First!" or "Listen First!" or "Service Above Self." Just pick one and commit to it.

Beside your main theme, make a list of your top values such as love, health, giving, peace, wealth, etc. to ground yourself and distinguish between important and non-important but urgent matters. In his autobiography, Benjamin Franklin listed thirteen virtues (Temperance, Silence, Order, Resolution, Frugality, Industry, Sincerity, Justice, Moderation, Cleanliness, Tranquility, Chastity, and Humility) to which he governed his life and gave a week's strict attention to mastering one virtue at a time repeating the list in order every thirteen weeks.

_____

_____

_____

_____

_____

3. Practice a policy of planned neglect. In other words, once you have established your theme or singular purpose (the one thing you can be the best in the world at) get into the habit of practicing your main habit FIRST before anything else.

Everything else that's non-important can get neglected and keep getting put-off. In other words, your daily to-do list will keep changing around your main theme which will remain constant ? with very few exceptions.

4. Make a stop doing list. I'm not sure where I first heard this idea, but I borrowed it most recently from Jim Collin's book, "Good to Great." Too many people have important to-do lists that keep getting longer and longer. But very few people have 'stop-doing' lists. Make a list of everything you are doing that is not contributing to your core genius or main purpose and core values ? and stop doing it! Forget about your image and what other people will think, and STOP doing what's not great in your life.

5. Be Simple. Get rid of the good to make room for the great. Literally! Get rid of the junk in your basement and file folders!

Anything you haven't touched or looked at in a year you probably need to get rid of it. Donate books and magazines you haven't read and clothes you know you're never going to wear. Empty your mind and physical space of unnecessary clutter and make room for abundance! (Daily meditation is a great way to empty the mind and allow new inspiration).

6. Make HEALTH a priority NOW! Get a full physical check-up at least once a year. If something's bothering you or you don't feel right about something, get it checked out IMMEDIATELY! Don't wait, until it's too late. Take a proactive approach to your health by taking preventative measures, eating healthy and exercising regularly. And make LOVE a top priority. If you haven't taken the time to tell your loved ones how deeply you value and love them, then make time for it now.

Are you still reading this article? WHY? Pick-up your phone, right now, and call your doctor to make that appointment! Call your loved ones now and book some real quality time together. Life is short and fragile. You may never get the chance again.

7. Dreams. The dream is a window into your soul, a gateway into the unseen world, giving access to the unknown and revealing the invisible behind all that is visible. In my book, "Psychology of the Hero Soul," (http://www.herosoul.com; Chapter 14; pg. 77)I mention the importance of dreams and how to harness your dreams to awaken your creative potential. I can't stress enough how important it is to get into the habit of jotting down your dreams and making an effort to interpret them. It is a great way to develop self-awareness and self-understanding and will enrich your life in many, many unforeseen ways.

Self-awareness and self-acceptance is so important in developing your self-esteem. Take the time to seriously ask yourself, "Who am I and what's my purpose in life?" Write down your strengths and weakness, your highest ambitions and deepest fears, and make a list of everything you enjoy doing and all your hobbies. Take some personality tests to gain deeper understanding of who you are.

8. Face the brutal facts! Never hide from reality. Always get the hard facts about any situation you are facing. It doesn't matter if you have a Harvard MBA and are the world's greatest optimist if you pick the wrong location to open up a retail business!

Likewise, face the brutal facts about yourself. If you haven't even come close to achieving your dreams and goals, you need to honestly ask yourself why you haven't reached your goals and figure out what has been preventing you. A great way to accomplish this is to ask a few friends you trust and who know you the following question: "How do you see me limiting myself?" (I have Jack Canfield to thank for this great question).

Once you have the facts and fully understand the problem, spend over eighty percent of your time focusing on the solution.

9. ASK for help! If you need help, ask for it. If you don't ask, you don't get. Ask for the sale, ask for the date, ask for support. Stop worrying about your image, reject the rejection, and ASK!

But don't just be a taker. Please also give. Earn the right to ask by being a giver. Be a generous giver because whatever you put out into the world will return multiplied. The hero's journey is about following your bliss, and doing what you love to do in service to others. "Service above self," is a great motto to adopt.

10. Take Action! In my Hero Soul book, I have dedicated an entire chapter on taking action. The great succeed by taking continuous and concerted action toward a singular objective. And they continue to take unrelenting, consistent action for a period of years before becoming overnight successes.

If you do just five new things every day towards achieving your biggest dream, you will one day be living your dream and as Thoreau once said, 'meet with a success unexpected in common hours.'

But if you aren't going to take action on the advice in this article, why the heck are you reading it? Move on to something else!

One of my favorite movies is "The Shawshank Redemption" (based on Stephen King's short story, Rita Hayworth and the Shawshank Redemption) about a successful banker, Andy Dufresne, who is convicted and sentenced to life imprisonment for the murder of his wife. I'm sure many of you have seen it.

For nineteen years Dufresne quietly chips away at his goal to escape by literally chipping the wall in his cell ? a little bit every day ? until one day he reaches his goal and escapes.

His jail buddy, Red, comments that all it took "was pressure and time."

I don't think I've ever seen any movie replayed so many times on TV. It really intrigued me. So I did some research and found out that according to IMDB, The Shawshank Redemption is the second most popular movie of all time with The Godfather taking first place! That's quite the accomplishment given how long The Godfather has been out.

Why is this movie so popular? I don't really know the answer. But I think it's because many people feel like they're living in a prison and have been given a life sentence to doing work they really hate. They want to break free from their shackles.

More than anything else, they want FREEDOM! And Shawshank delivers that moment of freedom. It's a beautiful story that makes the soul weep with joy and provides the hope and promise of being human.

The great thing about Shawshank is that it also provides a solution: by quietly chipping away at your main goal and consistently taking action everyday, you will achieve the success and freedom you have been longing for. With 'pressure and time' you can take the darkest coal and turn it into the most brilliant, most magnificent diamond the world has ever seen.

Quest (Quick Enneagram Sorting Test)

Score the paragraphs in the two groups from 1 to 3, with 3 being *the one that best describes your actual behavior.*

Group one

Score

_____ **A.** I have tended to be fairly independent and assertive: I have felt that life works best when you meet it head on. I set my own goals, get involved, and want to make things happen. I do not like sitting around – I want to achieve something big and have an impact. I do not necessarily seek confrontations, but I do not let people push me around either. Most of the time, I know what I want, and I go for it. I tend to work hard and to play hard.

_____ **B.** I have tended to be quiet and an used to being on my own. I usually do not draw much attention to myself socially, and it is generally unusual for me to assert myself very forcefully. I do not feel comfortable taking the lead or being competitive as others. Many would probably say that I am something of a dreamer – a lot of my excitement goes on in my imagination. I can be quite content without feeling I have to be active all the time.

_____ **C.** I have tended to be extremely responsible and dedicated. I feel terrible if I do not keep my commitments and do what is expected of me. I want people to know that I am there for them and that I will do what I believe is best for them. I have often made great personal sacrifices for the sake of others, whether they know it or not. I often do not take adequate care of myself – I do the work that needs to be done and relax (and do what I want) if there is time left.

Group two

Score

_____ **X.** I am a person who usually maintains a positive outlook and feels that things will work out for the best. I can usually find something to be enthusiastic about and different ways to occupy myself. I like being around people and helping others be happy – I enjoy sharing my own well being with them. I do not always feel great, but I generally try not to show it. However, keeping a positive frame of mind has sometimes meant that I have put off dealing with my own problems for too long.

_____ **Y.** I am a person who has strong feelings about things – most people can tell when I m upset about something. I can be guarded with people, but I am more sensitive than I let on. I want to know where I stand with others and who and what I can count on – it is pretty clear to most people where they stand with me. When I am upset at something, I want others to respond and to get as worked up as I am. I know the rules, but I do not want people telling me what to do. I want to decide for myself.

_____ **Z.** I am a person who is self-controlled and logical – I do not like revealing my feelings or getting bogged down in them. I am efficient – even perfectionistic – about my work, and prefer working on my own. If there are problems or personal conflicts, I try not to let my feelings influence my actions. Some say I am too cool and detached, but I do not want my private reactions to distract me from what is really important. I am glad that I usually do not show my reactions when others get to me.

ABC / XYZ	Score Equals	Type
A + X =		7
A + Y =		8
A + Z =		3
B + X =		9
B + Y =		4
B + Z =		5
C + X =		2
C + Y =		6
C + Z =		1

THE REFORMER
1

The Reformer. *The principled, idealistic type.* Ones are conscientious and ethical, with a strong sense of right and wrong. They are teachers, crusaders, and advocates for change: always striving to improve things, but afraid of making a mistake. Well-organized, orderly, and fastidious, they try to maintain high standards, but can slip into being critical and perfectionistic. They typically have problems with resentment and impatience. *At their Best*: wise, discerning, realistic, and noble. Can be morally heroic.

The Rational, Idealistic Type:
Principled, Purposeful, Self-Controlled, and Perfectionist

- **Basic Fear:** Of being corrupt/evil, defective
- **Basic Desire:** To be good, to have integrity, to be balanced
- **Enneagram One with a Nine-Wing:** "The Idealist"
- **Enneagram One with a Two-Wing:** "The Advocate"

Profile Summary for Enneagram Type One

Healthy Levels

Level 1(At Their Best): Become extraordinarily wise and discerning. By accepting what is, they become transcendentally realistic, knowing the best action to take in each moment. Humane, inspiring, and hopeful: the truth will be heard.

Level 2: Conscientious with strong personal convictions: they have an intense sense of right and wrong, personal religious and moral values. Wish to be rational, reasonable, self-disciplined, mature, moderate in all things.

Level 3: Extremely principled, always want to be fair, objective, and ethical: truth and justice primary values. Sense of responsibility, personal integrity, and of having a higher purpose often make them teachers and witnesses to the truth.

Average Levels

Level 4: Dissatisfied with reality, they become high-minded idealists, feeling that it is up to them to improve everything: crusaders, advocates, critics. Into "causes" and explaining to others how things "ought" to be.

Level 5: Afraid of making a mistake: everything must be consistent with their ideals. Become orderly and well-organized, but impersonal, puritanical, emotionally constricted, rigidly keeping their feelings and impulses in check. Often workaholics—"anal-compulsive," punctual, pedantic, and fastidious.

Level 6: Highly critical both of self and others: picky, judgmental, perfectionist. Very opinionated about everything: correcting people and badgering them to "do the right thing"—as they see it. Impatient, never satisfied with anything unless it is done according to their prescriptions. Moralizing, scolding, abrasive, and indignantly angry.

Unhealthy Levels

Level 7: Can be highly dogmatic, self-righteous, intolerant, and inflexible. Begin dealing in absolutes: they alone know "The Truth." Everyone else is wrong: very severe in judgments, while rationalizing own actions.

Level 8: Become obsessive about imperfection and the wrong-doing of others, although they may fall into contradictory actions, hypocritically doing the opposite of what they preach.

Level 9: Become condemnatory toward others, punitive and cruel to rid themselves of "wrong-doers." Severe depressions, nervous breakdowns, and suicide attempts are likely. Generally corresponds to the Obsessive-Compulsive and Depressive personality disorders.

Key Motivations: Want to be right, to strive higher and improve everything, to be consistent with their ideals, to justify themselves, to be beyond criticism so as not to be condemned by anyone.

Examples: Mahatma Gandhi, Hilary Clinton, Al Gore, John Paul II, Sandra Day O'Connor, John Bradshaw, Bill Moyers, Martha Stewart, Ralph Nader, Katherine Hepburn, Harrison Ford, Vanessa Redgrave, Jane Fonda, Meryl Streep, George Harrison, Celene Dion, Joan Baez, George Bernard Shaw, Noam Chomsky, Michael Dukakis, Margaret Thatcher, Rudolph Guliani, Jerry Brown, Jane Curtin, Gene Siskel, William F. Buckley, Kenneth Starr, The "Church Lady" (Saturday Night Live), and "Mr. Spock" (Star Trek).

THE HELPER

2

The Helper. *The caring, interpersonal type.* Twos are empathetic, sincere, and warm-hearted. They are friendly, generous, and self-sacrificing, but can also be sentimental, flattering, and people-pleasing. They are well-meaning and driven to be close to others, but can slip into doing things for others in order to be needed. They typically have problems with possessiveness and with acknowledging their own needs. *At their Best:* unselfish and altruistic, they have unconditional love for others.

The Caring, Interpersonal Type:
Generous, Demonstrative, People-Pleasing, and Possessive

- **Basic Fear:** Of being unwanted, unworthy of being loved
- **Basic Desire:** To feel loved
- **Enneagram Two with a One-Wing:** "Servant"
- **Enneagram Two with a Three-Wing:** "The Host/Hostess"

Profile Summary for Enneagram Type Two

Healthy Levels

Level 1 (At Their Best): Become deeply unselfish, humble, and altruistic: giving unconditional love to self and others. Feel it is a privilege to be in the lives of others.

Level 2: Empathetic, compassionate, feeling for others. Caring and concerned about their needs. Thoughtful, warm-hearted, forgiving and sincere.

Level 3: Encouraging and appreciative, able to see the good in others. Service is important, but takes care of self too: they are nurturing, generous, and giving—a truly loving person.

Average Levels

Level 4: Want to be closer to others, so start "people pleasing", becoming overly friendly, emotionally demonstrative, and full of "good intentions" about everything. Give seductive attention: approval, "strokes," flattery. Love their supreme value, and they talk about it constantly.

Level 5: Become overly intimate and intrusive: they need to be needed, so they hover, meddle, and control in the name of love. Want others to depend on them: give, but

expect a return: send double messages. Enveloping and possessive: the codependent, self-sacrificial person who cannot do enough for others—wearing themselves out for everyone, creating needs for themselves to fulfill.

Level 6: Increasingly self-important and self-satisfied, feel they are indispensable, although they overrate their efforts in others' behalf. Hypochondria, becoming a "martyr" for others. Overbearing, patronizing, presumptuous.

Unhealthy Levels

Level 7: Can be manipulative and self-serving, instilling guilt by telling others how much they owe them and make them suffer. Abuse food and medication to "stuff feelings" and get sympathy. Undermine people, making belittling, disparaging remarks. Extremely self-deceptive about their motives and how aggressive and/or selfish their behavior is.

Level 8: Domineering and coercive: feel entitled to get anything they want from others: the repayment of old debts, money, sexual favors.

Level 9: Able to excuse and rationalize what they do since they feel abused and victimized by others and are bitterly resentful and angry. Somatization of their aggressions result in chronic health problems as they vindicate themselves by "falling apart" and burdening others. Generally corresponds to the Histrionic Personality Disorder and Factitious Disorder.

Key Motivations: Want to be loved, to express their feelings for others, to be needed and appreciated, to get others to respond to them, to vindicate their claims about themselves.

Examples: Mother Teresa, Barbara Bush, Eleanor Roosevelt, Leo Buscaglia, Monica Lewinsky, Bill Cosby, Barry Manilow, Lionel Richie, Kenny G., Luciano Pavarotti, Lillian Carter, Sammy Davis, Jr., Martin Sheen, Robert Fulghum, Alan Alda, Richard Thomas, Jack Paar, Sally Jessy Raphael, Bishop Desmond Tutu, Ann Landers, "Melanie Hamilton" (Gone With the Wind). and "Dr. McCoy" (Star Trek).

THE ACHIEVER
3

The Achiever. *The adaptable, success-oriented type.* Threes are self-assured, attractive, and charming. Ambitious, competent, and energetic, they can also be status-conscious and highly driven for advancement. They are diplomatic and poised, but can also be overly concerned with their image and what others think of them. They typically have problems with workaholism and competitiveness. *At their Best:* self-accepting, authentic, everything they seem to be—role models who inspire others.

The Success-Oriented, Pragmatic Type:
Adaptable, Excelling, Driven, and Image-Conscious

- **Basic Fear:** Of being worthless
- **Basic Desire:** To feel valuable and worthwhile
- **Enneagram Three with a Two-Wing:** "The Charmer"
- **Enneagram Three with a Four-Wing:** "The Professional"

Profile Summary for Enneagram Type Three

Healthy Levels

Level 1 (At Their Best): Self-accepting, inner-directed, and authentic, everything they seem to be. Modest and charitable, self-deprecatory humor and a fullness of heart emerge. Gentle and benevolent.

Level 2: Self-assured, energetic, and competent with high self-esteem: they believe in themselves and their own value. Adaptable, desirable, charming, and gracious.

Level 3: Ambitious to improve themselves, to be "the best they can be"—often become outstanding, a human ideal, embodying widely admired cultural qualities. Highly effective: others are motivated to be like them in some positive way.

Average Levels

Level 4: Highly concerned with their performance, doing their job well, constantly driving self to achieve goals as if self-worth depends on it. Terrified of failure. Compare self with others in search for status and success. Become careerists, social climbers, invested in exclusivity and being the "best."

Level 5: Become image-conscious, highly concerned with how they are perceived. Begin to package themselves according to the expectations of others and what they need to do to be successful. Pragmatic and efficient, but also premeditated, losing touch with their own feelings beneath a smooth facade. Problems with intimacy, credibility, and "phoniness" emerge.

Level 6: Want to impress others with their superiority: constantly promoting themselves, making themselves sound better than they really are. Narcissistic, with grandiose, inflated notions about themselves and their talents. Exhibitionistic and seductive, as if saying "Look at me!" Arrogance and contempt for others is a defense against feeling jealous of others and their success.

Unhealthy Levels

Level 7: Fearing failure and humiliation, they can be exploitative and opportunistic, covetous of the success of others, and willing to do "whatever it takes" to preserve the illusion of their superiority.

Level 8: Devious and deceptive so that their mistakes and wrongdoings will not be exposed. Untrustworthy, maliciously betraying or sabotaging people to triumph over them. Delusionally jealous of others

Level 9: Become vindictive, attempting to ruin others' happiness. Relentless, obsessive about destroying whatever reminds them of their own shortcomings and failures. Psychopathic, murder. Generally corresponds to the Narcissistic Personality Disorder.

Key Motivations: Want to be affirmed, to distinguish themselves from others, to have attention, to be admired, and to impress others.

Examples: Bill Clinton, Oprah Winfrey, Jane Pauley, Michael Landon, Tony Robbins, Tom Cruise, Barbra Streisand, Sharon Stone, Madonna, Shirley MacLaine, Sting, Paul McCartney, Dick Clark, Whitney Houston, Ted Danson, Michael Jordan, Shania Twain, Sylvester Stallone, Arnold Schwarznegger, Billy Dee Williams, Kathy Lee Gifford, Truman Capote, and O.J. Simpson.

THE INDIVIDUALIST

4

The Individualist. *The introspective, romantic type.* Fours are self-aware, sensitive, and reserved. They are emotionally honest, creative, and personal, but can also be moody and self-conscious. Withholding themselves from others due to feeling vulnerable and defective, they can also feel disdainful and exempt from ordinary ways of living. They typically have problems with melancholy, self-indulgence, and self-pity. *At their Best:* inspired and highly creative, they are able to renew themselves and transform their experiences.

The Sensitive, Withdrawn Type:
Expressive, Dramatic, Self-Absorbed, and Temperamental

- **Basic Fear:** That they have no identity or personal significance
- **Basic Desire:** To find themselves and their significance (to create an identity)
- **Enneagram Four with a Three-Wing:** "The Aristocrat"
- **Enneagram Four with a Five-Wing:** "The Bohemian"

Healthy Levels

Level 1 (At Their Best): Profoundly creative, expressing the personal and the universal, possibly in a work of art. Inspired, self-renewing and regenerating: able to transform all their experiences into something valuable: self-creative.

Level 2: Self-aware, introspective, on the "search for self," aware of feelings and inner impulses. Sensitive and intuitive both to self and others: gentle, tactful, compassionate.

Level 3: Highly personal, individualistic, "true to self." Self-revealing, emotionally honest, humane. Ironic view of self and life: can be serious and funny, vulnerable and emotionally strong.

Average Levels

Level 4: Take an artistic, romantic orientation to life, creating a beautiful, aesthetic environment to cultivate and prolong personal feelings. Heighten reality through fantasy, passionate feelings, and the imagination.

Level 5: To stay in touch with feelings, they interiorize everything, taking everything personally, but become self-absorbed and introverted, moody and hypersensitive, shy

and self-conscious, unable to be spontaneous or to "get out of themselves." Stay withdrawn to protect their self-image and to buy time to sort out feelings.

Level 6: Gradually think that they are different from others, and feel that they are exempt from living as everyone else does. They become melancholy dreamers, disdainful, decadent, and sensual, living in a fantasy world. Self-pity and envy of others leads to self-indulgence, and to becoming increasingly impractical, unproductive, effete, and precious.

Unhealthy Levels

Level 7: When dreams fail, become self-inhibiting and angry at self, depressed and alienated from self and others, blocked and emotionally paralyzed. Ashamed of self, fatigued and unable to function.

Level 8: Tormented by delusional self-contempt, self-reproaches, self-hatred, and morbid thoughts: everything is a source of torment. Blaming others, they drive away anyone who tries to help them.

Level 9: Despairing, feel hopeless and become self-destructive, possibly abusing alcohol or drugs to escape. In the extreme: emotional breakdown or suicide is likely. Generally corresponds to the Avoidant, Depressive, and Narcissistic personality disorders.

Key Motivations: Want to express themselves and their individuality, to create and surround themselves with beauty, to maintain certain moods and feelings, to withdraw to protect their self-image, to take care of emotional needs before attending to anything else, to attract a "rescuer."

Examples: Ingmar Bergman, Alan Watts, Sarah McLachlan, Alanis Morrisette, Paul Simon, Jeremy Irons, Patrick Stewart, Joseph Fiennes, Martha Graham, Bob Dylan, Miles Davis, Johnny Depp, Anne Rice, Rudolph Nureyev, J.D. Salinger, Anaîs Nin, Marcel Proust, Maria Callas, Tennessee Williams, Edgar Allan Poe, Annie Lennox, Prince, Michael Jackson, Virginia Woolf, Judy Garland, "Blanche DuBois" (Streetcar Named Desire), Thomas Merton.

THE INVESTIGATOR
5

The Investigator. *The perceptive, cerebral type.* Fives are alert, insightful, and curious. They are able to concentrate and focus on developing complex ideas and skills. Independent, innovative, and inventive, they can also become preoccupied with their thoughts and imaginary constructs. They become detached, yet high-strung and intense. They typically have problems with eccentricity, nihilism, and isolation. *At their Best:* visionary pioneers, often ahead of their time, and able to see the world in an entirely new way.

The Intense, Cerebral Type:
Perceptive, Innovative, Secretive, and Isolated

- **Basic Fear:** Being useless, helpless, or incapable
- **Basic Desire:** To be capable and competent
- **Enneagram Five with a Four-Wing:** "The Iconoclast"
- **Enneagram Five with a Six-Wing:** "The Problem Solver"

Profile Summary for Enneagram Type Five

Healthy Levels

Level 1(At Their Best): Become visionaries, broadly comprehending the world while penetrating it profoundly. Open-minded, take things in whole, in their true context. Make pioneering discoveries and find entirely new ways of doing and perceiving things.

Level 2: Observe everything with extraordinary perceptiveness and insight. Most mentally alert, curious, searching intelligence: nothing escapes their notice. Foresight and prediction. Able to concentrate: become engrossed in what has caught their attention.

Level 3: Attain skillful mastery of whatever interests them. Excited by knowledge: often become expert in some field. Innovative and inventive, producing extremely valuable, original works. Highly independent, idiosyncratic, and whimsical.

Average Levels

Level 4: Begin conceptualizing and fine-tuning everything before acting—working things out in their minds: model building, preparing, practicing, and gathering more

resources. Studious, acquiring technique. Become specialized, and often "intellectual," often challenging accepted ways of doing things.

Level 5: Increasingly detached as they become involved with complicated ideas or imaginary worlds. Become preoccupied with their visions and interpretations rather than reality. Are fascinated by off-beat, esoteric subjects, even those involving dark and disturbing elements. Detached from the practical world, a "disembodied mind," although high-strung and intense.

Level 6: Begin to take an antagonistic stance toward anything which would interfere with their inner world and personal vision. Become provocative and abrasive, with intentionally extreme and radical views. Cynical and argumentative.

Unhealthy Levels

Level 7: Become reclusive and isolated from reality, eccentric and nihilistic. Highly unstable and fearful of aggressions: they reject and repulse others and all social attachments.

Level 8: Get obsessed yet frightened by their threatening ideas, becoming horrified, delirious, and prey to gross distortions and phobias.

Level 9: Seeking oblivion, they may commit suicide or have a psychotic break with reality. Deranged, explosively self-destructive, with schizophrenic overtones. Generally corresponds to the Schizoid Avoidant and Schizotypal personality disorders.

Key Motivations: Want to possess knowledge, to understand the environment, to have everything figured out as a way of defending the self from threats from the environment.

Examples: Albert Einstein, Stephen Hawking, Bill Gates, Georgia O'Keefe, Stanley Kubrick, John Lennon, Lily Tomlin, Gary Larson, Laurie Anderson, Merce Cunningham, Meredith Monk, James Joyce, Bjšrk, Susan Sontag, Emily Dickenson, Agatha Christie, Ursula K. LeGuin, Jane Goodall, Glenn Gould, John Cage, Bobby Fischer, Tim Burton, David Lynch, Stephen King, Clive Barker, Trent Reznor, Friedrich Nietzsche, Vincent Van Gogh, Kurt Cobain, Jodie Foster, and "Fox Mulder" (X Files).

THE LOYALIST
6

The Loyalist. *The committed, security-oriented type.* Sixes are reliable, hard-working, responsible, and trustworthy. Excellent "troubleshooters," they foresee problems and foster cooperation, but can also become defensive, evasive, and anxious—running on stress while complaining about it. They can be cautious and indecisive, but also reactive, defiant and rebellious. They typically have problems with self-doubt and suspicion. *At their Best:* internally stable and self-reliant, courageously championing themselves and others.

The Committed, Security-Oriented Type:
Engaging, Responsible, Anxious, and Suspicious

- **Basic Fear:** Of being without support and guidance
- **Basic Desire:** To have security and support
- **Enneagram Six with a Five-Wing:** "The Defender"
- **Enneagram Six with a Seven-Wing:** "The Buddy"

Profile Summary for Enneagram Type Six

Healthy Levels

Level 1 (At Their Best): Become self-affirming, trusting of self and others, independent yet symbiotically interdependent and cooperative as an equal. Belief in self leads to true courage, positive thinking, leadership, and rich self-expression.

Level 2: Able to elicit strong emotional responses from others: very appealing, endearing, lovable, affectionate. Trust important: bonding with others, forming permanent relationships and alliances.

Level 3: Dedicated to individuals and movements in which they deeply believe. Community builders: responsible, reliable, trustworthy. Hard-working and persevering, sacrificing for others, they create stability and security in their world, bringing a cooperative spirit.

Average Levels

Level 4: Start investing their time and energy into whatever they believe will be safe and stable. Organizing and structuring, they look to alliances and authorities for security and continuity. Constantly vigilant, anticipating problems.

Level 5: To resist having more demands made on them, they react against others passive-aggressively. Become evasive, indecisive, cautious, procrastinating, and ambivalent. Are highly reactive, anxious, and negative, giving contradictory, "mixed signals." Internal confusion makes them react unpredictably.

Level 6: To compensate for insecurities, they become sarcastic and belligerent, blaming others for their problems, taking a tough stance toward "outsiders." Highly reactive and defensive, dividing people into friends and enemies, while looking for threats to their own security. Authoritarian while fearful of authority, highly suspicious, yet, conspiratorial, and fear-instilling to silence their own fears.

Unhealthy Levels

Level 7: Fearing that they have ruined their security, they become panicky, volatile, and self-disparaging with acute inferiority feelings. Seeing themselves as defenseless, they seek out a stronger authority or belief to resolve all problems. Highly divisive, disparaging and berating others

Level 8: Feeling persecuted, that others are "out to get them," they lash-out and act irrationally, bringing about what they fear. Fanaticism, violence.

Level 9: Hysterical, and seeking to escape punishment, they become self-destructive and suicidal. Alcoholism, drug overdoses, "skid row," self-abasing behavior. Generally corresponds to the Passive-Aggressive and Paranoid personality disorders.

Key Motivations: Want to have security, to feel supported by others, to have certitude and reassurance, to test the attitudes of others toward them, to fight against anxiety and insecurity.

Examples: Robert F. Kennedy, Malcolm X, Princess Diana, George H. W. Bush, Tom Hanks, Bruce Springsteen, Candice Bergen, Gilda Radner, Meg Ryan, Helen Hunt, Mel Gibson, Patrick Swayze, Julia Roberts, Phil Donahue, Jay Leno, John Goodman, Diane Keaton, Woody Allen, David Letterman, Andy Rooney, Jessica Lange, Tom Clancy, J. Edgar Hoover, Richard Nixon, and "George Costanza" (Seinfeld).

THE ENTHUSIAST
7

The Enthusiast. *The busy, productive type*. Sevens are extroverted, optimistic, versatile, and spontaneous. Playful, high-spirited, and practical, they can also misapply their many talents, becoming over-extended, scattered, and undisciplined. They constantly seek new and exciting experiences, but can become distracted and exhausted by staying on the go. They typically have problems with impatience and impulsiveness. *At their Best:* they focus their talents on worthwhile goals, becoming appreciative, joyous, and satisfied.

The Busy, Fun-Loving Type:
Spontaneous, Versatile, Acquisitive, and Scattered

- **Basic Fear:** Of being deprived and in pain
- **Basic Desire:** To be satisfied and content—to have their needs fulfilled
- **Enneagram Seven with a Six-Wing:** "The Entertainer"
- **Enneagram Seven with an Eight-Wing:** "The Realist"

Profile Summary for Enneagram Type Seven

Healthy Levels

Level 1 (At Their Best): Assimilate experiences in depth, making them deeply grateful and appreciative for what they have. Become awed by the simple wonders of life: joyous and ecstatic. Intimations of spiritual reality, of the boundless goodness of life.

Level 2: Highly responsive, excitable, enthusiastic about sensation and experience. Most extroverted type: stimuli bring immediate responses—they find everything invigorating. Lively, vivacious, eager, spontaneous, resilient, cheerful.

Level 3: Easily become accomplished achievers, generalists who do many different things well: multi-talented. Practical, productive, usually prolific, cross-fertilizing areas of interest.

Average Levels

Level 4: As restlessness increases, want to have more options and choices available to them. Become adventurous and "worldly wise," but less focused, constantly seeking

new things and experiences: the sophisticate, connoisseur, and consumer. Money, variety, keeping up with the latest trends important.

Level 5: Unable to discriminate what they really need, become hyperactive, unable to say "no" to themselves, throwing self into constant activity. Uninhibited, doing and saying whatever comes to mind: storytelling, flamboyant exaggerations, witty wise-cracking, performing. Fear being bored: in perpetual motion, but do too many things—many ideas but little follow through.

Level 6: Get into conspicuous consumption and all forms of excess. Self-centered, materialistic, and greedy, never feeling that they have enough. Demanding and pushy, yet unsatisfied and jaded. Addictive, hardened, and insensitive.

Unhealthy Levels

Level 7: Desperate to quell their anxieties, can be impulsive and infantile: do not know when to stop. Addictions and excess take their toll: debauched, depraved, dissipated escapists, offensive and abusive.

Level 8: In flight from self, acting out impulses rather than dealing with anxiety or frustrations: go out of control, into erratic mood swings, and compulsive actions (manias).

Level 9: Finally, their energy and health is completely spent: become claustrophobic and panic-stricken. Often give up on themselves and life: deep depression and despair, self-destructive overdoses, impulsive suicide. Generally corresponds to the Manic-Depressive and Histrionic personality disorders.

Key Motivations: Want to maintain their freedom and happiness, to avoid missing out on worthwhile experiences, to keep themselves excited and occupied, to avoid and discharge pain.

Examples: John F. Kennedy, Benjamin Franklin, Leonard Bernstein, Leonardo DiCaprio, Kate Winslet, Elizabeth Taylor, Wolfgang Amadeus Mozart, Steven Spielberg, Federico Fellini, Richard Feynman, Timothy Leary, Robin Williams, Jim Carey, Mike Myers, Cameron Diaz, Bette Midler, Chuck Berry, Elton John, Mick Jagger, Gianni Versace, Liza Minelli, Joan Collins, Malcolm Forbes, Noel Coward, Sarah Ferguson, Larry King, Joan Rivers, Regis Philbin, Howard Stern, John Belushi, and "Auntie Mame" (Mame).

THE CHALLENGER

8

The Challenger. *The powerful, aggressive type.* Eights are self-confident, strong, and assertive. Protective, resourceful, straight-talking, and decisive, but can also be ego-centric and domineering. Eights feel they must control their environment, especially people, sometimes becoming confrontational and intimidating. Eights typically have problems with their tempers and with allowing themselves to be vulnerable. *At their Best:* self-mastering, they use their strength to improve others' lives, becoming heroic, magnanimous, and inspiring.

The Powerful, Dominating Type:
Self-Confident, Decisive, Willful, and Confrontational

- **Basic Fear:** Of being harmed or controlled by others
- **Basic Desire:** To protect themselves (to be in control of their own life and destiny)
- **Enneagram Eight with a Seven-Wing:** "The Maverick"
- **Enneagram Eight with a Nine-Wing:** "The Bear"

Profile Summary for Enneagram Type Eight

Healthy Levels

Level 1 (At Their Best): Become self-restrained and magnanimous, merciful and forbearing, mastering self through their self-surrender to a higher authority. Courageous, willing to put self in serious jeopardy to achieve their vision and have a lasting influence. May achieve true heroism and historical greatness.

Level 2: Self-assertive, self-confident, and strong: have learned to stand up for what they need and want. A resourceful, "can do" attitude and passionate inner drive.

Level 3: Decisive, authoritative, and commanding: the natural leader others look up to. Take initiative, make things happen: champion people, provider, protective, and honorable, carrying others with their strength.

Average Levels

Level 4: Self-sufficiency, financial independence, and having enough resources are important concerns: become enterprising, pragmatic, "rugged individualists," wheeler-dealers. Risk-taking, hardworking, denying own emotional needs.

Level 5: Begin to dominate their environment, including others: want to feel that others are behind them, supporting their efforts. Swaggering, boastful, forceful, and expansive: the "boss" whose word is law. Proud, egocentric, want to impose their will and vision on everything, not seeing others as equals or treating them with respect.

Level 6: Become highly combative and intimidating to get their way: confrontational, belligerent, creating adversarial relationships. Everything a test of wills, and they will not back down. Use threats and reprisals to get obedience from others, to keep others off balance and insecure. However, unjust treatment makes others fear and resent them, possibly also band together against them.

Unhealthy Levels

Level 7: Defying any attempt to control them, become completely ruthless, dictatorial, "might makes right." The criminal and outlaw, renegade, and con-artist. Hard-hearted, immoral and potentially violent.

Level 8: Develop delusional ideas about their power, invincibility, and ability to prevail: megalomania, feeling omnipotent, invulnerable. Recklessly over-extending self.

Level 9: If they get in danger, they may brutally destroy everything that has not conformed to their will rather than surrender to anyone else. Vengeful, barbaric, murderous. Sociopathic tendencies. Generally corresponds to the Antisocial Personality Disorder.

Key Motivations: Want to be self-reliant, to prove their strength and resist weakness, to be important in their world, to dominate the environment, and to stay in control of their situation.

Examples: Martin Luther King, Jr., Franklin Roosevelt, Lyndon Johnson, Mikhail Gorbachev, G.I. Gurdjieff, Pablo Picasso, Richard Wagner, Sean Connery, Susan Sarandon, Glenn Close, John Wayne, Charlton Heston, Norman Mailer, Mike Wallace, Barbara Walters, Ann Richards, Toni Morrison, Lee Iococca, Donald Trump, Frank Sinatra, Bette Davis, Roseanne Barr, James Brown, Chrissie Hynde, Courtney Love, Leona Helmsley, Sigourney Weaver, Fidel Castro, and Saddham Hussein.

THE PEACEMAKER

9

The Peacemaker. *The easy-going, self-effacing type.* Nines are accepting, trusting, and stable. They are usually creative, optimistic, and supportive, but can also be too willing to go along with others to keep the peace. They want everything to go smoothly and be without conflict, but they can also tend to be complacent, simplifying problems and minimizing anything upsetting. They typically have problems with inertia and stubbornness. *At their Best:* indomitable and all-embracing, they are able to bring people together and heal conflicts.

The Easygoing, Self-Effacing Type:
Receptive, Reassuring Agreeable, and Complacent

- **Basic Fear:** Of loss and separation
- **Basic Desire:** To have inner stability "peace of mind"
- **Enneagram Nine with an Eight-Wing:** "The Referee"
- **Enneagram Nine with a One-Wing:** "The Dreamer"

Profile Summary for Enneagram Type Nine

Healthy Levels

Level 1 (At Their Best): Become self-possessed, feeling autonomous and fulfilled: have great equanimity and contentment because they are present to themselves. Paradoxically, at one with self, and thus able to form more profound relationships. Intensely alive, fully connected to self and others.

Level 2: Deeply receptive, accepting, unselfconscious, emotionally stable and serene. Trusting of self and others, at ease with self and life, innocent and simple. Patient, unpretentious, good-natured, genuinely nice people.

Level 3: Optimistic, reassuring, supportive: have a healing and calming influence—harmonizing groups, bringing people together: a good mediator, synthesizer, and communicator.

Average Levels

Level 4: Fear conflicts, so become self-effacing and accommodating, idealizing others and "going along" with their wishes, saying "yes" to things they do not really want to

do. Fall into conventional roles and expectations. Use philosophies and stock sayings to deflect others.

Level 5: Active, but disengaged, unreflective, and inattentive. Do not want to be affected, so become unresponsive and complacent, walking away from problems, and "sweeping them under the rug." Thinking becomes hazy and ruminative, mostly comforting fantasies, as they begin to "tune out" reality, becoming oblivious. Emotionally indolent, unwillingness to exert self or to focus on problems: indifference.

Level 6: Begin to minimize problems, to appease others and to have "peace at any price." Stubborn, fatalistic, and resigned, as if nothing could be done to change anything. Into wishful thinking, and magical solutions. Others frustrated and angry by their procrastination and unresponsiveness.

Unhealthy Levels

Level 7: Can be highly repressed, undeveloped, and ineffectual. Feel incapable of facing problems: become obstinate, dissociating self from all conflicts. Neglectful and dangerous to others.

Level 8: Wanting to block out of awareness anything that could affect, them, they dissociate so much that they eventually cannot function: numb, depersonalized.

Level 9: They finally become severely disoriented and catatonic, abandoning themselves, turning into shattered shells. Multiple personalities possible. Generally corresponds to the Schizoid and Dependent personality disorders.

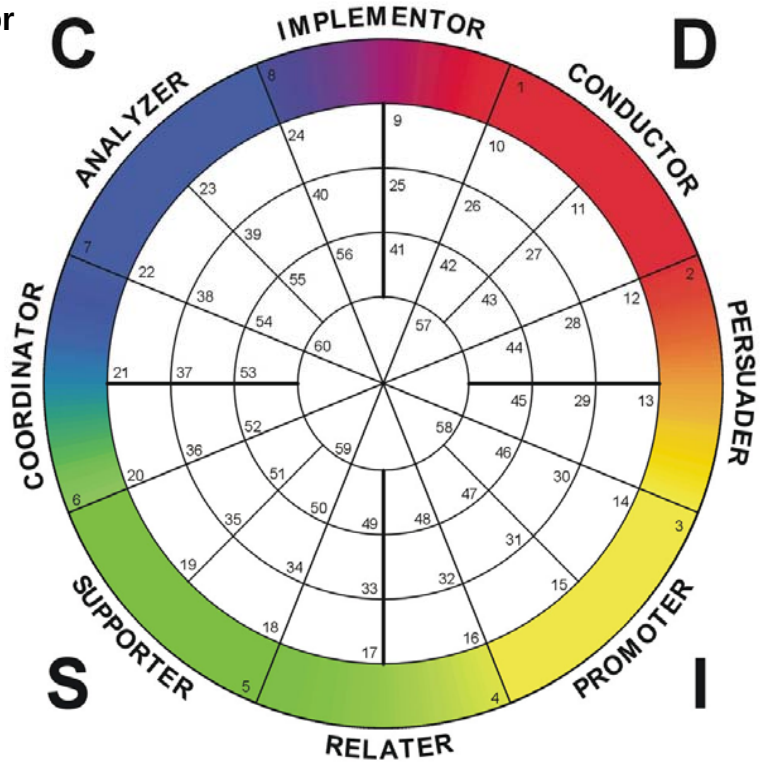
Key Motivations: Want to create harmony in their environment, to avoid conflicts and tension, to preserve things as they are, to resist whatever would upset or disturb them.

Examples: Abraham Lincoln, Joseph Campbell, Carl Jung, Ronald Reagan, Gerald Ford, Queen Elizabeth II, Princess Grace, Walter Cronkite, George Lucas, Walt Disney, John Kennedy, Jr., Sophia Loren, Geena Davis, Lisa Kudrow, Kevin Costner, Keanu Reeves, Woody Harrelson, Ron Howard, Matthew Broderick, Ringo Starr, Whoopi Goldberg, Janet Jackson, Nancy Kerrigan, Jim Hensen, Marc Chagall, Norman Rockwell, "Edith Bunker" (Archie Bunker), and "Marge Simpson" (The Simpsons).

Precise
Accurate
Concern for Quality
Critical Listener
Non-Verbal Communicator
Attention to Detail

Creative
Slow Start / Fast Finish
Vacillating
Temperamental

Competitive
Confrontational
Direct
Results-Oriented
Sense of Urgency
Change Agent



Product-Oriented
Slow to Change
Self-Disciplined
Pessimistic

Process-Oriented
Quick to Change
Independent
Optimistic

Accommodating
Dislikes Confrontation
Persistent
Controls Emotion
Adaptable
Good Listener

High Trust Level
Not Fearful of Change
Contact ability
Rather Talk than Listen
Verbal Skills
Projects Self-Confidence

Good Supporter
Team Player
Persistent
Cooperative
Sensitive to Other's Feelings

Personality types - mutual perceptions matrix

How different personalities perceive each other

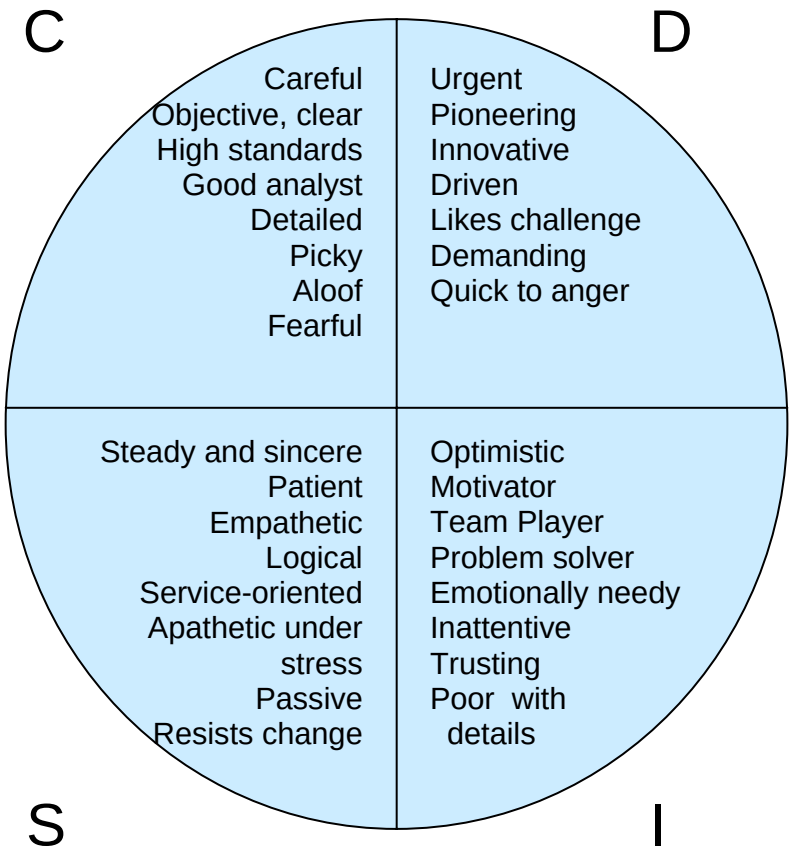
Based on the Four Temperaments personality model (also referred to as DISC), this matrix shows how different personalities perceive each other.

	D	I	S	C
Positive **D →** negative	respect, producer	plausible, persuasive	warm, friendly, reliable	accurate, precise
	competition, threat	soft, flashy, all talk	boring, slow, subordinate	blinkered, cool, inflexible
+ **I →** -	objective, driving	mutual admiration	reliable, patient, 'worker'	disciplined, accurate
	aggressive, rebellious	competition	boring, easily led	obstructive, nit-picking
+ **S →** -	leader, instigator	energetic, innovator	genuine, fellow, loyal	cautious, perfectionist
	risk-taker, bully	glib, untrustworthy	too passive, inactive	cold, pedantic
+ **C →** -	leader, rule-maker	front-man, motivator	listener, reliable	factual, detailed
	shoddy, too hasty	illogical, superficial	soft, weak	possible threat

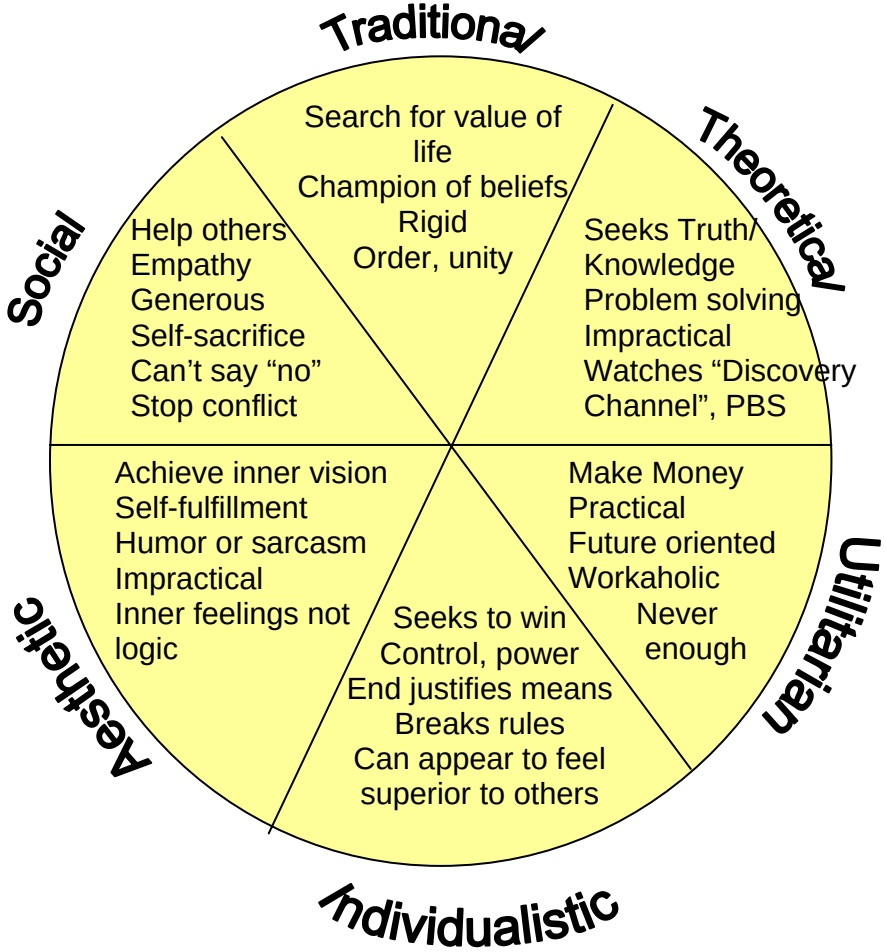
DISC (common usage in business since 1980's but the model has been around since ancient Greece)

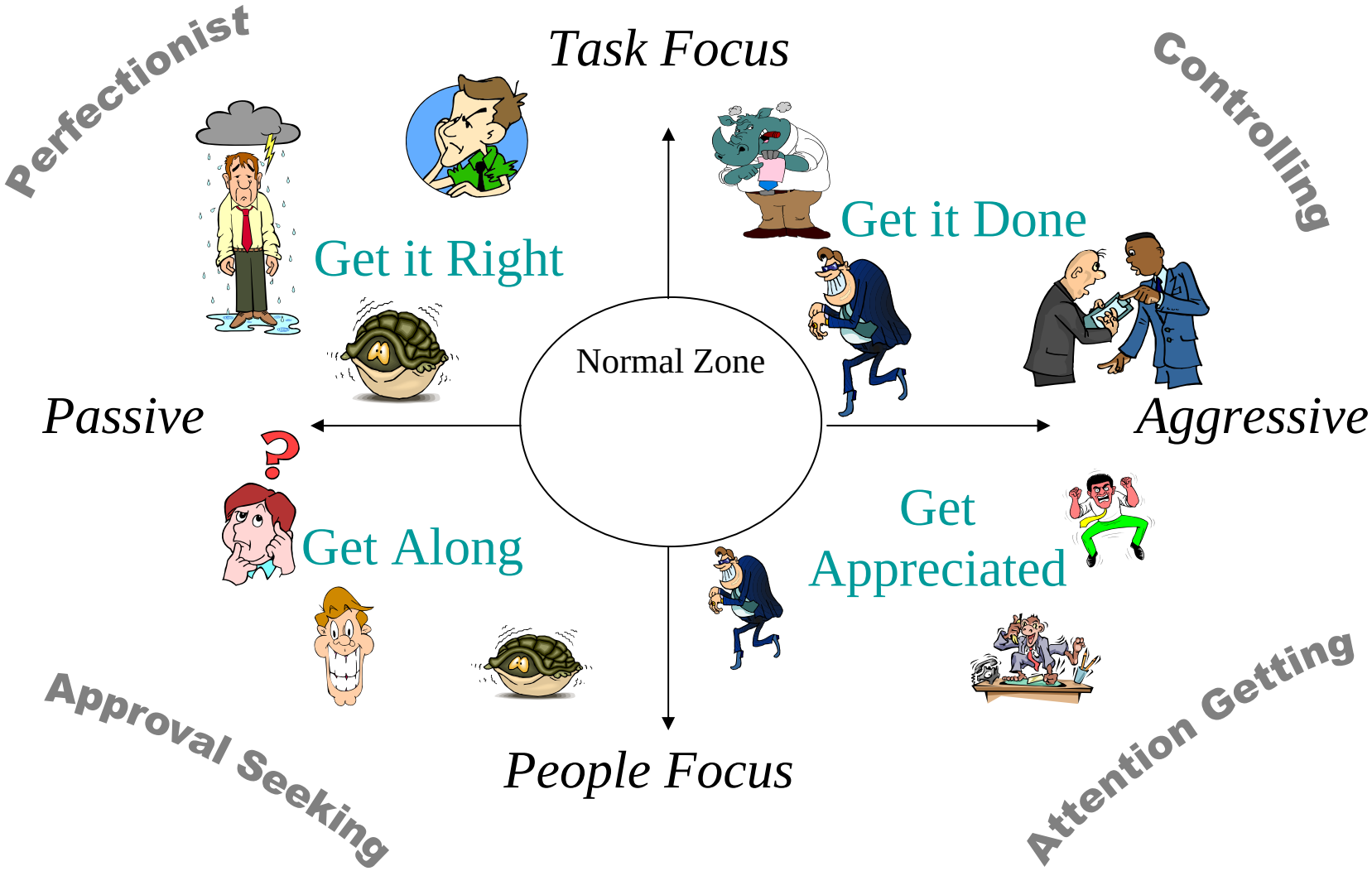
Dominance	authoritative, decision-making, results-driven	double frontal, extraverted*
Influence	motivates, inspires, enthuses, leads, persuades	double right, extraverted
Steadiness	reliable, listens, follows routines and rules	double basal, introverted
Compliance	detailed, critical thinking, accurate	double left, introverted

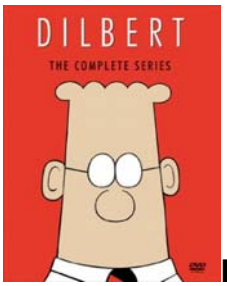
HOW you behave: DISC



WHY you behave: PIAV




Perfectionist
Task Focus
Controlling
Get it Right
Get it Done
Normal Zone
Passive
Aggressive
Get Along
Get Appreciated
Approval Seeking
People Focus
Attention Getting



Dilbert's Guide to Stress

An alternative guide to stress in the workplace from
Scott Adams, creator of the Dilbert comic strip.

1. I love deadlines. I especially like the whooshing sound they make as they go flying by.
2. Tell me what you need, and I'll tell you how to get along without it.
3. Accept that some days you are the pigeon and some days the statue.
4. Needing someone is like needing a parachute. If they aren't there the first time, chances are you won't need them again.
5. On the keyboard of life, always keep one finger on the escape key.
6. Do not meddle in the affairs of dragons, because you are crunchy and taste good with ketchup.
7. Everybody is somebody else's weirdo.
8. Never argue with an idiot. They drag you down to their level, and then beat you with experience.
9. A pat on the back is only a few centimeters from a kick in the butt.
10. Don't be irreplaceable - if you can't be replaced, you can't be promoted.
11. You can go anywhere you want if you look serious and carry clipboard.
12. Eat one live toad the first thing in the morning and nothing worse will happen to you the rest of the day.
13. People who go to conferences are the ones who shouldn't.
14. If it wasn't for the last minute, nothing would get done.
15. When you don't know what to do, walk fast and look worried.
16. Following the rules will not get the job done.

Communicating with People Hard to do Right the First Time

The actual exchange of understanding so that both the sender and listener(s) understand the message identically after telling it once is not normal. In fact, the actual exchange of complete understanding after explaining something only once is uncommon. That does not mean it is impossible, but it is very unusual. Understanding is the sender's goal, but it does not normally take place. This inescapable fact is illustrated by the following commonly used quotation:

I know you believe you understand what you think I said, but I am not sure you realized that what you heard is not what I meant.

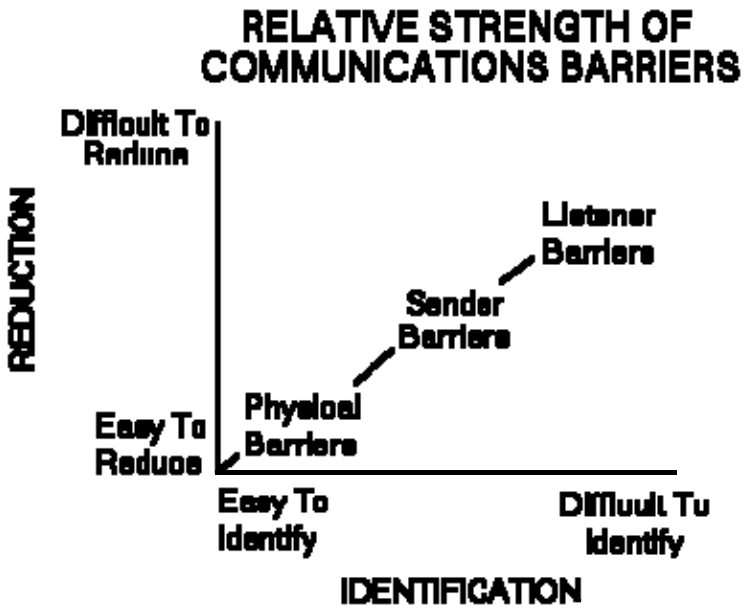
Supervisors spend 60-90 percent of their time communicating. About 90 percent of this time is used making changes, adjustments and new assignments in order to keep the job on track. These changes are usually completed verbally with crews, individuals, supervisors and others.

Verbal communication is relied upon heavily in the field because daily developments occur so rapidly that there is not time for written communication. It is not practical to write a memo for all the exchanges between office and field, supervisor and crew, craft to craft, architect to supervisor, and so on. Nothing would ever get done on schedule if you had to rely on written communication at the job site.

How effective is this heavy reliance on verbal communication? Research has proven that when people try hard to listen, they absorb only about half of what they hear. After a week, people remember only about 20 percent of what they actually heard. This indicates that people remember about 10 percent of any message after a week. That is, provided they listened carefully in the first place.

Communication Barriers

It is important to recognize the most common communication barriers and understand their negative impact on communication. Frequently, others are not influenced the way we want because we have failed to recognize and deal with communication barriers. In order to overcome these barriers, we must recognize their characteristics and their effects.



The three kinds of communications barriers are Sender-message, physical, and listener-receiver. When effective exchange of understanding is not taking place, one or more of these barriers is getting in the way. When a barrier is present in a communication exchange, communication will suffer to some degree. The figure at the right illustrates the strength of the three barriers in relationship to our attempt to identify and reduce them. The figure illustrates that physical barriers are the easiest to identify and reduce or eliminate while the listener barriers are most often the hardest to identify and reduce or eliminate.

Acceptance of the responsibility of communication breakdown is quite a different matter. It is difficult to get anyone to admit that they might be the cause of ineffective communication. A sender feels that most communication problems are the fault of the listener or receiver. These people are not anxious to confess that they might be the cause of communication barriers. The same is true with the listeners. A listener feels that most communication problems are a result of sender or message caused communication barriers. They show little interest in accepting responsibility for poor or inadequate communication.

Listener Barriers

These barriers relate to the listeners **mind set**. Typical mind sets of listeners include not paying attention or daydreaming. The listener generally exhibits resistance toward the sender and/or the message. Listener resistance can also be characterized as **uneasy** communication, perhaps even confrontational communication.

Examples of listener barriers include:

1. Listener jumps to conclusions.
2. Listeners tend to see and hear what they want to see and hear. This usually means they listen to that which seems to agree with their own preconceived ideas.
3. Listeners tend to reject any message that contradicts their beliefs and assumptions.
4. Listeners may have emotional problems that cause their minds to be preoccupied.
5. Listeners do not ask questions to clarify when they do not understand a point. They tend to fill in with their own ideas.
6. Listeners may nod their heads in agreement when they actually do not agree or are not sure that they agree.

Listener barriers that arise in situations where communication is taking place for the first time usually happen by surprise after the exchange process starts. In situations such as disciplinary reviews, accident reviews or review of inadequate performance, the receiver may feel resistance at the start of the exchange process.

The title **Listener Barrier** fixes ownership of this barrier with the listener. Even so, it is the sender's responsibility to achieve understanding and therefore, the sender's responsibility to recognize and take action to overcome these barriers. Because the ownership of this barrier is with the listener, there tends to be reluctance by the sender and receiver (listener) to deal with (neutralize) this barrier. Following are some reasons:

- Sender may not discover listener resistance.
- Sender may be aware of listener resistance, but not know what to do about it.
- Sender may dislike or be disliked by the receiver.

- Sender may be aware of their resistance and not want to do anything about it.
- Listener feels resistance and does not understand why.

No matter what the cause of listener resistance or the reluctance to overcome it, it is necessary to neutralize listener resistance to achieve commitment.

Sender-Message Barriers

These barriers generally relate to style and content of communication, both of which originate with the sender. Examples of sender barriers include:

1. Sender has not decided or specified precisely what listener response is expected.
2. Sender incorrectly assumes the listener has adequate knowledge to understand the message.
3. Sender uses words and examples unfamiliar to the listener.
4. Sender continues talking when the listener's attention has been distracted (i.e. noise, uncomfortably cold or hot, other people, dangerous objects, etc.).
5. The sender may say the message in a way that turns of the listener or may even antagonize the listener to cause a totally different message to come through than the one intended.
6. The 500 most commonly used words in the English language have 14,070 dictionary meanings. They mean different things to different people.
7. More words are used than are necessary to convey the message, which forces the listener to make conclusions about which words carry the real meaning of the message.
8. More than one issue is included in a single message, which confuses the listener.
9. Illustrations or examples used may not be appropriate to get the point across to the listener.
10. The sender may intentionally **beat around the bush** and never get to the point of the communication.

Sender-message barriers start to develop before there is any attempt to exchange understanding with anyone else. They continue throughout the

exchange whether the exchange is written, spoken, or a combination of both.

The title **Sender-Message** fixes ownership and responsibility for this barrier with the sender. Oftentimes, there is a reluctance to deal with (overcome) this kind of barrier for the following reasons:

- Sender may not be aware of the barrier's existence.
- Sender, in a supervisory position, may feel that the receiver is responsible for understanding.
- Senders may be aware of their existence, but not know what to do about it.
- Senders may be aware of their existence, but feel that the urgency is too great to spend sufficient time to overcome it.
- Receivers may not be aware of their existence.
- Receiver may realize that a message is unclear or that the method or style of presentation is causing the barrier, but hesitates to take a risk and mention it to the sender.

It is the sender's responsibility to achieve understanding and, therefore, the sender's responsibility to take action to overcome sender-message barriers and achieve commitment from the listener to respond as expected. Sender-message barriers are by far the most common barriers and contribute to more communication failures than physical and listener barriers combined.

Physical Barriers

These barriers usually relate to environmental factors that affect communication. In relation to the sender or the receiver of the communication, these barriers are neutral. They are not originated by the sender or the receiver. Common examples include:

1. Noise may make hearing difficult.
2. Listener hearing loss.
3. The temperature is uncomfortably cold or hot.
4. The communication may be taking place where there is danger.
5. Distracting activities may be going on nearby.

Physical or environmental barriers most often begin at the start of the communication exchange. They are usually fairly obvious and because they

are neutral, there is not risk to anyone's ego for either the sender or receiver to mention physical barriers when they exist. It usually is a very simple matter to overcome them once they are acknowledged.

Even though physical barriers are neutral, and even though listeners commonly initiate action to overcome them, it is the sender's responsibility to achieve understanding. It is, therefore, the sender's responsibility to initiate action to overcome physical barriers to achieve commitment from the listener to respond as expected.

The Sender's Solution: Get Tellback

The solution to the Communication Problem is to have the listener(s) tell you back what they understood about the message. This practice can make sure the exchange of understanding takes place no matter how many barriers are present.

You can never be sure how your message is being received without checking to determine what the listener understands. However, if you continue to check a listener's understanding until the listener demonstrates complete understanding, you will achieve communication no matter how many barriers are in the way.

The single most important step in verbal communication is to check what part of your message was understood as intended. When you find out what your listener did not understand, you can explain or discuss that part of your message and check it again. You can keep the process going until the listener demonstrates that your complete message has been understood as intended.

Make it a practice to check with your production team members to determine what they understand of every message you give them. It is common for the sender to ask the listener, *Do you understand?* after giving directions or instructions. Often, they do not even know what they do not understand. People say *yes* legitimately because they do understand what they do understand.

Recall the research that indicated that people only get about 50 percent of any message when they listen? When you ask, *Do you understand?* The listener can say *yes* or *no*. What you are offering them is a 50 percent chance of making a liar out of themselves unknowingly. It is likely they only understand about 50 percent of the communication.

The only way you can find out what part of your message was understood is to have listeners tell you back what they understand. It is not uncommon to feel uneasy the first several times you ask for tellback. Practice will more than convince you of the benefits. It will make you a better communicator. It will also save you time. Request tellback even when you are rushed.

Feedback

Feedback is different from tellback. Feedback is different from tellback. Feedback may add new information to the communication or contribute to the speaker's understanding of what he/she was talking about. Tellback merely restates what the speaker said to assure both speaker and listener that the listener understood what was said.

Guidelines for giving feedback

1. Note readiness of the receiver.

Give feedback only when there are clear indications the receiver is ready to listen to it. If not ready, the receiver may misinterpret it or not hear it at all.

2. Be descriptive, not interpretive.

Giving feedback should be like acting as a candid camera. Feedback is a clear report of the facts, rather than our ideas about why things happen or what was meant by them.

3. Use appropriately.

Feedback should be given when there is a good chance it can be used helpfully. It may not be helpful if the receiver feels there is currently other work that demands more attention. Or, critical feedback in front of others may be more damaging than helpful.

4. Avoid the obvious.

There is a tendency in giving feedback to say only the obvious. Consider whether the idea or thought you are reacting to is really new information for the receiver.

5. Do not demand change.

Feedback is not a request for a change. Let the receiver, on the basis of new information; make up his or her mind whether to change. You may suggest a change, but don't say I have told you what's wrong with you, now change!

6. Do not overload.

When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the receiver, I just happen to have a list of reactions here and if you'll settle back for a few hours I'll read them off to you. The receiver may prefer time to consider each item.

7. Be helpful.

Consider your own reasons for giving your reactions. Are you trying to be helpful to the receiver? Or, are you unloading some of your own feelings or using the occasion to try to get the receiver to do something that would be helpful to you.

8. Keep in balance.

Giving feedback can become one-upmanship. The receiver goes away feeling not as good as the giver because it was his or her potential for improvement that was focused upon. The exchange often can be kept in better balance if the giver includes some feelings and concerns.

Guidelines for receiving feedback.

1. State what you want feedback about.

Help the giver provide useful reactions by asking for feedback about specific things.

2. Check what you have heard.

Use paraphrasing to be sure you understand the giver's message. You may react to the feedback before you are sure you heard correctly what was intended.

3. Share your reactions to the feedback.

As your own feelings become involved, you may forget to share your reactions to the feedback you have received. Knowing what was and what was not helpful assists the giver in improving skills at giving useful feedback. If he/she is uncertain about your reactions, he/she may be less apt to risk sharing in the future.

Predictions

"Computers in the future will weigh no more than 1.5 tons." (Popular Mechanics, forecasting advance of science, 1949.)

"I think there's a world market for maybe five computers." (Thomas Watson, chairman of IBM, 1943.)

"I have traveled the length and breadth of this country and talked with the best people, and I can assure you that data processing is a fad that won't last out the year." (Editor in charge of business books for Prentice Hall, 1957.)

"But what is it good for?" (Engineer at the Advanced Computing Systems Division of IBM, commenting on the micro chip, 1968)

"There is no reason why anyone would want to have a computer in their home." (Ken Olson, president, chairman and founder of Digital Equipment Corp, 1977.)

"This 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us." (Western Union memo, 1876.)

"So we went to Atari and said, 'We've got this amazing thing, even built with some of your parts and what do you think about funding us? Or we'll give it to you. We just want to do it. Pay our salary; we'll come work for you.' They said 'No'. Then we went to Hewlett-Packard; they said, 'We don't need you. You haven't got through college yet'." (Apple Computer founder Steve Jobs on attempts to get Atari and HP interested in his and Steve Wozniak's personal computer.)

"Stocks have reached what looks like a permanently high plateau." (Irving Fisher, Economics professor, Yale University, 1929.)

"Everything that can be invented has been invented." (Charles H Duell, Commissioner, US Office of Patents, 1899.)

"64K ought to be enough for anybody." (Bill Gates of Microsoft, 1981.)

Job descriptions are important

Job descriptions improve an organization's ability to manage people and roles in the following ways:

- clarifies employer expectations for employee
- provides basis of measuring job performance
- provides clear description of role for job candidates
- provides a structure and discipline for company to understand and structure all jobs and ensure necessary activities, duties and responsibilities are covered by one job or another
- provides continuity of role parameters irrespective of manager interpretation
- enables pay and grading systems to be structured fairly and logically
- prevents arbitrary interpretation of role content and limit by employee and employer and manager
- essential reference tool in issues of employee/employer dispute
- essential reference tool for discipline issues
- provides important reference points for training and development areas
- provides neutral and objective (as opposed to subjective or arbitrary) reference points for appraisals, performance reviews and counseling
- enables formulation of skill set and behavior set requirements per role
- enables organization to structure and manage roles in a uniform way, thus increasing efficiency and effectiveness of recruitment, training and development, organizational structure, work flow and activities, customer service, etc
- enables factual view (as opposed to instinctual) to be taken by employees and managers in career progression and succession planning

Job description template:

- Job Title
- Based at (Business Unit, Section - if applicable)
- Position reports to (Line Manager title, location, and Functional Manager, location if matrix management structure)
- Job Purpose Summary (ideally one sentence)
- Key Responsibilities and Accountabilities, (or 'Duties'. 8-15 numbered points)
- Dimensions/Territory/Scope/Scale indicators (the areas to which responsibilities extend and the scale of responsibilities - staff, customers, territory, products, equipment, premises, etc)
- Date and other relevant internal references

For senior job descriptions it is useful to break key responsibilities into sections covering Functional, Managerial, and Organizational areas.

The most difficult part is the Key Responsibilities and Accountabilities section. Large organizations have generic versions for the most common organizational roles - so don't re-invent the wheel if something suitable already exists. If you have to create a job description from scratch, use this method to produce the 8-15 responsibilities:

1. Note down in a completely random fashion all of the aspects of the job.
2. Think about: processes, planning, executing, monitoring, reporting, communicating, and managing people / resources / activities / money / information / inputs / outputs / communications / time.
3. Next combine and develop the random collection of ideas into a set of key responsibilities. (A junior position will not need more than 8. A senior one might need 15.)
4. Rank them roughly in order of importance.
5. Have someone who knows or has done the job well check your list and amend as appropriate.
6. Double check that everything on the list is genuinely important and achievable.

Do not put targets into a job description. Targets are a moving output over which you need flexible control.

Do not put 'must achieve sales target' into a job description. This is a pure output and does not describe the job. The job description must describe the activities required to ensure that target will be met.

Do not have as one of the key responsibilities 'and anything else that the manager wants'. It's not fair, and no-one is ever committed to or accountable for such a thing.

If you are recruiting to fill a role it is important to formulate a person-profile to help with job advert wording; psychometric profiling; short listing; interviewing points to assess; and final selection.

Person-profile template:

- Personality
- Personal Situation
- Specific Job Skills
- Computer Skills
- Literacy and Numeracy
- Commercial Skills
- Management Ability

Tips on creating, introducing and agreeing job descriptions

There are several ways to approach the need for new or updated job descriptions within an organization or department, and these methods can achieve some other useful benefits too. The workshop method is particularly effective and time-saving.

Workshop - people brainstorm and draft job descriptions in pairs or threes - ideas are shared, best formats agreed and senior management is able to participate, guide and approve. This process for creating or revising job descriptions is also very good for creating a sense of ownership of responsibilities and accountabilities, and for clarifying mutual understanding and expectations.

Cascade a basic empty template down through staff, asking for each staff member to draft what they believe is there own JD, and for each person to provisionally agree/modify JD with their line boss. These drafts then come back up to centre for review, adjustment and re-issue. Also promotes useful discussion and clarification of expectations between staff members and their line-managers.

Draft provisional generic formats at centre - then cascade through staff via line managers for comment/agreement, between staff members and line managers.

General points on creating or updating job descriptions:

Where you have a number of similar job functions, try to limit the main job description types to as few as possible. Reflect job differences in levels of authority, seniority and scale etc, in the parameters section of the main job description.

Encourage line managers to hold their own workshop meetings to arrive at shared best ideas and consensus.

Your trade association(s) might be able to assist with some generic job description samples. It's also worth asking large partners/customer organizations if they can show you their equivalent job descriptions, where they have similar jobs.

Writing job descriptions - guidelines

A good job description must be a brief concise document - not lots of detail of how each individual task is done, which should be in an operational manual, which can of course then be referenced by very many different job descriptions, saving lots of time, especially when operational details change, as they inevitably do.

A job description is in essence a list of 8-15 short sentences or points which cover the main responsibilities of the role, not the detailed processes.

Follow the job description structure and guidelines on this webpage - **don't get side-tracked or persuaded into writing an operational manual**. Detailed tasks belong in an operational manual, not a job description. If your boss or organization thinks your job description should contain the detail of how you do your job, and then encourage him/her/your organization to produce an operational manual instead, and explain the logic and time-saving benefits that are shown on this page.

Use the job description structure on this webpage as a template into which you should put your main 8-15 responsibilities.

If you need to re-write job descriptions (or your own job description) then structure it in terms of main responsibilities - not the detail. If you wish, or if helpful to arrive at your main responsibilities, you can list the detail of your job tasks elsewhere, as this effectively represents a section in an operations manual - which shows the detail of how the job is done. You can use the detail to indicate (to yourself) the main responsibilities, but for the job description you must summarize the detail into broad descriptions, for example:

All the detail concerned with, for instance 'invoicing', could be covered by: 'manage and report on all invoicing activities using agreed systems and processes (as defined in the operational manual).'

All the detailed process concerned with, say 'cash management', could be included in 'manage movement, security and accounting of cash in accordance with agreed processes and standards (as defined in the operating manual).'

See what I mean? Try to identify the main activities by type, not the detail.

Where appropriate refer to where the detail is held (for example the operational manual, safety manual, or say 'agreed procedures/standards') - do not attempt to include the detail in the job description.

It might help to see things in terms of the main types of activities (rather than your specific task detail), as listed at the top of the webpage and listed here again:

Bold type indicates that these responsibility areas would normally feature in most job descriptions:

- **communicating (in relation to whom, what, how - and this is applicable to all below)**
- **Planning and organizing (of what...)**
- **Managing information or general administration support (of what...)**
- **Monitoring and reporting (of what...)**
- Evaluating and decision-making (of what...)
- Financial budgeting and control (of what...)
- Producing things (what...)
- Maintaining/repairing things (what...)
- Quality control (for production roles normally a separate responsibility; otherwise this is generally incorporated within other relevant responsibilities) (of what...)
- **health and safety (normally the same point for all job descriptions of a given staff grade)**
- Using equipment and systems (what...)
- Creating and developing things (what...)
- **self-development (normally the same point for all job descriptions of a given staff grade)**

Plus any responsibilities for other staff if applicable, typically:

- recruiting (of direct-reporting staff)
- assessing (direct-reporting staff)
- training (direct-reporting staff)
- managing (direct-reporting staff)

Senior roles will include more executive aspects:

- developing policy
- duty of care and corporate responsibility
- formulation of direction and strategy

You will find that you can cluster most of the tasks on your (initially very long) list into a list of far fewer broad (but still specific) responsibilities according to the above examples of typical job description activity areas.

The tendency when having to create or re-write job descriptions is to under-estimate the strategic nature of the role and responsibilities, and to be too detailed.

If writing your own job description, especially if you perform a wide range of responsibilities in a small company, then try to be bold in the way you describe what you do - use the sort of terminology that is found in senior-level job descriptions - it is

likely that you could have a similar type of strategic responsibility without realizing it or being recognized for it.

Doing this will help you and others to recognize, formalize and acknowledge the importance of what you do, and therefore your value to the organization. It will also suggest several ways in which you could grow and to develop (into) the functions involved, and also indicate ways that the responsibilities activities can be developed, whether you do them or not, although you may be surprised at the high level of your own influence to drive and decide these decisions. Empowerment is often what you make it.

Behavioral interviewing:
taking the guesswork out of recruitment
OHP-1
Memorably entertaining training
video arts

The key points:

Preparation

The preparation prior to an interview is as crucial in obtaining good behavioural evidence. Know what you are looking for or the skills and techniques exercised in the interview are likely to come to the wrong conclusion.

Read the documentation such as job description and person specification.

Decide the behavioural selection criteria for the job.

Be clear on what it is that distinguishes a good worker from a poor worker?

A clear focus on these features will help the interviewer to know what qualities to look for.

Prepare questions which will elicit behavioural answers - no hypothetical questions; focus on past actions not future ones.

Interview conduct

The primary consideration is to obtain sufficient valid information from the interview to allow a judgement to be made about the candidate's suitability and relative strengths and weaknesses. This rules out ***stressful*** interviews but not ***stretching*** interviews where penetrating questions may be asked without unduly upsetting the candidate.

At all times you should adopt an encouraging manner. Attempt to keep the candidate talking, by sympathetic nods and sounds if necessary. The candidate should remain in total ignorance of your own personal views although it is sometimes useful to express an opposing opinion to see how successful he or she is in defending their own point of view.

The interview is a ***two way*** process; listen to the responses carefully and analyse what is being said.

Establishing rapport

Many factors combine to cause stress in a candidate, and most of these will be outside the control of the assessor. A lot of stress stems from the fact that the candidate is in setting in which he or she has little control and wishes to appear at their best.

Reduce stress as much as possible. The assessor can influence this (either positively or negatively) by their facial expression, body posture, gestures, tone of voice and questioning style.

It is extremely difficult, if not impossible, to exercise complete conscious control over these essential unconscious factors. The best way to appear friendly and benign is, to feel friendly and benign. The unconscious indicators will then follow naturally.

Questioning skills

The point about questions is that different types elicit different types of answer; some provide behavioural evidence and some do not. Using the right type of question at the right time is crucial to a successful interview. Every question must have a purpose and that is to gain evidence.

> "Tell me about a time when you needed to implement something which affected other parts of the business." (consultation)
>
> "Describe a time when you needed the co-operation of other teams or particular team members" (consultation and possibly flexibility)
>
> "Think of a time when you have been presented with a barrier to achieving your goals. What did you do?" (flexibility, drive)
>
> How helpful were her chums? Did they readily agree or did she have to persuade them, if so how did she do it? (Consulting)
>
> How did she decide on the best two to look at? (Responsibility, Planning)
>
> What criteria did she use when assessing the systems? (Responsibility, Planning)
>
> How did the negotiations go? What did she achieve and what did she say to win it? (Cost controller)

The first broad distinction to understand is between open and closed questions.

Open questions

Require the candidate to string more than one or two words together in order to answer.

Closed questions

These questions can be answered with a “yes” or “no” response. They are useful for checking facts and understanding.

Unfortunately the simple division between open and closed questions is not the only one. Within the open and closed categories there are further sub-divisions.

For example, as you will see below, leading questions can be open or closed and multiple questions can be both. There are some questions to be avoided.

Avoid

Leading questions

Questions that lead the candidate to the answer you wish to hear are counterproductive. In order to ask questions that gather evidence you must keep your mind open.

Seeking to confirm a conclusion

Many interviewers try to work things out in their own mind and then spend their time at the interview seeking to confirm their conclusion.

Giving away your view

In this type of leading question the interviewer hints at or sometimes blatantly gives his or her point of view. The candidate is likely to trim his or her sails and tell you what you want to hear. If you do need to put contrary views try a third party approach.

Answering your own questions

Don’t be tempted to answer your own questions, either by jumping in too soon to help the candidate out, or by giving a number of alternatives for the candidate to choose from- some of which they may never have thought of for themselves.

Vague questions

These are questions that do not gather evidence because they are either not specific or not practical. Remember what constitutes evidence:

Behavioural – behaviour in a certain situation
Situational – application of mind to problems

Theoretical questioning

Theoretical questions are useful when the candidate has no experience in the area you wish to explore or where you wish to test their intellectual application to situations that are new to them by asking them how they would respond.

They should be AVOIDED for BEHAVIOURAL evidence.

Complicated questions

There are long-winded questions which confuse the candidate and probably the interviewer. They waste time because they involve the interviewer talking and the candidate listening - while you are talking you are not gathering evidence.

Multiple questions

Again, these can lead to confusion and loss of control.

Correct questions

Introductory questions (broad questions)

These are open questions that are used to lead into topic areas, to pave the way for further probing. They allow the candidate to expand on points and produce leads for the interviewers to pick up on.

Probing questions

These questions seek out more detail on what actually happened, they are usually open but can be closed.

Bridging questions

These can be used to steer the interview to ensure a smooth flow, they refer back to earlier comments and ask for more detail.

Key word/phrase repetition

This is where the interviewer cues the candidate to elaborate on a particular point by repeating the key word or phrase with an enquiring intonation.

Words which help candidates think behaviorally

Give me an example/ an instance of...

What exactly/specifically...

What did you personally...

What precisely...

Think of one instance/person...

Funneling

Start with open questions: - How, which, why, what and who?

Get the candidate to think of a ***specific*** situation or person, if they have more than one person in mind get them to select one of them.

Ask questions which get you to the actions they ***personally*** took or what they ***actually*** said in that situation or to that person.

Take them back to the start of the situation and ask them to talk you through what happened ***one step at a time***. Take them back a stage if they skip something. Phrases that work well are “What happened next?” or “What did you do next?

Contra evidence

If you are forming a particular view of a candidate, whether good or bad, then ask questions about the opposite. For example, if a candidate appears to have had a problem with a colleague ask them about a time a colleague was helpful, or they helped out a colleague.

Funnel hopping

If a funnel produces an example which is weak or they haven't really experienced what you are looking for in that example ask if they have experienced it in another role/situation. If so, this saves time in building a funnel from scratch.

Active listening

Don't make assumptions. Ask the candidate to explain what they mean and to fill in any gaps in the story.

Analyse what they are saying; build a picture in your mind; think of problems they may have encountered then ask an ***open*** or ***closed*** question to check – not a ***leading*** question.

Listen for strong or emotive words and phrases and follow these up.

Listen for generalisations; words like "usually", "generally", "normally". Get them to give an example of a particular time it happened, or a specific example.

Decision making

Look for behavioural evidence on each selection criterion. Remember, behavioural evidence is what they actually did or said in a particular situation they have actually experienced – not what they would do.

Weight the evidence. The more ***recent*** the example the better the evidence.

Look for ***trends*** rather than one off experiences. Look for the negative behaviours which would seriously ***impact*** on their ability to do the job. Remember that everyone has weaknesses; decide can you live with them for this job?

Interviews Tips

1. You must make notes of the questions you intend to ask - otherwise you'll forget.
2. Decide the essential things you need to learn and prepare questions to probe them.
3. Plan the environment - privacy, no interruptions, ensure the interviewee is looked after while they wait.
4. Arrange the seating in an informal relaxed way. Don't sit behind a desk directly facing the interviewee - sit around a coffee table or meeting room table.
5. Clear your desk, apart from what you need for the interview, so it shows you've prepared and are organized, which shows you respect the situation and the interviewee.
6. Put the interviewee at ease - it's stressful for them, so don't make it any worse.
7. Begin by explaining clearly and concisely the general details of the organization and the role.
8. Ask open-ended questions - how, why, tell me, what, (and to a lesser extent where, when, which) to get the interviewee talking.
9. Make sure the interviewee does 90% of the talking.
10. Use 'Why?' often to probe reasons, thinking and to get to the real motives and feelings.
11. High pressure rarely exposes hidden issues - calm, relaxed, gentle, clever questions do.
12. Probe the cv/resume/application form to clarify any unclear points.
13. If possible, and particular for any position above first-line, use some form of psychometric test, or graphology, and have the results available for the interview, so you can discuss them with the interviewee. Always give people the

results of their tests. Position the test as a helpful discussion point, not the deciding factor. Take care when giving the test to explain and reassure.

References

As an employer - employers should always follow up and check successful job interview candidates' references. Not to do so is irresponsible, especially if recruiting for jobs that carry serious responsibilities, such as working with children, disabled people, sensitive data, money, valuables, etc.

You must inform or ask permission from the candidate prior to checking their references.

The extent and depth to which references should be checked depend on the situation and the referees given by the job applicant. Certainly make job offers conditional to satisfactory checking of references, and if as an employer you are not happy about the referees provided then ask for others. Checking references can be a very sensitive area, so care needs to be used. Many references will not be comfortable providing personal information about a person, not least due to fear of defaming someone and the liabilities concerned. Postal reference checking is an alternative to telephoning, although many references feel less comfortable effectively making a written record of negative comments, and may be more forthcoming in a telephone conversation.

Refusal to provide a reference about someone is obviously not a helpful sign, and considerable positive feedback from reliable alternative references would normally be required to proceed with a job offer following such a response.

Bear in mind also that the reference may have their own agenda. Take care to interpret carefully any personal comments which might stem from personality clash. Try to concentrate on facts with evidenced examples rather than opinions.

References should definitely be checked concerning job-critical areas (relevant to the new job for which serious liabilities might exist if candidate is not telling the truth), as should any areas of suspicion or doubt that cannot be resolved/proven for sure at interview.

And for everyone, irrespective of satisfaction with interview answers, it is important to check some basic facts with past employers to ensure that the candidate has not been telling a pack of lies.

Possible areas to check (a sort of checklist - not a fixed agenda):

- CV/career history, dates, salaries.
- Qualifications and training.
- Personal details, age, etc.
- Claims about achievements and performance in past jobs.
- Personality and relationships at work.
- Domestic situation, financial situation.

Seek local qualified advice from your HR department or advisor if in doubt, and also if you want to use a postal reference checking method, since most HR departments will already have a standard approved document for this purpose.

PAIN
less
performance
improvement

Performance Improvement Discussions – How Do I Dread Thee?

Take a few minutes to assess your uneasiness with performance improvement discussions.

When I get ready to meet with someone to talk about a performance problem, I:

a. Break out in a cold sweat.
b. Try to think of a reason to reschedule until tomorrow.
c. Feel giddy with anticipation.

Instead of having a performance improvement discussion this afternoon with one of my employees, I would rather:

a. Have a root canal.
b. Take the day off.
c. Move it up to this morning.

It's been a month since I last had to deal with a performance problem on my team and I am:

a. Dreading the next problem.
b. Hoping nothing comes up but will address it if it does.
c. Anxiously awaiting the next time that one of my employees messes up.

Working with employees to improve their performance is the:

a. Worst part of my job.
b. Is an important part of my job.
c. Best part of my job.

The statement that best describes how I feel about performance improvement is:

a. "Do I have to?"
b. "I don't like it but I know it's important so I'll do it."
c. "I can't believe they pay me to do this!"

Scoring

Count the number of a, b, and c responses you have and record them below.
Number of responses: a. _____ b. _____ c. _____

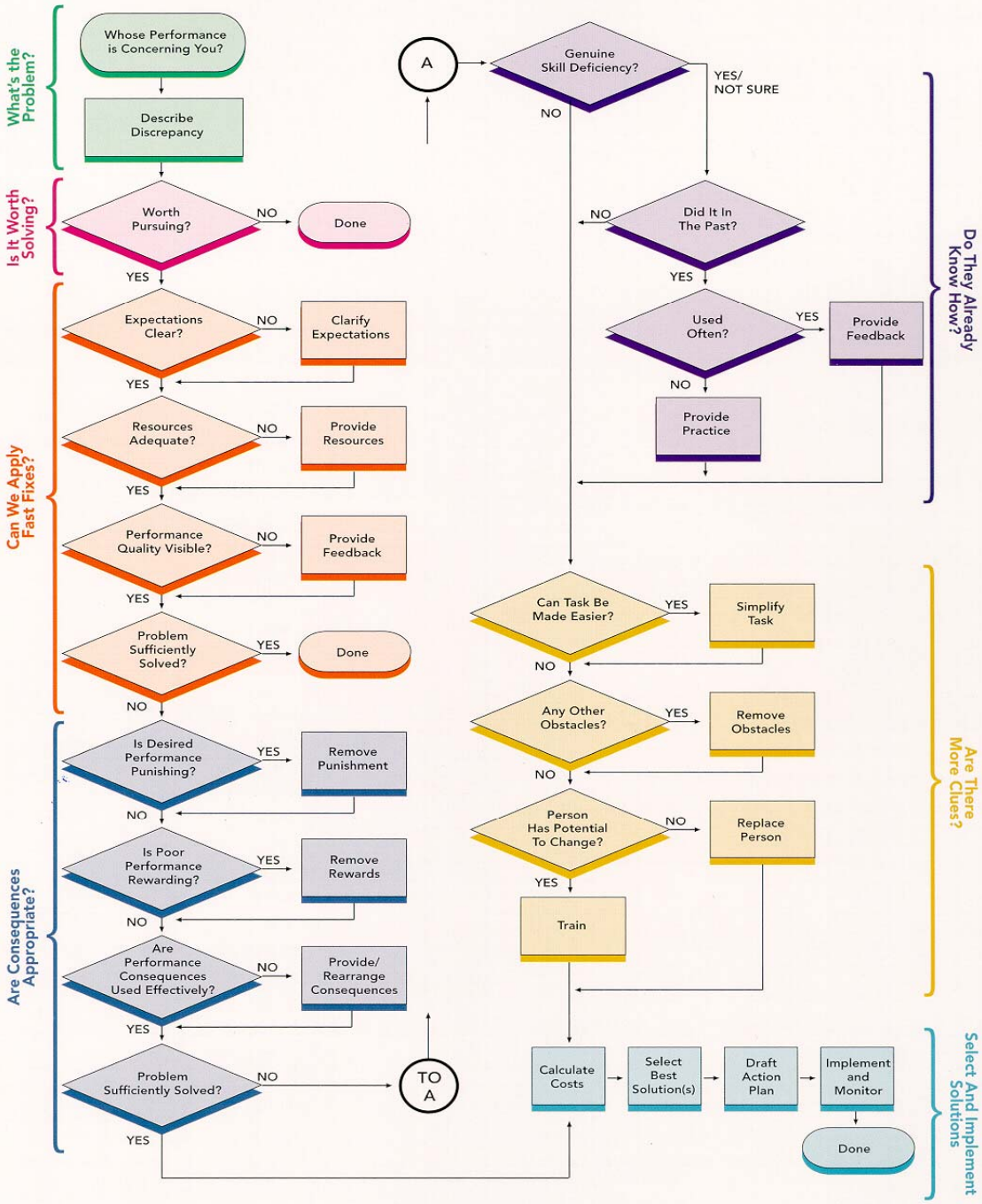
If the majority of your responses are:

a. You believe performance improvement discussions are wrought with conflict. In case it makes you feel any better, you're not alone! The good news is that after you finish this training, we're confident you won't look forward to letting a dentist grind through one of your molars just to avoid a performance improvement discussion.

b. You may look for reasons to legitimately postpone a performance improvement discussion, but you understand its importance. The good news is that when you finish this training, you'll feel much more comfortable and confident when you meet with an employee to discuss poor performance.

c. We're a little worried about you. Either you need a vacation or you need to go back and complete the activity again. We're guessing you were a bit optimistic with your responses.

PERFORMANCE ANALYSIS FLOWCHART



© 1997 The Center for Effective Performance, Inc. Adapted from *Analyzing Performance Problems*, Third Edition by Robert F. Mager and Peter Pipe.
For information contact: The Center for Effective Performance, Inc., Atlanta, Georgia 1-800-558-4CEP

Quick Reference Guide

Use the following guide as a way to help others see why they "really oughta wanna" re-evaluate solutions they have already decided upon.

I. Describe the problem

1. What is the performance discrepancy?
   a. Whose performance is at issue?
   b. Why is there said to be a problem?
   c. What is the actual performance at issue?
   d. What is the desired performance?

2. Is is worth pursuing?
   a. What would happen if I let it alone?
   b. Are our expectations reasonable?
   c. What are the consequences caused by the discrepancy?
   d. Is that cost enough to justify going on?

II. Explore Fast Fixes

3. Can we apply fast fixes?
   a. Do those concerned know what is expected of them?
   b. Can those concerned describe desired performance? Expected accomplishments?
   c. Are there obvious obstacles to performance?
   d. Do these people get feedback on how they are doing?

III. Check Consequences

4. Is desired performance punishing?
   a. What are the consequences of performing as desired?
   b. Is it actually punishing or perceived as punishing?

5. Is undesired performance rewarding?
   a. What rewards, prestige, status, or comfort support the present way of doing things?
   b. Does misbehaving get more attention than doing it right?

6. Are there any consequences at all?
   a. Does desired performance lead to consequences that the performer sees as favorable?

IV. Enhance Competence

7. Is it a skill deficiency?
   a. Could they do it if their lives depended on it, i.e., could they do it if they really had to?
   b. Could they once perform the task but have forgotten how?
   c. Is the skill used often?

V. Remove Other Obstacles

8. Can the task be simplified?
   a. Particularly for "hurry up" demands, can I reduce the standards by which performance is judged?
   b. Can I provide some sort of performance aid?
   c. Can I redesign the workplace or provide other physical help?
   d. Can I parcel off part of the job to someone else or arrange a job swap?

9. Does something get in the way of doing it right?
   a. Lack of knowledge about what's expected?
   b. Conflicting demands?
   c. Restrictive policies?

10. Is it likely that this person could learn to do the job?
    a. Does this person lack the physical or mental potential to perform as desired?
    b. Is this person over-qualified for this job?

VI. Develop Solutions

11. Which solution is best?
    a. Have all potential solutions been identified?
    b. Does each address one or more parts of the problem(s)?
    c. Have estimates of any intangible costs of the problem(s) been included?
    d. What is the cost of each potential solution?
    e. Which solution(s) are most practical, feasible, and economical?
    f. Which yields most value, solving the largest part of the problem(s) for least effort?

©1997 The Center for Effective Performance, Inc. Adapted from *Analyzing Performance Problems*, Third Edition by Robert F. Mager and Peter Pipe.
For information contact: The Center for Effective Performance, Inc., Atlanta, Georgia 1-800-558-4CEP or visit our website at **www.cepworldwide.com**.

Practical Answers to Real World Questions

1. He's Hanging Out With Friends...

One of my employees told me that another one of my night-shift employees regularly has friends visit and hang out at the front counter with him. Since I've never seen it happen, what should I do?

Stop by, unannounced, during the night shift and see for yourself.
Show your night-shift employees that you think they are important. Maybe you'll even catch them doing something right! As for the employee in question, stop in and observe the inappropriate behavior, which will make it easier to address.

What if I don't actually see friends hanging out with the employee? What if I don't see any problem?

That's when it gets tricky, because you are dealing with hearsay. Instead of stating what you've observed, state what someone told you and give your employee the opportunity to tell his side. But it's important to plainly state what you were told. Keep your emotions out of it and do not judge. At that point, it really depends on what your employee says. If he admits his friends come and hang out, then remind him of the performance goal and move into problem solving. If he sidetracks you, use the "right now" redirect and continue. If he denies the behavior, give him the benefit of the doubt and plainly state the performance goal. Consider saying something like, "Okay. I don't know if it's true or not and it doesn't matter. Since this was said though, I need to make sure you understand that socializing and having friends visit during work hours is not acceptable."

2. I Feel Bad for the Guy...

He has worked for me for the last two years. He's not a star performer by any means, but he is solid: meets the time and quota standards, always on time, helps out wherever he's needed. Just recently, though, he started missing his quota. His work is slower and I've had to send a few pieces back because of quality problems. I feel bad for the guy. His wife just left him and I keep waiting for him to get back on track. I don't want to add to his problems, so I haven't said anything, but it's been two weeks. What should I do?

Say something.

It's tough to address a performance issue when your employee has always been a solid asset to the group. But it's time. Your other employees are watching you and you have a business to run. If you continue to look the other way, the problem may get worse, his missed quotas may start to affect the entire group, and quality may become an issue.

Keep your emotions out of it and state what you've observed. Anticipate that he may sidetrack you by talking about his personal problems. Listen and validate him by saying something like, "I know you are going through a difficult time with your wife. But right now, we're talking about our quota and quality standards. The company expects us to ...

3. She Needs to Lighten Up...

She's one of those people who just rubs people the wrong way – me included. I finally told her that she needed to lighten up a bit with customers and staff if she wants to be successful here. Our meeting didn't go well. What should I do now?

Just avoid her for a couple of days and the whole thing will blow over.

Ahh, if only that were true. But it isn't. Avoiding her will likely only make things worse, especially if emotions flared during the meeting. Instead, start at the beginning. Let go of your attitudes and emotions about her and focus on performance.

Ask yourself what you mean by "lighten up" and think about her interactions with customers and staff. What does she do? Does she argue? Does she stand too close? Does she talk loud? Does she interrupt? Is her eye contact too intense? Think about *why* she rubs you the wrong way. Be honest with yourself. Do you have preconceived ideas about her? Have you already mentally written her off? Use the Six-Step Prep and when you're ready to let go of your attitudes and emotions, meet with her again.

Start with an apology and move into the Painless Performance Improvement Process. Say something like, "I'm sorry our previous meeting didn't go well. I want you to be successful here, and I realize I need to be more specific with you about your performance. I noticed that when you talk with customers, sometimes you argue with them about... "

4. Excuses, excuses, excuses...

When I try to talk with my employee about meeting her deadlines, she gives me a laundry list of reasons why she missed the deadline: her co-workers didn't give her the information on time. She missed a day last week because she was sick. The system was down. The vendors changed their pricing at the last minute. What can I do to get her to understand the deadlines are her responsibility?

Tell her.

Excuses are a classic sidetrack, which diverts your attention to something or someone else. Plan to meet with your employee using the Painless Performance Improvement Process. And when she starts to give you excuses, use the "right now" redirect to get back on track.

5. He Needs an Attitude Adjustment…

After watching a couple of upset customers walk out, I met with my newest employee to learn what happened. He said he could sell three customers in the time it takes one old lady to figure out what he's talking about. How can I help him change his attitude?

You can't. But you can help him change his behavior.

It's a personal choice to change an attitude whether it's our current mood or a long-held bias. Wwe alone can choose to change it. Sometimes our beliefs are so deep-seated (such as believing that elderly people are slow), it takes a life-changing event to make a change. But we *can* influence others to change their behaviors.

For starters, think about what your employee is doing to anger his older customers. Think about the specific behaviors you've seen. That's your starting point for your performance improvement discussion.

He flatly told you that he wants nothing to do with older customers. When you remind him of the performance goal, speak in behavioral terms – greet with a smile, explain the product, answer questions, etc. And express your expectation that he will offer outstanding service to all customers, regardless of age.

6. The Attack…

I have an employee who talks on the phone a lot. When I spoke to her about it, she said, "You talk to

your wife on the phone. I talk to my husband and a couple of friends once in a while but I get all my work done. What's the problem?" What she says is true, so where do I go from here?

Decide whether it's really a problem.

If your company tracks personal phone usage and has standards that she exceeds, then it's a problem. State what you've observed and use the reports if you have any. "I noticed your personal phone calls are quite a bit over the company's limit." When she attacks you, counter the sidetrack with the "right now" redirect and explain the company's expectation. Then move into problem solving.

If your company doesn't track phone usage, but the amount of personal time she spends on the phone bothers you, think about why. Assess your expectations and consider her work. Does she have enough to do? If you see this as a problem, is it important enough to lead to termination? If yes, go through the Painless Performance Improvement Process. And, make sure your personal phone time is at an acceptable level. The "do as I say, not as I do" adage does not work well here.

7. The Self-Inflicted Wound...

Before I could even get a word out about his unacceptable uniform, he said, "What did I do wrong this time?" I was so taken aback, I just said, "I was wondering why your uniform is so wrinkled." He apologized and said that he would add it to his list of things to work on. He was so dejected. What did I do wrong?

Nothing.

You were pushed off track by the Self-Inflicted Wound sidetrack. It's never any fun to be confronted about our performance or work habits. Most employees react in a way that diverts our attention away from the issue. And unless you're prepared, sidetracks can essentially end a performance improvement discussion. But they don't have to.

When your employee says, "I'll add it to my list of things to work on," try saying something like, "Okay. Good. But right now, we need to talk about the

company's uniform expectations. So, what do you plan to do differently tomorrow to make sure you arrive at work in a clean, wrinkle-free uniform?"

8. How Many Chances Should I Give Her?...

I was angry when I overheard one of my employees spreading rumors. I knew she was a gossip before I hired her, but I thought she would be a good employee. And except for this, she is. How many chances should I give her?

Chances? It sounds like you've given up on her already.

Before you give up on her, perhaps you have emotions and preconceived attitudes you need to address. Is this the first time you have heard her (directly) spreading rumors? What about the situation makes you angry? Why do you call what she said a rumor? Did you hear her make malicious remarks? Is what she said of a personal nature or work-related? Are her remarks about someone you admire and respect? You call her a gossip. What makes you think so? Use the Six-Step Prep and when you're ready to let go of your attitudes and emotions, meet with her.

Begin by stating what you observed. Say something like, "I noticed you talking in the break room and I heard you say, ..." As you go through the six-step Painless Performance Improvement Process, focus on the company's standards. For example, plainly state the expectations for a respectful work environment and the company's zero-tolerance policy for malice or harassment, etc.

9. An Idle Threat?...

I told him he would be fired if he came in late again. I thought that would turn him around, but he was late again this morning. I really don't want to let him go. Now what do I do?

Oh, that's a tough one.

Will you be ready to fire him if he continues to be habitually late?

If the answer is yes, then you should handle it as a performance problem and try to help him change his behavior. Say something like, "I've thought a lot about firing you if you came in late again today. I decided you are too valuable an employee to let go without an opportunity to improve." Then take him through

the Painless Performance Improvement Process. If he continues to be late, document it and terminate.

If the answer is no, then the problem isn't really as important as you first thought. And you should tell him you made a purposeful decision not to fire him. However, it is critical that you outline your expectations. For example, say something like, "I've thought a lot about firing you if you came in late again today. I decided you are too valuable an employee to worry about whether you're here by 8:30 or a few minutes late. But I expect you to be in and on the phone by 8:45 or it will become a performance problem." And if you choose to go down this path, recognize that probably all your employees will be less punctual.

And the next time you feel your emotions start to take hold, take a break and look at the Six-Step Prep. It may help prevent you from making threats.

10. When Good Employees Go Astray...

I have a stellar employee who is going through a difficult time. She's missed a few deadlines, which caused problems with the rest of the staff. She assured me it wouldn't happen again, but it did. How understanding should I be?

Understanding is fine. Inconsistent is not.

Sometimes it's difficult to separate the lives of our employees from their performance. You've tried talking with your employee and yet her personal problems are beginning to impact her work and the rest of the staff.

It's time to seriously address her missed deadlines. The Painless Performance Improvement Process focuses on the performance goal and the collaboration between you and your employee will give her every opportunity to succeed. It's up to her to change. It doesn't matter that she has been a stellar employee. Right now, she is not meeting the requirements of her job. If another employee's performance were poor, wouldn't you address it?

11. Actions Speak Louder Than Words...

I often stay late, so I don't pay too much attention to when I come in or how long my lunch hour is. Now it seems that everyone thinks it's OK to stretch their breaks or come in a few minutes late. But it isn't. What should I do?

Change your ways or accept the new standard.

That's probably not what you wanted to hear. The truth is that leaders set the standard by what they say and what they do. First, you need to decide if this is an important enough issue to address. Does it really matter? Or does it bother you because you're the boss and you think you should have some privileges?

If you have a work environment that allows for a lot of freedom with regard to the clock, the decision on how to handle this issue is truly yours. If your work environment is more structured, you may need to change your ways and lead by example.

The bottom line is that you have a couple of options. You can meet with your team and explain that everyone – including you – has become lax with regard to promptness. You can set the new standard and ask that everyone commit to being punctual again. If you decide on this approach, consider the consequences for failure to change behaviors.

Or you can speak to their sense of fairness and say that you always stay late, which is why you don't pay attention to when you come in or how long your lunch is. You can offer them the same arrangement, but explain that if they leave promptly when the workday is finished, you expect the same kind of promptness with regard to morning and lunch.

Or you can just let it go.

12. He Just Doesn't Listen…

I have spoken with one of my employees about his receiving errors. I've talked and talked and talked. He just doesn't listen. What should I do next?

Talk until you are blue in the face.

Actually, it sounds like you already did – and that may be part of the problem. It sounds as though your employee hasn't agreed on a solution or maybe even on whether a problem exists.

So, give it one more try. But, this time talk less. Listen more. And, most important, agree on a solution together. It's important to work together. If you're the only one talking, listening and working to solve the problem, you really don't know what your employee thinks about it, do you?

13. She's Just Lazy...

I have an employee who is just plain lazy. She doesn't care. So why should I?

Because you're her manager. That's why.

You owe it to your employees to give them every opportunity to succeed. In part, that means working with them to try to improve their performance.

So before you write off this employee, talk with her about her poor performance. But first, you need to focus on her behaviors. Saying someone is lazy is not a description of performance. It's how you feel about her. It's your attitude getting in the way. What makes you think she is lazy? Does she wait until you tell her what to do instead of taking initiative? Does she rush from one task to the next? Is she often late?

Using the Painless Performance Improvement Process, specifically state what she is doing that is unacceptable. For example, "Unless I give you something specific to do, I've noticed that you stand behind the counter and do nothing until the next customer walks in. This is a problem because then we get behind on our closing duties."

14. Failure to Improve...

But what about the employee who just doesn't improve?

Get rid of him.

Really. While it's true that termination should be your last resort (for a performance issue), it's still the consequence for failure to meet job expectations.

If your employee has no desire to improve or is unable to improve, it's time to let him go. Keeping an employee who isn't pulling his weight may cause other performance issues on the team, lower morale and undermine your efforts as a manager.

But the best part of terminating an employee with whom you have worked to try to improve performance is that you know your employee won't be surprised. And your Human Resources department will be happy that you followed a process to help ensure that the termination is without reproach.

15. But He's a Friend...

What do I do when the employee I need to talk to about poor performance is a good friend?

Good question.

This is a tough one. Co-workers who establish a friendship outside of work may have difficulty when one of them is promoted. The situation becomes even trickier if a performance problem arises. The friendship can blur the lines of manager-employee relations, and it may be challenging to remain objective and keep emotions out of the situation.

But that's exactly what you need to do. It's likely that you will have an opportunity to address your friendship during the Painless Performance Improvement Process. Your employee may even use your friendship to sidetrack you. If that happens, address it directly and use the "right now" redirect. For example, say something like, "I know we are good friends. But this has nothing to do with our friendship. Right now, we're talking about ..."

16. My Attitudes...

How do I know if my attitudes are getting in the way?

If you feel like your employee is a lost cause, they're getting in the way.

We all have personal biases and attitudes that enable us to create split-second judgments about our experiences and surroundings. Right or wrong, attitudes filter the world for us. Given a voice, attitudes can be dangerous because they often stem from stereotypes, our personal value system and our own unique perception of the world. The good news is that attitudes can (and should) be left unsaid at work. Instead, put your attitudes into behavioral terms. Behaviors are specific and observable. For example, think about why you feel your employee is a lost cause. What is she doing? What is she not doing? What did you see?

And don't focus on your employees' attitudes either. You can't change those, but you can help them change their behaviors.

17. Theory verus. Practice...

Painless performance improvement? Sounds good. But does it really work?

At least in theory…

Just kidding. Of course it works! Many managers rely on this behavior-based performance improvement process. When you and your employee work together to solve a performance problem and you focus on behaviors, the process really works. Before long, the six steps won't feel like a process anymore; instead, they will become part of your management style.

18. Too Touchy-Feely?…

I'm their boss. Not a counselor. Why do I have to collaborate with my employees about their performance?

Attila the Hun was a boss too, but you don't need to model yourself after him, do you?

OK, maybe that's a bit extreme. But working with your employee to improve performance doesn't mean you're a soft-hearted manager who is incapable of making tough decisions. On the contrary, it shows that you are a strong manager – one who cares about his employees as well as the bottom line because they are inextricably intertwined.

Sure, it would be nice to show up for work, deal with your own stuff and trust that your employees will handle everything as you would. But let's face it, that's not reality. Your employees need you to encourage them, motivate them and sometimes redirect them. They need you to connect with them on a human level. Part of that connection is working with them to help them succeed. If they are successful, so are you.

19. Why Should I?…

What's in it for me?

Better performing employees.

And improved communication and trust, increased employee morale, and less pain for you! We'd like to tell you that you'd have more time in the day, fewer work problems and perfect employees. But that's not the real world. What we can tell you is that the time you spend will be more positive and productive.

Performance problems that go unheeded can grow and ultimately create heavy time burdens. The time you spend working with your employees to improve their

performance with this six-step process will save you pain and effort in the long run.

20. How Does This Process Fit In?...

My company has a progressive discipline policy. How does this performance improvement process fit in?

Like a hammer and a nail. Or peanut butter and jelly. They work together.

Although every company's discipline policies differ, the basics are the same. Some gross violations (such as stealing) result in immediate termination. Others require documentation leading to termination for repeated offenses.

With regard to performance issues, most progressive discipline policies provide employees two to three documented meetings. This six-step Painless Performance Improvement Process provides the framework for those sessions. If performance doesn't improve after the first meeting, then you'll go through the process a second (or third) time, document it and clearly outline consequences, including termination.

Using your company's policy in conjunction with the Painless Performance Improvement Process is much more powerful, positive and encouraging than documentation alone.

PONDERABLES

How important does a person have to be before they are considered assassinated instead of just murdered?

If money doesn't grow in trees then why do banks have branches?

Since bread is square, then why is sandwich meat round?

Why do you have to "put your two cents in"...but it's only a "penny for your thoughts?" Where's that extra penny going to?

Once you're in heaven, do you get stuck wearing the clothes you were buried in for eternity?

Why does a round pizza come in a square box?

What disease did cured ham actually have?

How is it that we put man on the moon before we figured out it would be a good idea to put wheels on luggage?

Why is it that people say they "slept like a baby" when babies wake up like every two hours?

Why do people pay to go up tall buildings and then put money in binoculars to look at things on the ground?

How come we choose from just two people for President and fifty for Miss America?

Who was the first person to look at a cow and say, "I think I'll squeeze these dangly things here, and drink whatever comes out!" Or watch a white thing come out a chicken behind and think, "that ought to taste good."

Why do toasters always have a setting that burns the toast to a horrible crisp, which no decent human being would eat?

If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like the following:

There would be:

57 Asians;
21 Europeans;
14 from the Western Hemisphere, both north and south;
8 Africans;

52 would be female;
48 would be male;

70 would be nonwhite;
30 would be white;

70 would be non-Christian;
30 would be Christian;

89 would be heterosexual;
11 would be homosexual;

6 people would possess 59% of the entire world's wealth and all 6 would be from the United States;

80 would live in substandard housing;

70 would be unable to read;

50 would suffer from malnutrition;

1 would be near death; 1 would be near birth;
1 would have a college education;
1 would own a computer

When one considers our world from such a compressed perspective, the need for acceptance, understanding and education becomes glaringly apparent.

The following is also something to ponder…

If you woke up this morning with more health than illness...you are more blessed than the million who will not survive this week.

If you have never experienced the danger of battle, the loneliness of imprisonment, the agony of torture, or the pangs of starvation, you are ahead of 500 million people in the world.

If you can attend a church meeting without fear of harassment, arrest, torture, or death...you are more blessed than three billion people in the world.

If you have food in the refrigerator, clothes on your back, a roof overhead and a place to sleep...you are richer than 70% of this world.

If you have money in the bank, in your wallet, and spare change in a dish someplace, you are among the top 8% of the world's wealthy.

If you can read this message you are more blessed than over two billion people in the world that cannot read at all.

A Fascinating Story!

A lady in a faded gingham dress and her husband, dressed in a homespun threadbare suit, stepped off the train in Boston, and walked timidly without an appointment into the president of Harvard's outer office. The secretary could tell in a moment that such backwoods, country hicks had no business at Harvard and probably didn't even deserve to be in Cambridge.

She frowned. "We want to see the president," the man said softly. "He'll be busy all day," the secretary snapped. "We'll wait," the lady replied. For hours, the secretary ignored them, hoping that the couple would finally become discouraged and go away.

They didn't. And the secretary grew frustrated and finally decided to disturb the president, even though it was a chore she always regretted to do. "Maybe if they just see you for a few minutes, they'll leave," she told him.

And he sighed in exasperation and nodded. Someone of his importance obviously didn't have the time to spend with them, but he detested gingham dresses and homespun suits cluttering up his outer office. The president, stern-faced with dignity, strutted toward the couple. The lady told him, "We had a son that attended Harvard for one year. He loved Harvard. He was happy here. But about a year ago, he was accidentally killed. And my husband and I would like to erect a memorial to him, somewhere on campus."

The president wasn't touched, he was shocked. "Madam," he said gruffly. "We can't put up a statue for every person who attended Harvard and died. If we did, this place would look like a cemetery". "Oh, no," the lady explained quickly. "We don't want to erect a statue.

We thought we would like to give a building to Harvard." The president rolled his eyes. He glanced at the gingham dress and homespun suit, and then exclaimed, "A building! Do you have any earthly idea how much a building costs? We have over seven and a half million dollars in the physical plant at Harvard." For a moment the lady was silent. The president was pleased. He could get rid of them now. And the lady turned to her husband and said quietly, "Is that all it costs to start a University? Why don't we just start our own?" Her husband nodded. The president's face wilted in confusion and bewilderment. And Mr. and Mrs. Leland Stanford walked away, traveling to Palo Alto, California where they established the University that bears their name, a memorial to a son that Harvard no longer cared about.

"You can easily judge the character of others by how they treat those who can do nothing for them or to them." Malcolm Forbes

Discrimination

http://www.eeoc.gov/types/index.html

Protected Classes:

- ***Age Discrimination***

The Age Discrimination in Employment Act of 1967 (ADEA) protects individuals who are 40 years of age or older from employment discrimination based on age. The ADEA's protections apply to both employees and job applicants. Under the ADEA, it is unlawful to discriminate against a person because of his/her age with respect to any term, condition, or privilege of employment, including hiring, firing, promotion, layoff, compensation, benefits, job assignments, and training.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on age or for filing an age discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under the ADEA.

The ADEA applies to employers with 20 or more employees, including state and local governments. It also applies to employment agencies and labor organizations, as well as to the federal government. ADEA protections include:

Apprenticeship Programs

It is generally unlawful for apprenticeship programs, including joint labor-management apprenticeship programs, to discriminate on the basis of an individual's age. Age limitations in apprenticeship programs are valid only if they fall within certain specific exceptions under the ADEA or if the EEOC grants a specific exemption.

Job Notices and Advertisements

The ADEA generally makes it unlawful to include age preferences, limitations, or specifications in job notices or advertisements. A job notice or advertisement may specify an age limit only in the rare circumstances where age is shown to

be a "bona fide occupational qualification" (BFOQ) reasonably necessary to the normal operation of the business.

Pre-Employment Inquiries

The ADEA does not specifically prohibit an employer from asking an applicant's age or date of birth. However, because such inquiries may deter older workers from applying for employment or may otherwise indicate possible intent to discriminate based on age, requests for age information will be closely scrutinized to make sure that the inquiry was made for a lawful purpose, rather than for a purpose prohibited by the ADEA.

Benefits

The Older Workers Benefit Protection Act of 1990 (OWBPA) amended the ADEA to specifically prohibit employers from denying benefits to older employees. Congress recognized that the cost of providing certain benefits to older workers is greater than the cost of providing those same benefits to younger workers, and that those greater costs would create a disincentive to hire older workers. Therefore, in limited circumstances, an employer may be permitted to reduce benefits based on age, as long as the cost of providing the reduced benefits to older workers is the same as the cost of providing benefits to younger workers.

Waivers of ADEA Rights

An employer may ask an employee to waive his/her rights or claims under the ADEA either in the settlement of an ADEA administrative or court claim or in connection with an exit incentive program or other employment termination program. However, the ADEA, as amended by OWBPA, sets out specific minimum standards that must be met in order for a waiver to be considered knowing and voluntary and, therefore, valid. Among other requirements, a valid ADEA waiver must:

1. be in writing and be understandable;
2. specifically refer to ADEA rights or claims;
3. not waive rights or claims that may arise in the future;
4. be in exchange for valuable consideration;

5. advise the individual in writing to consult an attorney before signing the waiver; and
6. provide the individual at least 21 days to consider the agreement and at least seven days to revoke the agreement after signing it.

If an employer requests an ADEA waiver in connection with an exit incentive program or other employment termination program, the minimum requirements for a valid waiver are more extensive.

- ***Disability Discrimination***

Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations. The ADA's nondiscrimination standards also apply to federal sector employees under section 501 of the Rehabilitation Act, as amended, and it's implementing rules.

An individual with a disability is a person who:

Has a physical or mental impairment that substantially limits one or more major life activities;

Has a record of such an impairment; or

Is regarded as having such an impairment.

A qualified employee or applicant with a disability is an individual who, with or without reasonable accommodation, can perform the essential functions of the job in question. Reasonable accommodation may include, but is not limited to:

Making existing facilities used by employees readily accessible to and usable by persons with disabilities.

Job restructuring, modifying work schedules, reassignment to a vacant position;

Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters.

An employer is required to make a reasonable accommodation to the known disability of a qualified applicant or employee if it would not impose an "undue hardship" on the operation of the employer's business. Undue hardship is defined as an action requiring significant difficulty or expense when considered in light of factors such as an employer's size, financial resources, and the nature and structure of its operation.

An employer is not required to lower quality or production standards to make an accommodation; nor is an employer obligated to provide personal use items such as glasses or hearing aids.

Title I of the ADA also covers:

Medical Examinations and Inquiries

Employers may not ask job applicants about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform specific job functions. A job offer may be conditioned on the results of a medical examination, but only if the examination is required for all entering employees in similar jobs. Medical examinations of employees must be job related and consistent with the employer's business needs.

Drug and Alcohol Abuse

Employees and applicants currently engaging in the illegal use of drugs are not covered by the ADA when an employer acts on the basis of such use. Tests for illegal drugs are not subject to the ADA's restrictions on medical examinations. Employers may hold illegal drug users and alcoholics to the same performance standards as other employees.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on disability or for filing

a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under the ADA.

- ***Equal Pay and Compensation Discrimination***

The right of employees to be free from discrimination in their compensation is protected under several federal laws, including the following enforced by the U.S. Equal Employment Opportunity Commission (EEOC): the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and Title I of the Americans with Disabilities Act of 1990.

The Equal Pay Act requires that men and women be given equal pay for equal work in the same establishment. The jobs need not be identical, but they must be substantially equal. It is job content, not job titles, that determines whether jobs are substantially equal. Specifically, the EPA provides:

Employers may not pay unequal wages to men and women who perform jobs that require substantially equal skill, effort and responsibility, and that are performed under similar working conditions within the same establishment. Each of these factors is summarized below:

> **Skill** - Measured by factors such as the experience, ability, education, and training required to perform the job. The key issue is what skills are required for the job, not what skills the individual employees may have. For example, two bookkeeping jobs could be considered equal under the EPA even if one of the job holders has a master's degree in physics, since that degree would not be required for the job.
>
> **Effort** - The amount of physical or mental exertion needed to perform the job. For example, suppose that men and women work side by side on a line assembling machine parts. The person at the end of the line must also lift the assembled product as he or she completes the work and place it on a board. That job requires more effort than the other assembly line jobs if the extra effort of lifting the assembled product off the line is substantial and is a regular part of the job. As a result, it would not be a violation to pay that person more, regardless of whether the job is held by a man or a woman.

Responsibility - The degree of accountability required in performing the job. For example, a salesperson who is delegated the duty of determining whether to accept customers' personal checks has more responsibility than other salespeople. On the other hand, a minor difference in responsibility, such as turning out the lights at the end of the day, would not justify a pay differential.

Working Conditions - This encompasses two factors: (1) physical surroundings like temperature, fumes, and ventilation; and (2) hazards.

Establishment - The prohibition against compensation discrimination under the EPA applies only to jobs within an establishment. An establishment is a distinct physical place of business rather than an entire business or enterprise consisting of several places of business. However, in some circumstances, physically separate places of business should be treated as one establishment. For example, if a central administrative unit hires employees, sets their compensation, and assigns them to work locations, the separate work sites can be considered part of one establishment.

Pay differentials are permitted when they are based on seniority, merit, quantity or quality of production, or a factor other than sex. These are known as "affirmative defenses" and it is the employer's burden to prove that they apply.

In correcting a pay differential, no employee's pay may be reduced. Instead, the pay of the lower paid employee(s) must be increased.

Title VII, ADEA, and ADA

Title VII, the ADEA, and the ADA prohibit compensation discrimination on the basis of race, color, religion, sex, national origin, age, or disability. Unlike the EPA, there is no requirement under Title VII, the ADEA, or the ADA that the claimant's job be substantially equal to that of a higher paid person outside the claimant's protected class, nor do these statutes require the claimant to work in the same establishment as a comparator.

Compensation discrimination under Title VII, the ADEA, or the ADA can occur in a variety of forms. For example:

> An employer pays an employee with a disability less than similarly situated employees without disabilities and the employer's explanation (if any) does not satisfactorily account for the differential.
>
> A discriminatory compensation system has been discontinued but still has lingering discriminatory effects on present salaries. For example, if an employer has a compensation policy or practice that pays Hispanics lower salaries than other employees, the employer must not only adopt a new non-discriminatory compensation policy, it also must affirmatively eradicate salary disparities that began prior to the adoption of the new policy and make the victims whole.
>
> An employer sets the compensation for jobs predominately held by, for example, women or African-Americans below that suggested by the employer's job evaluation study, while the pay for jobs predominately held by men or whites is consistent with the level suggested by the job evaluation study.
>
> An employer maintains a neutral compensation policy or practice that has an adverse impact on employees in a protected class and cannot be justified as job-related and consistent with business necessity. For example, if an employer provides extra compensation to employees who are the "head of household," i.e., married with dependents and the primary financial contributor to the household, the practice may have an unlawful disparate impact on women.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on compensation or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII, ADEA, ADA or the Equal Pay Act.

- ***National Origin Discrimination***

Whether an employee or job applicant's ancestry is Mexican, Ukrainian, Filipino, Arab, American Indian, or any other nationality, he or she is entitled to the same employment opportunities as anyone

else. EEOC enforces the federal prohibition against national origin discrimination in employment under Title VII of the Civil Rights Act of 1964, which covers employers with fifteen (15) or more employees.

"With American society growing increasingly diverse, protection against national origin discrimination is vital to the right of workers to compete for jobs on a level playing field," said EEOC Chair Cari M. Dominguez, announcing the issuance of recent guidance on national origin discrimination. "Immigrants have long been an asset to the American workforce. This is more true than ever in today's increasingly global economy. Recent world events, including the events of September 11, 2001, only add to the need for employers to be vigilant in ensuring a workplace free from discrimination."

About National Origin Discrimination

National origin discrimination means treating someone less favorably because he or she comes from a particular place, because of his or her ethnicity or accent, or because it is believed that he or she has a particular ethnic background. National origin discrimination also means treating someone less favorably at work because of marriage or other association with someone of a particular nationality. Examples of violations covered under Title VII include:

Employment Decisions

Title VII prohibits any employment decision, including recruitment, hiring, and firing or layoffs, based on national origin.

Harassment

Title VII prohibits offensive conduct, such as ethnic slurs, that creates a hostile work environment based on national origin. Employers are required to take appropriate steps to prevent and correct unlawful harassment. Likewise, employees are responsible for reporting harassment at an early stage to prevent its escalation.

Language

- Accent discrimination

An employer may not base a decision on an employee's foreign accent unless the accent materially interferes with job performance.

- English fluency

A fluency requirement is only permissible if required for the effective performance of the position for which it is imposed.

- English-only rules

English-only rules must be adopted for nondiscriminatory reasons. An English-only rule may be used if it is needed to promote the safe or efficient operation of the employer's business.

Coverage of foreign nationals

Title VII and the other antidiscrimination laws prohibit discrimination against individuals employed in the United States, regardless of citizenship. However, relief may be limited if an individual does not have work authorization.

➢ ***Pregnancy Discrimination***

The Pregnancy Discrimination Act is an amendment to Title VII of the Civil Rights Act of 1964. Discrimination on the basis of pregnancy, childbirth, or related medical conditions constitutes unlawful sex discrimination under Title VII, which covers employers with 15 or more employees, including state and local governments. Title VII also applies to employment agencies and to labor organizations, as well as to the federal government. Women who are pregnant or affected by related conditions must be treated in the same manner as other applicants or employees with similar abilities or limitations.

Title VII's pregnancy-related protections include:

Hiring

An employer cannot refuse to hire a pregnant woman because of her pregnancy, because of a pregnancy-related condition or because of the prejudices of co-workers, clients, or customers.

Pregnancy and Maternity Leave

An employer may not single out pregnancy-related conditions for special procedures to determine an employee's ability to work. However, if an employer requires its employees to submit a doctor's statement concerning their inability to work before granting leave or paying sick benefits, the employer may require employees affected by pregnancy-related conditions to submit such statements.

If an employee is temporarily unable to perform her job due to pregnancy, the employer must treat her the same as any other temporarily disabled employee. For example, if the employer allows temporarily disabled employees to modify tasks, perform alternative assignments or take disability leave or leave without pay, the employer also must allow an employee who is temporarily disabled due to pregnancy to do the same.

Pregnant employees must be permitted to work as long as they are able to perform their jobs. If an employee has been absent from work as a result of a pregnancy-related condition and recovers, her employer may not require her to remain on leave until the baby's birth. An employer also may not have a rule that prohibits an employee from returning to work for a predetermined length of time after childbirth.

Employers must hold open a job for a pregnancy-related absence the same length of time jobs are held open for employees on sick or disability leave.

Health Insurance

Any health insurance provided by an employer must cover expenses for pregnancy-related conditions on the same basis as costs for other medical conditions. Health insurance for expenses

arising from abortion is not required, except where the life of the mother is endangered.

Pregnancy-related expenses should be reimbursed exactly as those incurred for other medical conditions, whether payment is on a fixed basis or a percentage of reasonable-and-customary-charge basis.

The amounts payable by the insurance provider can be limited only to the same extent as amounts payable for other conditions. No additional, increased, or larger deductible can be imposed.

Employers must provide the same level of health benefits for spouses of male employees as they do for spouses of female employees.

Fringe Benefits

Pregnancy-related benefits cannot be limited to married employees. In an all-female workforce or job classification, benefits must be provided for pregnancy-related conditions if benefits are provided for other medical conditions.

If an employer provides any benefits to workers on leave, the employer must provide the same benefits for those on leave for pregnancy-related conditions.

Employees with pregnancy-related disabilities must be treated the same as other temporarily disabled employees for accrual and crediting of seniority, vacation calculation, pay increases, and temporary disability benefits.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on pregnancy or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.

- ***Race-Based Discrimination***

Title VII of the Civil Rights Act of 1964 protects individuals against employment discrimination on the bases of race and color, as well as

national origin, sex, and religion. Title VII applies to employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations, as well as to the federal government.

It is unlawful to discriminate against any employee or applicant for employment because of his/her race or color in regard to hiring, termination, promotion, compensation, job training, or any other term, condition, or privilege of employment. Title VII also prohibits employment decisions based on stereotypes and assumptions about abilities, traits, or the performance of individuals of certain racial groups. Title VII prohibits both intentional discrimination and neutral job policies that disproportionately exclude minorities and that are not job related.

Equal employment opportunity cannot be denied because of marriage to or association with an individual of a different race; membership in or association with ethnic based organizations or groups; or attendance or participation in schools or places of worship generally associated with certain minority groups.

Title VII violations include:

Race-Related Characteristics and Conditions

Discrimination on the basis of an immutable characteristic associated with race, such as skin color, hair texture, or certain facial features violates Title VII, even though not all members of the race share the same characteristic. Title VII also prohibits discrimination on the basis of a condition that predominantly affects one race unless the practice is job related and consistent with business necessity. For example, since sickle cell anemia predominantly occurs in African-Americans, a policy that excludes individuals with sickle cell anemia must be job related and consistent with business necessity. Similarly, a "no-beard" employment policy may discriminate against African-American men who have a predisposition to pseudofolliculitis barbae (severe shaving bumps) unless the policy is job related and consistent with business necessity.

Harassment

Harassment on the basis of race and/or color violates Title VII. Ethnic slurs, racial "jokes," offensive or derogatory comments, or other verbal or physical conduct based on an individual's race/color constitutes unlawful harassment if the conduct creates an intimidating, hostile, or offensive working environment or interferes with the individual's work performance.

Segregation and Classification of Employees

Title VII is violated where employees who belong to a protected group are segregated by physically isolating them from other employees or from customer contact. In addition, employers may not assign employees according to race or color. For example, Title VII prohibits assigning primarily African-Americans to predominantly African-American establishments or geographic areas. It is also illegal to exclude members of one group from particular positions or to group or categorize employees or jobs so that certain jobs are generally held by members of a certain protected group. Coding applications/resumes to designate an applicant's race, by either an employer or employment agency, constitutes evidence of discrimination where people of a certain race or color are excluded from employment or from certain positions.

Pre-Employment Inquiries

Requesting pre-employment information that discloses or tends to disclose an applicant's race strongly suggests that race will be used unlawfully as a basis for hiring. Therefore, if members of minority groups are excluded from employment, the request for such pre-employment information would likely constitute evidence of discrimination.

If an employer legitimately needs information about its employees' or applicants' race for affirmative action purposes and/or to track applicant flow, it may obtain racial information and simultaneously guard against discriminatory selection by using "tear-off sheets" for the identification of an applicant's race. After the applicant completes the application and the tear-off portion, the employer separates the tear-off sheet from the application and does not use it in the selection process.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on race or color, or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.

- ***Religious Discrimination***

Title VII of the Civil Rights Act of l964 prohibits employers from discriminating against individuals because of their religion in hiring, firing, and other terms and conditions of employment. Title VII covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations, as well as to the federal government.

Under Title VII:

> Employers may not treat employees or applicants less - or more - favorably because of their religious beliefs or practices. For example, an employer may not refuse to hire individuals of a certain religion, may not impose stricter promotion requirements for persons of a certain religion, and may not impose more or different work requirements on an employee because of that employee's religious beliefs or practices.
>
> Employees cannot be forced to participate -- or not participate -- in a religious activity as a condition of employment.
>
> Employers must reasonably accommodate employees' sincerely held religious beliefs or practices unless doing so would impose an undue hardship on the employer. A reasonable religious accommodation is any adjustment to the work environment that will allow the employee to practice his religion. Flexible scheduling, voluntary substitutions or swaps, job reassignments and lateral transfers and modifying workplace practices, policies and/or procedures are examples of how an employer might accommodate an employee's religious beliefs.
>
> An employer is not required to accommodate an employee's religious beliefs and practices if doing so would impose an undue hardship on the employers' legitimate business interests. An employer can show undue hardship if accommodating an employee's religious practices requires more than ordinary

administrative costs, diminishes efficiency in other jobs, infringes on other employees' job rights or benefits, impairs workplace safety, causes co-workers to carry the accommodated employee's share of potentially hazardous or burdensome work, or if the proposed accommodation conflicts with another law or regulation.

Employers must permit employees to engage in religious expression if employees are permitted to engage in other personal expression at work, unless the religious expression would impose an undue hardship on the employer. Therefore, an employer may not place more restrictions on religious expression than on other forms of expression that have a comparable effect on workplace efficiency.

Employers must take steps to prevent religious harassment of their employees. An employer can reduce the chance that employees will engage unlawful religious harassment by implementing an anti-harassment policy and having an effective procedure for reporting, investigating and correcting harassing conduct.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on religion or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.

- ***Sex-Based Discrimination***

Title VII of the Civil Rights Act of 1964 protects individuals against employment discrimination on the basis of sex as well as race, color, national origin, and religion. Title VII applies to employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations, as well as to the federal government.

It is unlawful to discriminate against any employee or applicant for employment because of his/her sex in regard to hiring, termination, promotion, compensation, job training, or any other term, condition, or privilege of employment. Title VII also prohibits employment decisions based on stereotypes and assumptions about abilities, traits, or the performance of individuals on the basis of sex. Title VII prohibits both intentional discrimination and neutral job policies that

disproportionately exclude individuals on the basis of sex and that are not job related.

Title VII's prohibitions against sex-based discrimination also cover:

Sexual Harassment

This includes practices ranging from direct requests for sexual favors to workplace conditions that create a hostile environment for persons of either gender, including same sex harassment.

Pregnancy Based Discrimination

Title VII was amended by the Pregnancy Discrimination Act, which prohibits discrimination on the basis of pregnancy, childbirth and related medical conditions.

The Equal Pay Act of 1963 requires that men and women be given equal pay for equal work in the same establishment. The jobs need not be identical, but they must be substantially equal. Title VII also prohibits compensation discrimination on the basis of sex. Unlike the Equal Pay Act, however, Title VII does not require that the claimant's job be substantially equal to that of a higher paid person of the opposite sex or require the claimant to work in the same establishment.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on sex or for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.

- ***Sexual Harassment***

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Title VII applies to employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations, as well as to the federal government.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an

individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

> The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
>
> The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
>
> The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
>
> Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
>
> The harasser's conduct must be unwelcome.

It is helpful for the victim to inform the harasser directly that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by providing sexual harassment training to their employees and by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on sex or for filing a

discrimination charge, testifying, or participating in any way in an investigation, proceeding, or litigation under Title VII.

Shakespeare Insult Kit

Combine one word from each of the three columns below, prefaced with "Thou":

Column 1	**Column 2**	**Column 3**
artless	base-court	apple-john
bawdy	bat-fowling	baggage
beslubbering	beef-witted	barnacle
bootless	beetle-headed	bladder
churlish	boil-brained	boar-pig
cockered	clapper-clawed	bugbear
clouted	clay-brained	bum-bailey
craven	common-kissing	clack-dish
currish	crook-pated	death-token
dankish	dismal-dreaming	death-token
dissembling	dizzy-eyed	death-token
droning	doghearted	flap-dragon
errant	dread-bolted	flax-wench
fawning	earth-vexing	flirt-gill
fobbing	elf-skinned	foot-licker
froward	fat-kidneyed	fustilarian
frothy	fen-sucked	giglet
gleeking	flap-mouthed	gudgeon
goatish	fly-bitten	haggard
gorbellied	folly-fallen	harpy
impertinent	fool-born	hedge-pig
infectious	full-gorged	horn-beast
jarring	guts-griping	hugger-mugger
loggerheaded	half-faced	joithead
lumpish	hasty-witted	lewdster
mammering	hedge-born	paunchy
mangled	hell-hated	mammet
mewling	idle-headed	measle
ill-breeding	lout	minnow
pribbling	ill-nurtured	miscreant
puking	knotty-pated	moldwarp
puny	milk-livered	mumble-news
qualling	motley-minded	pigeon-egg
rank	onion-eyed	puttock
reeky	plume-plucked	pumpion
roguish	pottle-deep	ratsbane
ruttish	pox-marked	scut
saucy	reeling-ripe	skainsmate
spleeny	rough-hewn	strumpet
spongy	rude-growing	varlot
surly	rump-fed	vassal
tottering	shard-borne	whey-face
unmuzzled	sheep-biting	knave
vain	spur-galled	toad

The "know it all" Quiz

1. Name the one sport in which neither the spectators nor the participants know the score or the leader until the contest ends.

2. What famous North American landmark is constantly moving backward?

3. Of all vegetables, only two can live to produce on their own for several growing seasons. All other vegetables must be replanted every year. What are the only two perennial vegetables?

4. Name the only sport in which the ball is always in possession of the team on defense, and the offensive team can score without touching the ball?

5. What fruit has its seeds on the outside?

6. In many liquor stores, you can buy pear brandy with a real pear inside the bottle. The pear is whole and ripe, and the bottle is genuine; it hasn't been cut in any way. How did the pear get inside the bottle?

7. Only three words in Standard English begin with the letters "dw," and they are all common words. Name two of them.

8. There are 14 punctuation marks in English grammar. Can you name at least half of them?

9. Where are the lakes that are referred to in the Los Angeles Lakers' name?

10. There are seven ways a baseball player can legally reach first base without getting a hit. Taking a base on balls (a walk) is one way. Name the other six.

11. Name the only vegetable or fruit that is never sold frozen, canned, processed, cooked, or in any other form except fresh.

12. Name six or more things that you can wear on your feet that begin with the letter "s."

Answers To Quiz:

1. The one sport in which neither the spectators nor the participants know the score or the leader until the contest ends . . . boxing.

2. North American landmark constantly moving backward . . . Niagara Falls. (The rim is worn down about two and a half feet each year, because of the millions of gallons of water that rush over it every minute.)

3. Only two vegetables that can live to produce on their own for several growing seasons . . . asparagus and rhubarb.

4. The only sport in which the ball is always in possession of the team on defense, and the offensive team can score without touching the ball . . . baseball.

5. The fruit with its seeds on the outside . . . strawberry.

6. How did the pear get inside the brandy bottle? It grew inside the bottle.

7. Three English words beginning with "dw": dwarf, dwell, and dwindle.

8. Fourteen punctuation marks in English grammar . . . period, comma, colon, semicolon, dash, hyphen, apostrophe, question mark, exclamation point, quotation marks, brackets, parenthesis, braces, and ellipses.

9. The original lakes referred to in the Lakers' name . . . are in Minnesota. (The team was originally known as the Minneapolis Lakers, and kept the name when they moved west.)

10. Seven ways a baseball player can legally reach first base without getting a hit . . . taking a base on balls (a walk), batter hit by a pitch, passed ball, catcher interference, catcher drops third strike, fielder's choice, and being designated as a pinch-runner.

11. The only vegetable or fruit never sold frozen, canned, processed, cooked, or in any other form but fresh . . . lettuce.

12. Six or more things you can wear on your feet beginning with "s" . . . shoes, socks, sandals, sneakers, slippers, skis, skates, snowshoes, stockings, stilts.

Lessons learned...

I've learned that you cannot make someone love you. All you can do is stalk them and hope they panic and give in.

I've learned that one good turn gets most of the blankets.

I've learned that no matter how much I care, some people are just jackasses.

I've learned that it takes years to build up trust, and it only takes suspicion, not proof, to destroy it.

I've learned that whatever hits the fan will not be evenly distributed.

I've learned that you shouldn't compare yourself to others - they are more screwed up than you think.

I've learned that depression is merely anger without enthusiasm.

I've learned that it is not what you wear; it is how you take it off.

I've learned that you can keep vomiting long after you think you're finished.

I've learned to not sweat the petty things, and not pet the sweaty things.

I've learned age is a very high price to pay for maturity.

I've learned that I don't suffer from insanity, I enjoy it.

I've learned that we are responsible for what we do, unless we are celebrities.

I've learned that artificial intelligence is no match for natural stupidity.

I've learned that 99% of the time when something isn't working in your house, one of your kids did it.

I've learned that there is a fine line between genius and insanity.

I've learned that the people you care most about in life are taken from you too soon and all the less important ones just never go away. And the real pains are permanent.

Learning Styles Test

Task	visual	auditory	kinesthetic/physical/tactile
operate new equipment	read instructions	listen to explanation	have a go
travel directions	look at a map	ask for spoken directions	follow your nose and maybe use a compass
cook a new dish	follow a recipe	call a friend for explanation	follow your instinct, tasting as you cook
teach someone something	write instructions	explain verbally	demonstrate and let them have a go
you'd say..	I see what you mean	I hear what you are saying	I know how you feel
you'd say..	show me	tell me	let me try
you'd say..	watch how I do it	listen to me explain	you have a go
faulty goods	write a letter	phone	send or take it back to the store
leisure	museums and galleries	music and conversation	playing sport or DIY
buying gifts	books	music	tools and gadgets
shopping	look and imagine	discuss with shop staff	try on and test
choose a holiday	read the brochures	listen to recommendations	imagine the experience
choose a new car	read the reviews	discuss with friends	test-drive what you fancy