Koenraad Callaerts

People Management –
Assertive Leadership

Expert Academy

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Let's meet

▶ Who are you?

▶ What do 'people management' and 'assertive leadership' mean to you?

▶ What are you going for?

▶ What would make this training 'successful' for you?

2

Purpose

Getting a broader brainfriendly (and neuroscience based) overal picture that combines a lot of techniques and methodologies, regarding managing people and leadership.

Style: hands on and, respecting the "kiss"-principle

3

Content

▶ Management & Leadership
▶ Communication
▶ State management & Assertiveness
▶ Know yourself and recognize others
▶ Neurological Levels (Robert Dilts) – the basis
▶ Problems & Conflicts
▶ Motivation
▶ Different leadership styles
▶ Change & Resistance (Rick Maurer)
▶ Scripts
  ▶ SCORE
  ▶ DESC

4

What is the job of a manager?

6

According to Peter Drucker (MBO 1973), the work of a manager is to ...

- ▶ Set objectives
  - ▶ Show Direction
  - ▶ Define Priorities
- ▶ Organize
  - ▶ Define Roles
  - ▶ Define Responsabilities
  - ▶ Direct
  - ▶ Delegate
  - ▶ Select Tasks

- ▶ Motivate & Communicate
  - ▶ Point of Contact, Confident, Coach
  - ▶ Conflict Management
- ▶ Measure
  - ▶ Follow up
  - ▶ Give Feedback
- ▶ Develop People
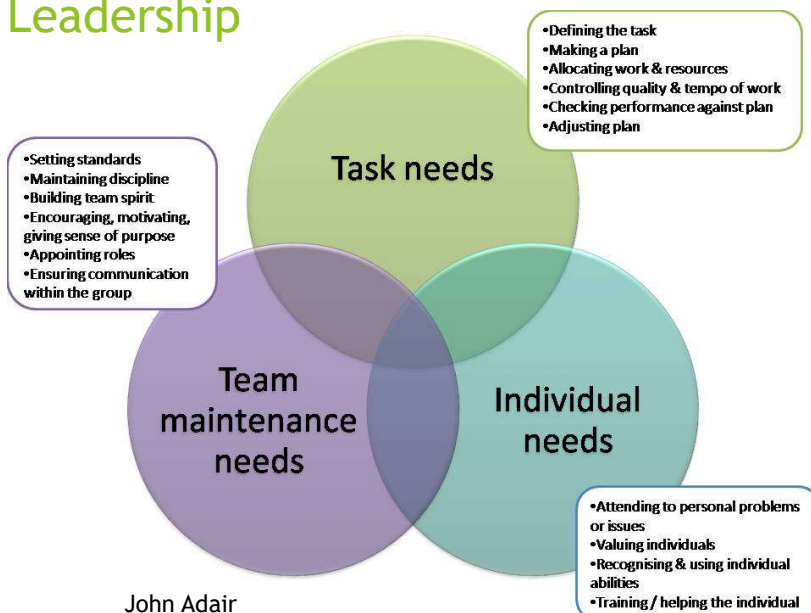 - ▶ Team Members
  - ▶ Him / Her-self

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According to John Adair (Action-Centered Leadership 1973), the Eight Leadership Functions are…

- **Defining the task**
  Using SMART goals (Specific, Measurable, Achievable, Realistic and Time-Constrained) to set a clear objective.

- **Planning**
  An open minded, positive and creative search for alternatives. Contingencies should be planned for and plans should be tested.

- **Briefing**
  Team briefings by the leader are a basic function and essential in order to create the right atmosphere, foster teamwork and motivate each individual.

- **Controlling**
  Leaders need self-control, good control systems in place and effective delegation and monitoring skills in order to get maximum results from minimum resources.

- **Evaluating**
  Assess consequences, evaluate performance, appraise and train individuals.

- **Motivating**
  Adair identifies eight basic rules for motivating people* in his book Effective Motivation (Guildford: Talbot Adair Press, 1987).

- **Organising**
  Good leaders need to be able to organise themselves, their team and their organisation.

- **Setting an example**
  The best leaders naturally set a good example. If effort needs to be made it will slip and a bad example is noticed more than a good example.

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Leadership

- Setting standards
- Maintaining discipline
- Building team spirit
- Encouraging, motivating, giving sense of purpose
- Appointing roles
- Ensuring communication within the group

Task needs
- Defining the task
- Making a plan
- Allocating work & resources
- Controlling quality & tempo of work
- Checking performance against plan
- Adjusting plan

Team maintenance needs

Individual needs
- Attending to personal problems or issues
- Valuing individuals
- Recognising & using individual abilities
- Training / helping the individual

John Adair

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4

What is the difference between Leadership, Leading and a Leader?

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According to Steven Covey (The Seven Habits), Leadership is

communicating to people

▶ their **worth** and their **potential**

▶ so **clearly** and In such a way

▶ that they are **inspired**

▶ and see it in **themselves**.

"Leadership" is essentially related to a person's skills, abilities and degree of influence. A good deal of leadership can come from people who are not formal leaders.

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According to Robert Dilts (From coach to awakener), Leading is

the result of using

- ▶ one's role
- ▶ and leadership abilities
- ▶ to influence others
- ▶ in some way.

The position of "Leader" is a role in a particular system. A person in the formal role of a leader may or may not possess leadership skills and be capable of leading.

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Good Leadership

M E

1. Cut out on the dotted line
2. Rotate 180°

13

Two Fundamental Preferences in Leadership

Assertiviness (action, job, results…)
& Cooperation (relation, people…)

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Sources en Background information

McGregor: X/Y theory: "The human side of entreprise" (1960)

Blake - Mouton: "The Managerial Grid: The Key to Leadership Excellence" (1964)

Hersey & Blanchard: "Management of Organizational Behavior - HR" (1969 – 1977)

Thomas-Kilmann: "Measuring Conflict Behavior" (1978)

Daniel Goleman: "Leadership that get results" (2000)

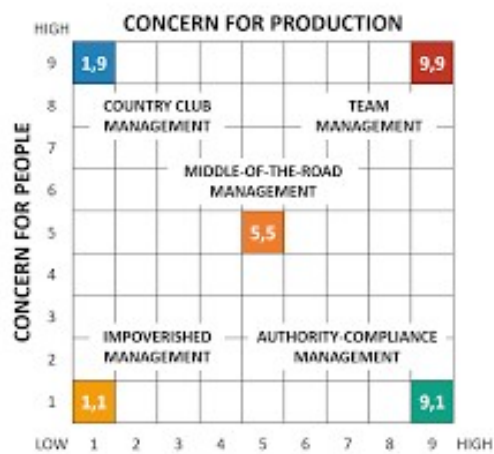Robert Dilts: "From Coach to Awakener" (2003)

16
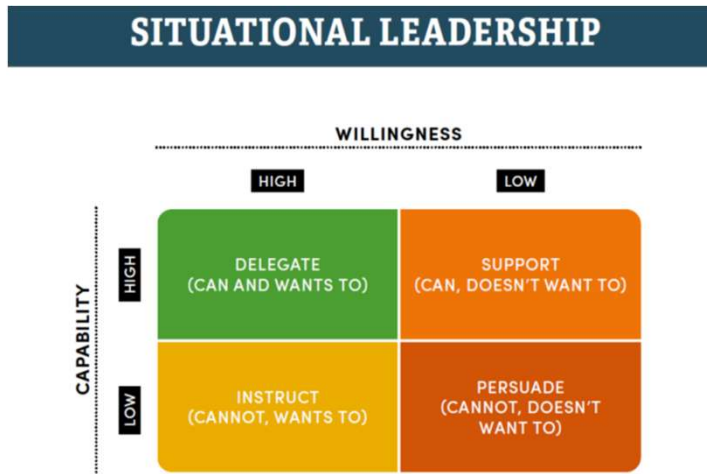
X/Y Theorie – McGregor

McGregor's Theory X & Y

THEORY X	THEORY Y
Lack Integrity	Have Integrity
Avoid Responsibility	Work towards objectives
Work as little as possible	Wants to achieve
Prefer direction	Will make decisions

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Managerial Grid – Blake & Mouton

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Situational Leadership – Hersey & Blanchard

SITUATIONAL LEADERSHIP

WILLINGNESS

	HIGH	LOW
HIGH	DELEGATE (CAN AND WANTS TO)	SUPPORT (CAN, DOESN'T WANT TO)
LOW	INSTRUCT (CANNOT, WANTS TO)	PERSUADE (CANNOT, DOESN'T WANT TO)

CAPABILITY

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Handling conflicts – Thomas-Kilmann

Assertiveness

High **Assertiveness** Low **Cooperativeness** **Competing** *Might makes right.*	Medium **Assertiveness** Medium **Cooperativeness** **Compromising** *Let's just split the difference.*	High **Assertiveness** High **Cooperativeness** **Collaborating** *Two heads are better than one.*
Low **Assertiveness** Low **Cooperativeness** **Avoiding** *Just leave well enough alone.*		Low **Assertiveness** High **Cooperativeness** **Accommodating** *Kill 'em with kindness.*

Cooperativeness

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Six style Leadership – Daniel Goleman
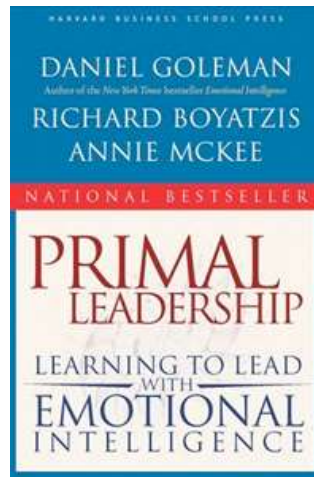
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From Coach to Awakener – Robert Dilts
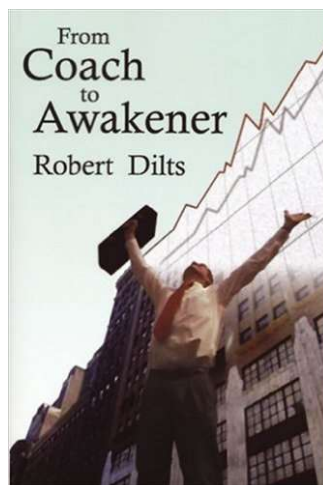
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Unconscious Self-Leadership

Vision

Control

David Allen - GTD
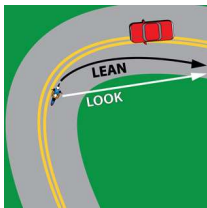
25

Establishing trust
Essential practices

- **Responsiveness** and **Empathy**
  - The extent to which one is open to others
- **Transparency** and **Authenticity**
  - Degree to which one is open about himself, his ideas and the available information
- **Positivity**
  - Attention for 'yes' messages
- **Assertiveness**
  - Focused on the other, self and the relationship

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Positive Mindset

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Tools & Techniques – Rule of Three (YESx3)

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Get to know yourself

Self-knowledge is the beginning of wisdom.

Socrates

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(Self-)Awareness

I am able to control only that which I am aware of. That which I am unaware of controls me.
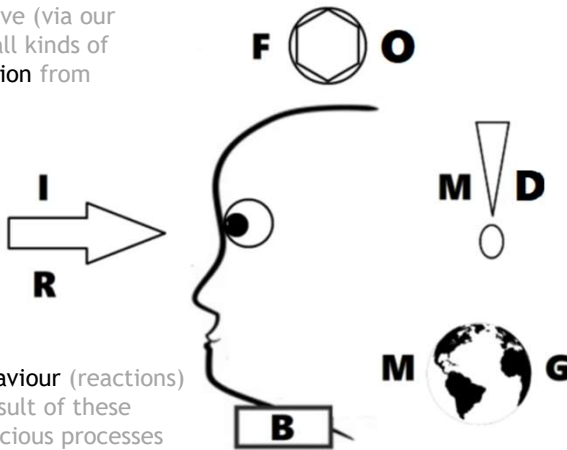
***Awareness** empowers me.*

John Whitmore

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Leadership starts with you
A healthy form of self-reflection

We receive (via our senses) all kinds of **Information** from **Reality**

F O

I R

Our **Behaviour** (reactions) is the result of these (un)conscious processes

M D

M G

B

We **Filter** most of incoming signals... This leads to **Omissions**.
=> *"What might we be missing?"*

Our brain looks for **Meaning** and jumps to conclusions.
These might be wrong = **Distortions**
=> *"Who says? Why is that so? What other conclusions might be possible?"*

We reference that meaning to what we already know: our **Model** of the world We tend to believe that this is the only (correct) one. = **Generalisation**
=> *"What other ways are there to look at this?" (open your own mind)*

?

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What are your preferred mental processes?

- ➤ **Proactive** (preference for acting quickly and taking the initiative)
  versus **Reactive** (preference for waiting, considering, and reflecting)
- ➤ Direction Filter – **Towards** (focus on achieving goals)
  versus **Away From** (focus on avoiding problems)
- ➤ Frame of Reference Filter – **Internal** (using one's own standards in evaluations) versus **External** (using other people's standards in evaluations)
- ➤ **Options** (a preference for many different possibilities)
  versus **Procedure** (a preference for step-by-step planning)
- ➤ **General** (focus on the broad overview, global)
  versus **Specific** (focus on the small details, in detail)
- ➤ **Matching** (a focus on what is good and correct, on what is the same)
  versus **Mismatching** (focus on what is bad and incorrect, on what is different)
- ➤ **Thinking**
  versus **Feeling**
- ➤ **Or**
  versus **And**

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➢ **Internal locus of control** (focus on how someone influences their circumstances) versus **External locus of control** (focus on how someone's circumstances influence them)

➢ **Maintenance** (preference for things staying the same) versus **Development** (preference for gradual change) versus **Change** (preference for fast and radical change)

➢ **People** (focus on people and what moves them) versus **Place** (focus on places) versus **Things** (focus on objects) versus **Activity** (focus on activities being done) versus **Information** (focus on information; facts and figures)

➢ **Concept** (focus on essentials and principles) versus **Structure** (focus on relationships between elements) versus **Use** (focus on practical applications)

➢ **Together** (preference for working closely together with shared responsibility) versus **Proximity** (preference for mutual support with individual responsibility) versus **Sol**o (preference for working alone)

➢ **Intuition** versus **Sensing**

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➢ **Introversion** versus **Extraversion**

➢ **Perceiving** versus **Judging**

➢ **Past** (focus on past events) versus **Present** (focus on the "here and now") versus **Future** (focus on future events)

➢ **Visual** (focus on images and movies) versus **Auditory** (focus on sounds and words) versus **Kinesthetic** (focus on feelings and movement)

➢ **Sorting By Self** (focus on what's in it for them personally) versus **Sorting by Others** (focus on what they can do for others)

➢ **Convincer Strategy** Channel: What sort of information do we need to make a decision? Mode: Never believe anyone? Or prepared to give the benefit of the doubt?

➢ **Reason Filter – Possibility** (motivated to look for possibilities, choices, paths) versus **Necessity** (focus on what they need, taking what comes, what is there)

➢ **Action Filter** – act **quickly** or **think it thoroughly through** and then act?

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The first filter: sensory preferences
Visual, Auditory and Kinesthetic (feeling and touch)
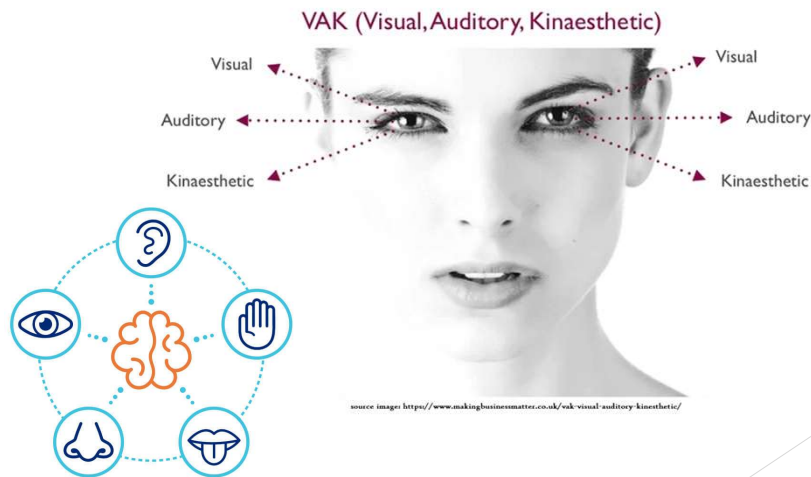
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Sensory Predicats

Visual : looking at, focus, glance, imagining, perceiving, colours, flashes, darkness, gaze, seeing, glow, exposing, staring, ...

Auditory : calling, roaring, saying, silence, silence, deaf, knocking, echo, tone, questions, roar, whisper, speechless, rattle, ...

Kinesthetic (touch) : balance, catch, grab, hit, hot, cold, thump, shape, pressure, stiffen, crush, soft, grope, ...

Olfactory : grass, fruity, smelly, sweat, manure, musty, fragrant, sea air, coppery, rotten, bitter, fresh bread, coffee, lemon scent, ...

Gustatory : vinegar, mild, sweet, fat, meaty, savory, spicy, peppery, sour, licorice, lemon, tasteless, bland, aftertaste, tasty, fat, ...

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Sensory Voice Characteristics

Seeing (visual): rather fast, few pauses, little variation

Hearing (auditory): slightly slower with attention to how something sounds, pronunciation, slightly more pauses, more variation in intonation

Feeling (kinesthetic): a little slower, more pauses, more intonation, sometimes with "feeling"

Sensory Posture and Gesture Characteristic

Seeing (visual): rather little, unless pointing to what one "sees"…

Hearing (auditory): rather little unless one points to the ears or emphasizes or illustrates a certain sound with a gesture …

Feeling (kinesthetic): often the hands "tell" or support or illustrate certain emotions or an atmosphere…

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Assertive Mindset & Behaviour

Passive behaviour
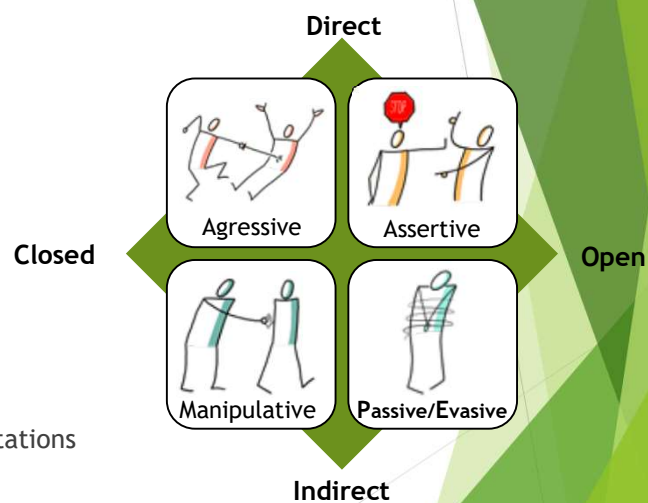
"Why don't we just postpone it?"

Manipulative behaviour

"Some people say that…"

Aggressive behaviour

"I'm the only one right here!"

Assertive behaviour

Authentic, know how to say 'no',

be able to clearly convey desired expectations

Direct

Agressive   Assertive

Closed   Open

Manipulative   Passive/Evasive

Indirect

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Personality profile - Insights

The 'what' is mainly in the blue (task-oriented) and red (result-oriented) quadrant.

The 'who' can be found mainly in the bottom half: both quadrants are aimed at 'together', with the green one focusing more on depth and the yellow one on interaction.
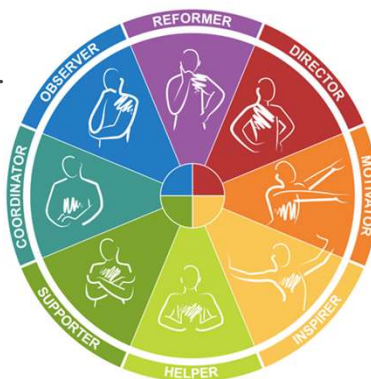

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Using 'Insights' energies in communication
Facts & figures, action, care, relation

▶ Be clear: facts & figures

▶ Show that you are a person with feelings.

▶ Be solution-oriented

▶ Show your attention to the win/win

(cfr **DESC** script)

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DESC

A script to pass messages and get somebody to change their behaviour

Sharon and Gordon Bower

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DESC

Describe
- Describe the behavior (EVENT) of the person who creates a problem/situation (use FACTS!)

Express
- Express YOUR emotions (FEELINGS), why this behavior leads to a problem for you.

Specify
- Specify what attitude change (NEEDS) you would like to see.

Clarify
- Clarify the positive outcome (CONSEQUENCES) for the other person if your needs are fulfilled.

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DESC - Example

Describe
- *Jacob, the production costs this month are 23% higher than average. You didn't give me any indication of this, which meant that I was completely surprised by the news.*

Express
- *This frustrates me and makes me feel like you don't understand or appreciate how important financial controls are in the company.*

Specify
- *I need you to be honest with me and let me know when we start going significantly over budget on anything.*

Clarify
- *I'm here to help you and support you in any way I can. If you trust me, then together we can turn this around.*

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DESC - DO

Describe
- *Behavior (not about possible motives) objective, concrete, S.M.A.R.T.*

Express
- *Your feelings, stay calm, express them in a positive way, only one incident at the time*

Specify
- *Ask for one or two minor changes (can include a possible action by yourself)*

Clarify
- *Clear conclusion. Explicit. Positive outcome for both.*

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DESC – DON'T

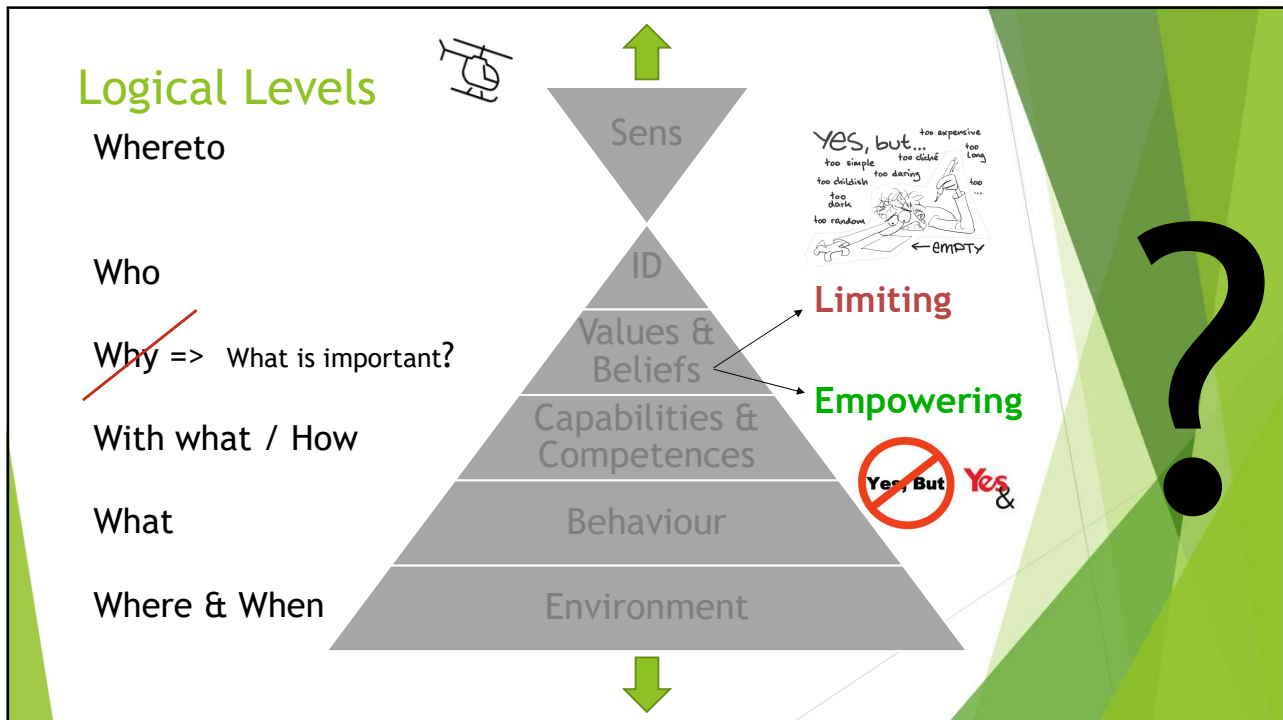|	
Describe	• *Describe emotional reaction, vague, generalization, guess for motives*
Express	• *Deny feelings, burst out, negative, attack*
Specify	• *Insinuate, ask too much, neglect needs of the other*
Clarify	• *Be ashamed, unrealistic outcome, threats*

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Personality profile - MBTI

Where a person focuses his or her attention	**Extraversion (E)**	**(I) Introversion**
	People who prefer Extraversion tend to focus on the outer world of people and things	People who prefer Introversion tend to focus on the inner world of ideas and impressions
The way a person gathers information	**Sensing (S)**	**(N) Intuition**
	People who prefer Sensing tend to focus on the present and on concrete information gained from their senses	People who prefer Intuition tend to focus on the future, with a view toward patterns and possibilities
The way a person makes decisions	**Thinking (T)**	**(F) Feeling**
	People who prefer Thinking tend to base their decisions primarily on logic and on objective analysis of cause and effect	People who prefer Feeling tend to base their decisions primarily on values and on subjective evaluation of person-centered concerns
How a person deals with the outer world	**Judging (J)**	**(P) Perceiving**
	People who prefer Judging tend to like a planned and organized approach to life and prefer to have things settled	People who prefer Perceiving tend to like a flexible and spontaneous approach to life and prefer to keep their options open

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Logical Levels

Whereto

Who

W~~hy~~ => What is important?

With what / How

What

Where & When

Sens

ID

Values & Beliefs

Capabilities & Competences

Behaviour

Environment

YES, but... too expensive
too simple   too cliché   too Long
too childish   too daring   too ...
too dark
too random
←empty

Limiting

Empowering

Yes, But   Yes &

?

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Leader's Belief
"Employees can't be trusted."

Leader's Behavior
"Install tight control systems"

Employee's Behavior
Act as "irresponsible kids", testing the system
to see what they can get away with...

Leader's Belief
"Employees can't be trusted."

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Empowering Beliefs for Good Leadership

1. **Respect** for the **Other Person's Model of the World**
2. **Behavior and Change** Are To Be Evaluated in Terms of **Context and Ecology**
3. **Resistance** Is a Sign of a **Lack of Rapport**
4. **People** Are Not Their **Behavior**
5. **Everyone** Is **Doing the Best They Can** With the **Resources They Have** Available
6. **Calibrate** on **Behavior**
7. **The Map** Is Not the **Territory**
8. **You** Are in Charge of Your **Mind** and Therefore Your **Results**
9. **People** Have **All the Resources They Need** To Succeed and To **Achieve Their Desired Outcomes**
10. **All Procedures** Should Increase **Wholeness**
11. **There** Is No **Failure**, Only **Feedback**!
12. **The Meaning** of Communication Is the **Response** You Get
13. **The Law** of **Requisite Variety**
14. **All Procedures** Should Be Designed To Increase **Choice**

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How To Overcome Limiting Beliefs
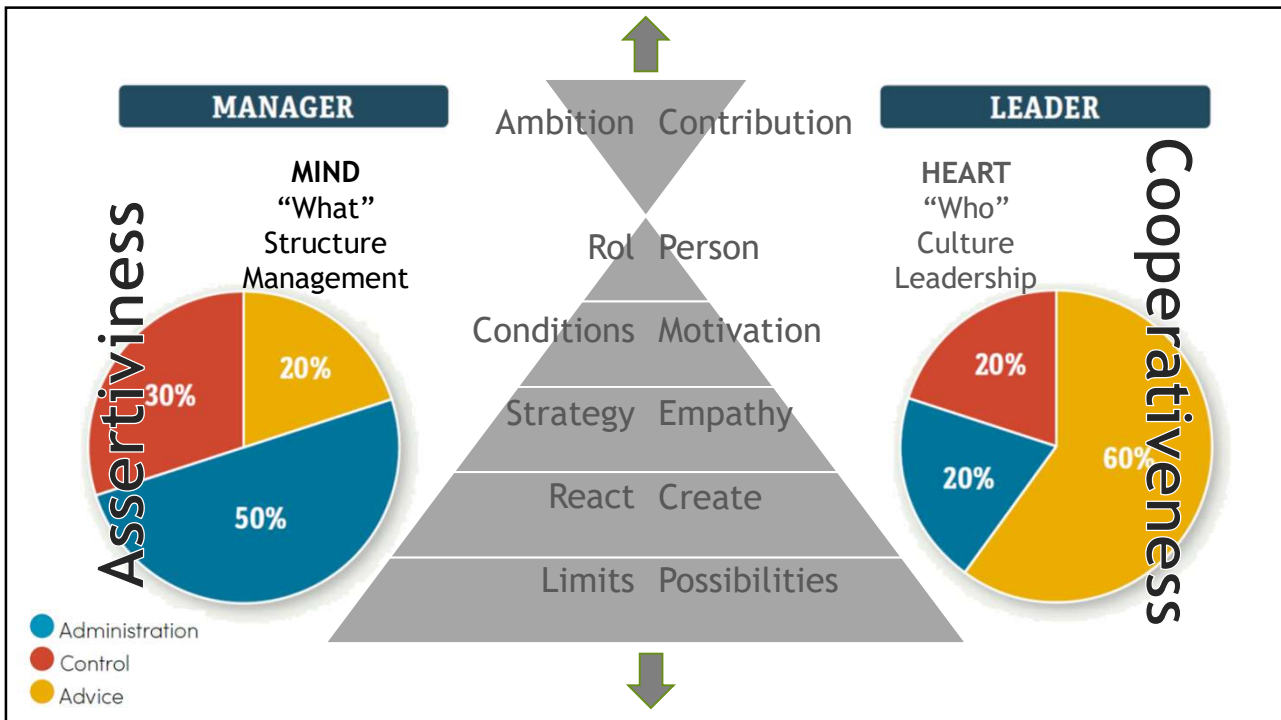
Create a Culture of
YES, AND...

To identify limiting beliefs is first of all to know that they exist.

A few steps you can follow in order to make the shift to new, more empowering beliefs:
— **Stop identifying with the belief.** The first step is to stop identifying with or defining yourself based on what you believe.
— **Kill your conclusions.** Question all of the conclusions you have about what you think to be true, fixed or possible.
— **Test your assumptions.** Without pushing the boundary and testing your assumptions, it's impossible to move past your limiting beliefs. You need to do something to break the pattern of your limiting belief.

Beliefs are formed through repeated thoughts, and the only reason they hold any weight is because you've decided or agreed that they are true.

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MANAGER

MIND
"What"
Structure
Management

Assertiviness

30% 20%
50%

- Administration
- Control
- Advice

Ambition Contribution

Rol Person

Conditions Motivation

Strategy Empathy

React Create

Limits Possibilities

LEADER

HEART
"Who"
Culture
Leadership

Cooperativeness

20%
20% 60%

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How to build trust in the work environment

▶ Be fully present – **connection** (**rapport**)

▶ Invest enough time

▶ Be authentic - create **safe** environment

▶ Communicate in the best possible way

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Rapport - Getting on the same page

7%
TEXT

55% BODY LANGUAGE

VOICE 38%
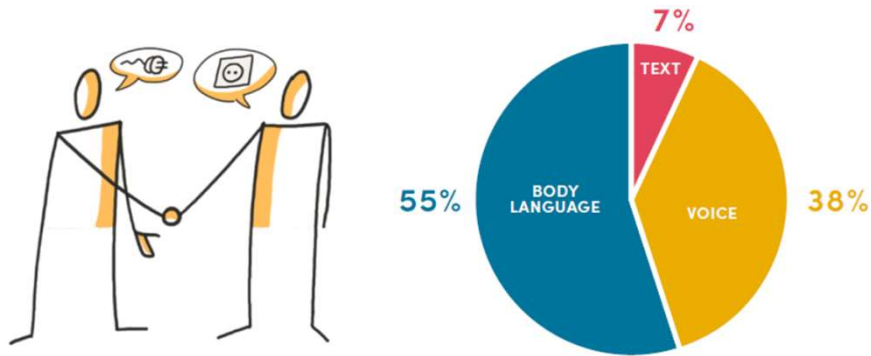
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Verbal & Non-verbal communication

the majority of all communication is non-verbal

▶ You are constantly communicating.
You cannot not communicate.

▶ Pay attention to the body language of others, but be careful of jumping to conclusions…

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Body Language and Leadership: Desired Poses and Gestures?

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Non Verbal Communication – Pose

- ▶ Loudness of voice
- ▶ Well understood
- ▶ Body position: upright and flexible
- ▶ Head upright
- ▶ Shoulders not hunched – get big
- ▶ Relaxed posture
- ▶ Relaxed facial expression
- ▶ Eye contact
- ▶ Speak fluently and articulately

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are

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Getting on the same page
Calibration* & Rapport

Tune in on the **NON-VERBAL** part of communication

- Voice tone and volume
- Posture
- Breathing pattern (upper chest, middle, lower)
- *facial colour
- *eye accessing cues and pupil dilation
- *muscle tension in the face and forehead
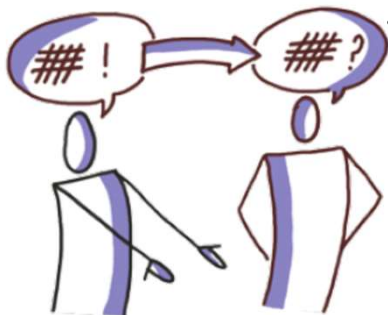- *angle of the spine, head
- *lower lip size (lines or no lines)
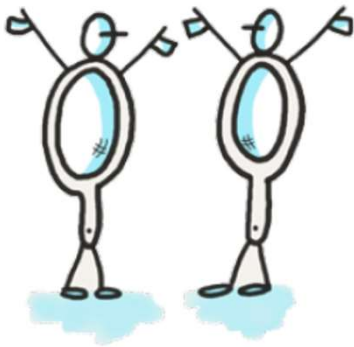
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Getting on the same page
Calibration & Rapport

Tune in on the **VERBAL** part of communication

- Predicats
- Backtracking
- Ask questions
- Answer questions

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SCORE

*A script to involve people
in an empowering way*

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SCORE
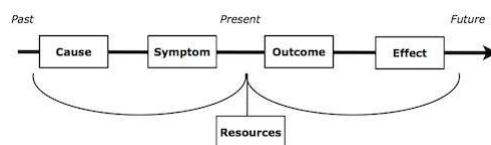
- **Symptoms**: these are the immediate signs that tell you there is a problem

- **Causes**: which may be the antecedent conditions that gave rise to the symptoms, the intentions behind behaviors giving rise to the problem, or current constraints

- **Outcomes**: your desired result or goal, where you want to get to

- **Resources**: the qualities, capabilities, reserves and help that you can bring to bear on solving the problem. These can be past, present or future.

- **Effects**: the longer term, systemic and higher-level results of the outcome

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SCORE

What's not working?
What do you want to change?

What are the underlying causes? What's stopping you from fixing this?
Who or what is benefiting from not fixing this?

What do you want instead of the problem?
Where do you want to get to?

What skills/money/equipment/contacts do you have that will help you to solve your problem? Have you faced a problem like this before? How did you solve it? Who or what can help you? And what else?

What will it do for you/your team/your organization/society for you to attain your goal? How will reaching your outcome change things? What will you learn from it?

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Two Hands On Scripts for Flexible Leadership

▶ DESC

A script to pass messages in an assertive way

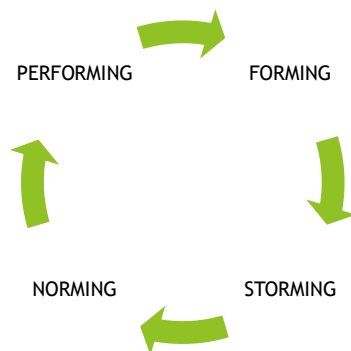▶ SCORE

A script to involve people in an empowering way

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D
E
S C O R E
C

The Law of Requisite Variety:
Flexibility is crucial
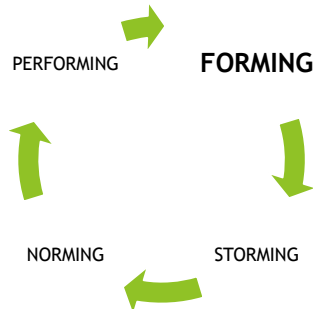
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Managing / Leading a team to reach results

▶ A team **evolves**

▶ The role of the manager evolves too

▶ **Tuckman's stages**

▶ <u>Awareness</u>:
in what phase do I
recognize my team?

▶ Eg: Addition of a
new team member

PERFORMING   FORMING

NORMING   STORMING

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Tuckman's stage 1 - Forming

PERFORMING

FORMING

NORMING   STORMING

High **dependence** on leader for **guidance and direction**.

Little agreement on team aims other than received from leader.

Individual roles and responsibilities are **unclear**. Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships. Processes are often ignored.

Members **test** tolerance of system and leader.

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Tuckman's stage 2 - Storming

PERFORMING   FORMING

NORMING   **STORMING**
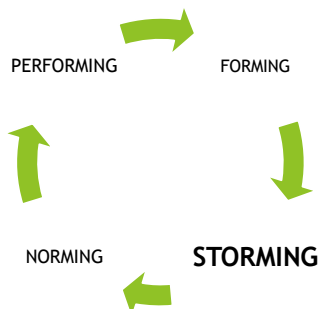
Team members attempt to establish themselves in **relation** to other team members and the leader.

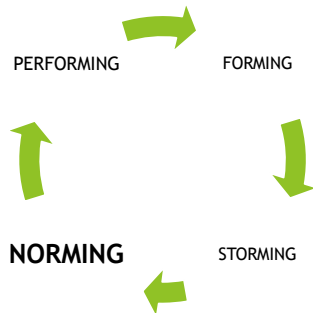**Clarity** of purpose increases but plenty of uncertainties persist.

Groups and fractions form and there may be **power struggles**.

The team needs to be **focused on its goals** to avoid becoming distracted by relationships and emotional issues.

Compromises may be required to enable progress.

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Tuckman's stage 3 - Norming

PERFORMING   FORMING

NORMING   STORMING

Agreement and **consensus** largely forms among the team, who respond well to facilitation by leader.

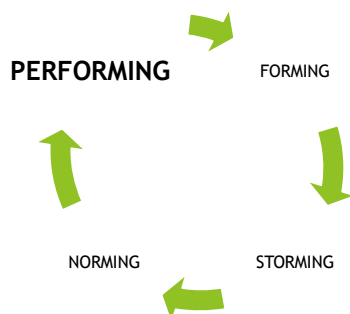**Roles** and **responsibilities** are clear and accepted.

Team members take part in **decision making**.

Commitment and **unity** is strong.

Leader **facilitates** and **enables**

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Tuckman's stage 4 – Performing

PERFORMING   FORMING

NORMING   STORMING

Team members **know** what they are doing and why.

No **interference** or **participation from the leader** needed (high degree of autonomy) unless specifically requested.

The team requires **delegated** tasks and projects from the leader; no need to be instructed or assisted.
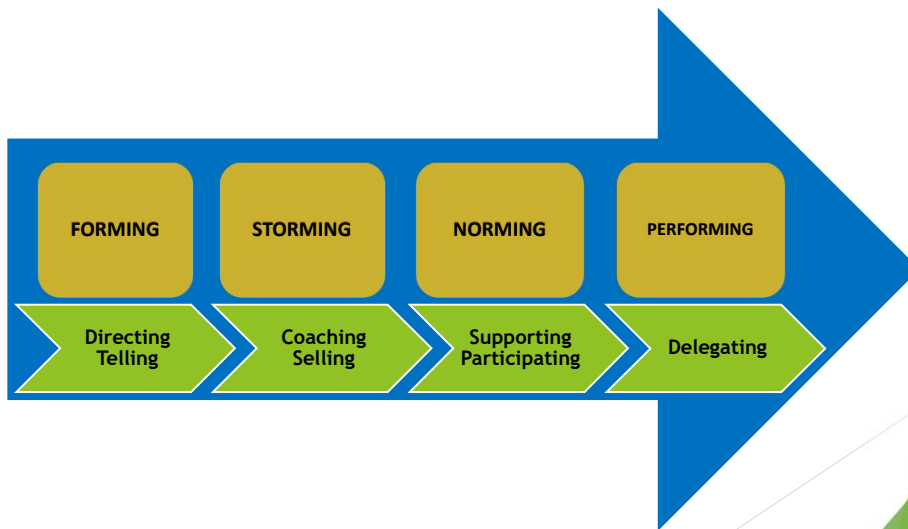
Leader manages **conflicts** if needed.

Team members might ask for **assistance** from the leader with personal and interpersonal development.

Leader **delegates** and **oversees**

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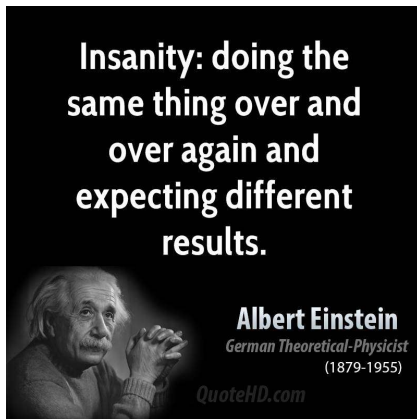## Situational Leadership vs. Tuckman's model

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Tuckman's stage 5 - Adjourning

- ▶ End of project → **Dissolution**
- ▶ **Lessons learned** must be shared and **communicated**
- ▶ Stay **available**
- ▶ Demonstrate **goodwill**

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Change

Insanity: doing the same thing over and over again and expecting different results.

Albert Einstein
German Theoretical-Physicist
(1879-1955)

QuoteHD.com

change

Every change starts within yourself:

- Open your filters
- Ask Questions
- Become Aware (learn)
- & Act Accordingly

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Change

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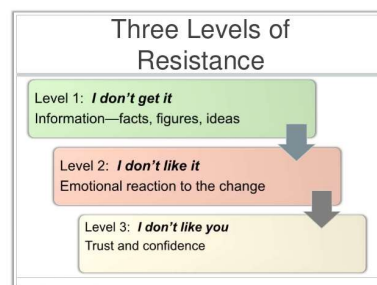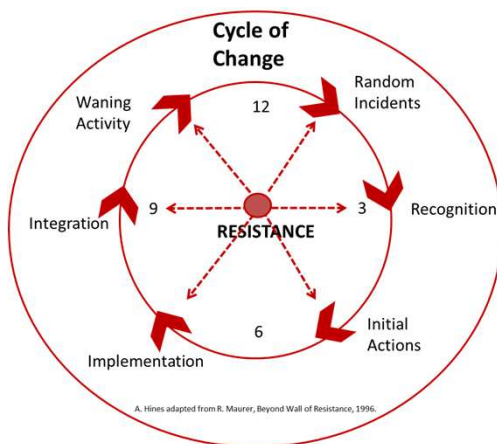"I want you to find a bold and innovative way to do everything exactly the same way it's been done for 25 years."
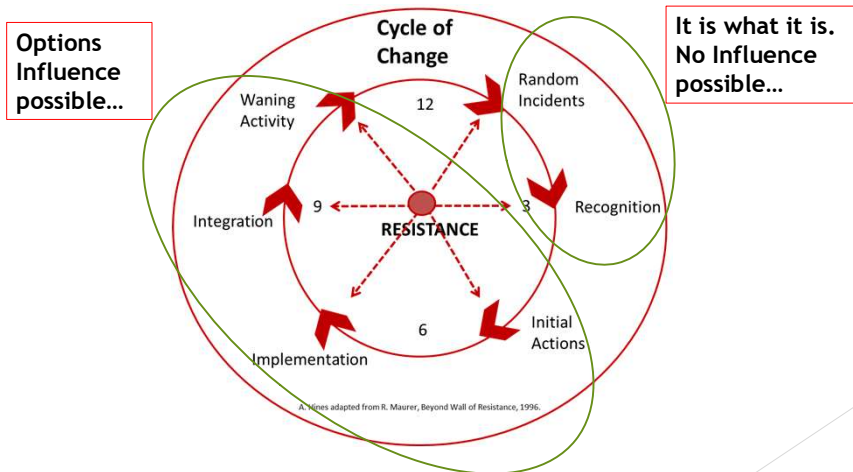
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Change & Resistance

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Change, Resistance & Influence

Cycle of Change

Waning Activity — 12 — Random Incidents

Integration — 9 — RESISTANCE — 3 — Recognition

Implementation — 6 — Initial Actions

A. Hines adapted from R. Maurer, Beyond Wall of Resistance, 1996.

Three Levels of Resistance

Level 1: *I don't get it*
Information—facts, figures, ideas

Level 2: *I don't like it*
Emotional reaction to the change

Level 3: *I don't like you*
Trust and confidence

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The Cycle of Change & The Circle of Influence and The Circle of Concern

Options Influence possible…

It is what it is. No Influence possible…

Cycle of Change

Waning Activity

12

Random Incidents

Integration

9

RESISTANCE

3

Recognition

Implementation

6

Initial Actions

A. Hines adapted from R. Maurer, Beyond Wall of Resistance, 1996.

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Three Levels of Resistance

Three Levels of Resistance

Level 1: *I don't get it*
Information—facts, figures, ideas

Level 2: *I don't like it*
Emotional reaction to the change

Level 3: *I don't like you*
Trust and confidence

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Cycle of Change & Rational Resistance

It is what it is.
⇒ **Listen &
Explain (Y)**

Options
⇒ **Listen & Explain (Y)**
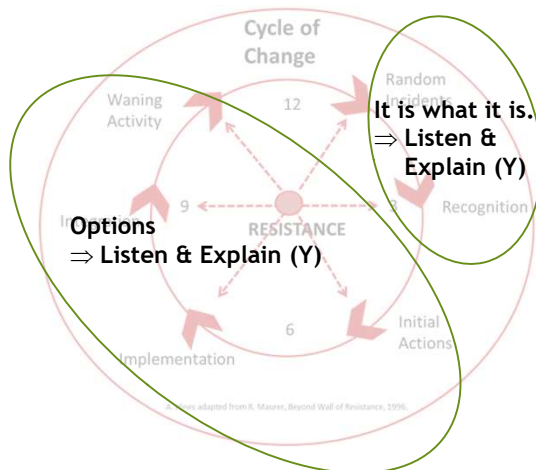
"I don't understand ..."

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Cycle of Change & Emotional Resistance

It is what it is.
⇒ **Determine
Respectfully
(X) (DESC...)**

Options
⇒ **Involve (Y) (SCORE)**
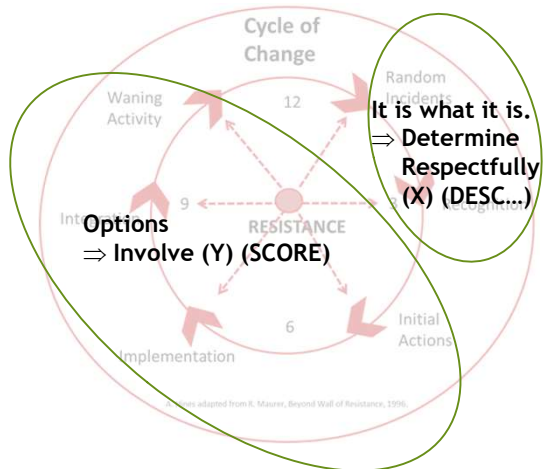
"I don't like it ...

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Cycle of Change & Relational Resistance

Cycle of Change

Waning Activity

12

It is what it is.
⇒ Ignore or
Determine
Respectfully
(X) (DESC…)

9

RESISTANCE

Options
⇒ Involve mediator
(X) (DESC)
Determine,
Decide…

6

Initial Actions

Implementation

"I don't like / trust you …
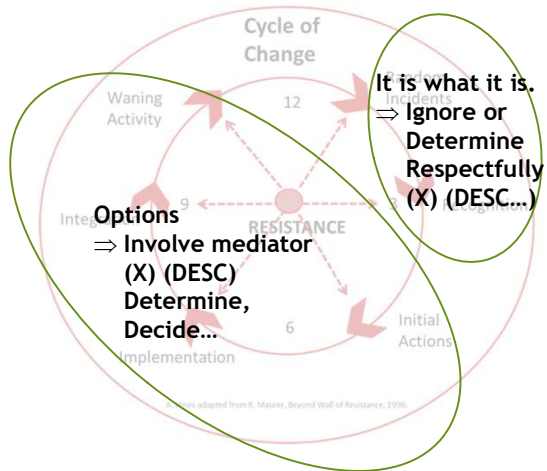
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The 7 habits of highly effective people

Stephen Covey
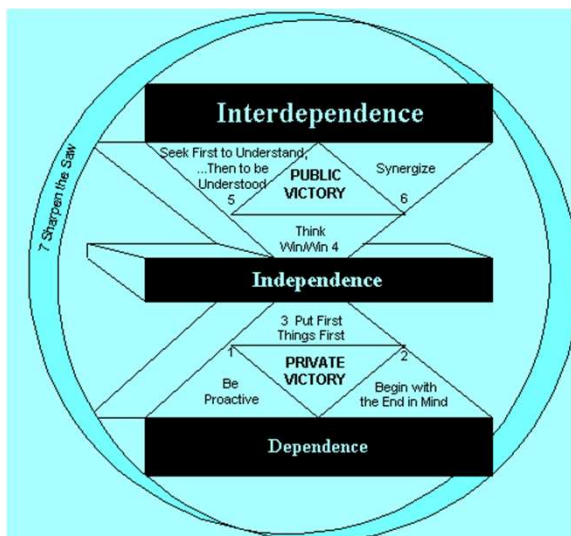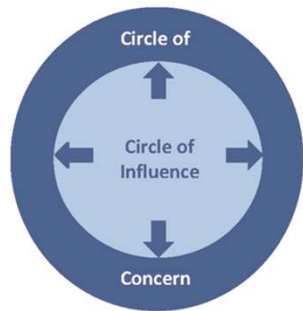
Interdependence

Seek First to Understand, …Then to be Understood 5

PUBLIC VICTORY

Synergize 6

7 Sharpen the Saw

Think Win/Win 4

Independence

3 Put First Things First

1

PRIVATE VICTORY

2

Be Proactive

Begin with the End in Mind

Dependence

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1. Be Proactive

111

2. Begin with the End in Mind

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3. Put First Things First

THE TIME QUADRANTS

	URGENT	NOT URGENT
IMPORTANT	**1 THE PROCRASTINATOR** - EXAM TOMORROW - FRIEND GETS INJURED - LATE FOR WORK - PROJECT DUE TODAY - CAR BREAKS DON	**2 THE PRIORITIZER** - PLANNING, GOAL SETTING - ESSAY DUE IN A WEEK - EXERCISE - RELATIONSHIPS - RELAXATION
NOT IMPORTANT	**3 THE YES-MAN** - UNIMPORTANT PHONE CALLS - INTERRUPTIONS - OTHER PEOPLE'S SMALL PROBLEMS - PEER PRESSURE	**4 THE SLACKER** - TOO MUCH TV - ENDLESS PHONE CALLS/ TEXTING/FACEBOOK - EXCESSIVE COMPUTER GAMES - MALL MARATHONS - TIME WASTERS

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4. Think Win/Win

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5. Seek first to understand; then to be understood.

Harry Harlow

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6. Synergize

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7. Sharpen the saw

Body: Exercise, Be Healthy, Sleep, Relax	Brain: Learn, Read, Write
Soul: Journal, Think, Pray	Heart: Serve, Laugh, Be a Friend
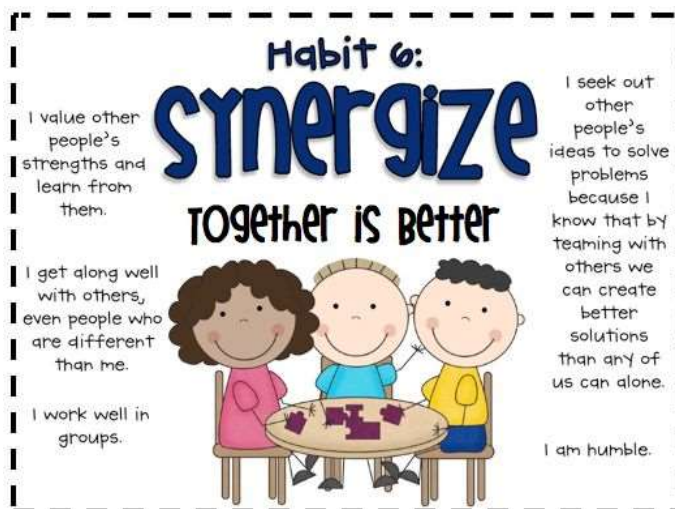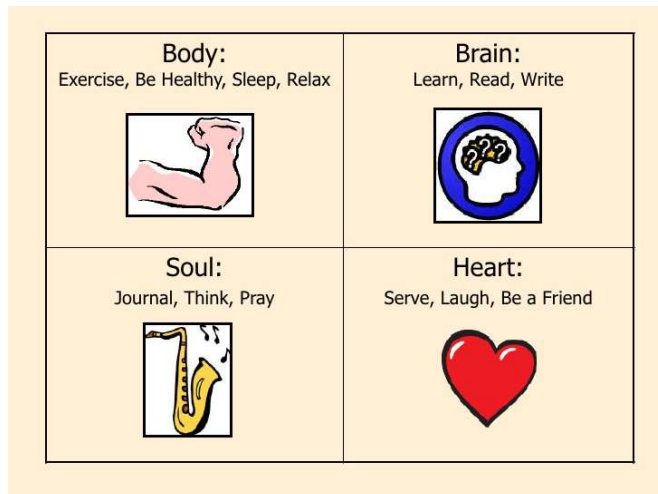
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8th habit: Find your unique personal significance and inspire others to find theirs

use me creatively
(mind)

in serving human
needs in principled
ways
(spirit)

treat me kindly
(heart)

pay me fairly
(body)

Whole person in a whole job

from *The 8th Habit* by Stephen Covey
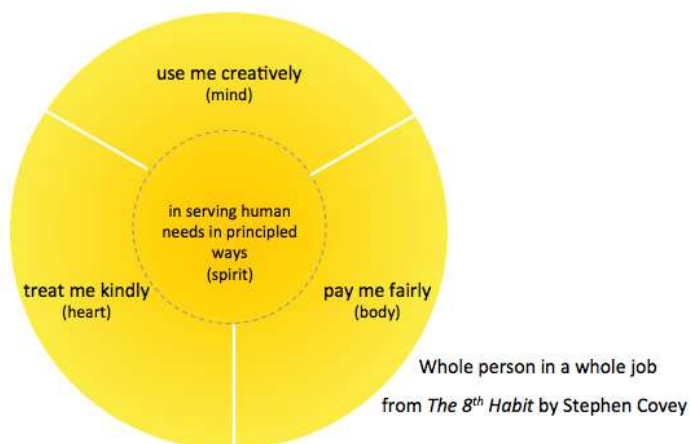
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Finally

▶ What have you learned?

▶ Takeaway?

▶ Call To Action?

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