Systemic Change: From Intrinsic to Extrinsic Motivation

Participate

Perform

Produce

Workbook

This workbook accompanies Individual Session 5 in the eLearning Series, *CultureEX™ Guided Transformation Process.*

Presented for you by

LIFEWORK
S Y S T E M S

Increasing Intrinsic Motivation

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

What is Intrinsic Motivation?

Intrinsic motivation is when you *love what you are doing and who you are being while you are doing it. It is when the focus of your authority and autonomy come from the best place within you, without undue or invasive influence from outside programming, conditions or people.*

In his book *Intrinsic Motivation at Work,* Kenneth Thomas identifies four **Intrinsic Motivators** that build momentum. For each one below, describe the leader's primary role in drawing this out and the steps you can take to get employees focused on achieving the specific goals of each intrinsic motivation.

Creating Intrinsic Motivation in Others

#1 – Sense of **MEANINGFULNESS** Leadership*: Inspiring*	*#4 –* Sense of **PROGRESS** Leadership*: Scorekeeping/Cheering*
• How will I help this person with cynicism? • How will I help this person identify passions? • How will I help clarify specifics of his or her vision? • How will I help this person recognize the "purposes" or need for his or her role and tasks? • Are there "whole tasks" that would help this person feel his or her role in the organization matters?	• How will I make sure this person is well supported by extending community for his or her needs? • How will I help this person identify milestones? • How will I help him or her to celebrate, savor success? • How will I give more contact with the community or extended organization to understand value? • How will I help this person measure improvement?
#2 – Sense of **CHOICE** Leadership*: Handing Off*	*#3 –* Sense of **COMPETENCE** Leadership*: Coaching*
• How will I delegate tasks to this person? • How will I set up ways to demonstrate trust? • How will I create greater awareness of safety, respect and support to encourage risk-taking? • How will I help this person identify/express the purpose for the choices he or she wants to pursue? • How will I provide more information about the roles he or she could take or is taking?	• How will I train this person or provide knowledge? • How will I provide feedback or support this person in evaluating his or her own ability level? • How will I recognize/acknowledge his or her skills? • How will I assess this person's level of challenge to make sure it's not too great or too low? • How will I hold higher standards and expectations without comparisons or competition?

Notes:

Creating Intrinsic Motivation in Self

#1 – Sense of MEANINGFULNESS

What am I feeling and what do I want?
Is this worth my time and energy?
Do I have a valuable mission/purpose that matters?

My Task*: I Inspire Me*

- Do I need help with cynicism; how will I reduce it?
- What will I do to regularly identify and share what most excites me and gives me joy in my purpose?
- How will I clarify the specifics of my vision?
- What practices help me recognize my purposes?
- How do I get the most out of what I choose to do?

#4 – Sense of PROGRESS

Am I succeeding in achieving my valuable mission?
Do I stop to "smell the roses" of my success?
Do I see how amazing I already am?

My Task: *I Track Progress and Celebrate Me*

- How will I know when I have achieved success?
- How will I identify milestones?
- How will I celebrate and savor progress?
- How can I recognize the value in my choices?
- How will I measure my improvements?

#2 – Sense of CHOICE

Are my activities from freedom? From joy vs. obligation? Do I examine how various choices feel? (i.e. changing my purpose, methods, pathways, role)

My Task: *I Review My Choices and Re-Commit*

- How will I stay awake to new choices?
- How will I regularly become present to my choices?
- How will I encourage myself to take risks?
- How will I connect my purpose to my choices?
- What will I do to gain exposure to new choices?

#3 – Sense of COMPETENCE

Am I doing good, high quality work? Am I a life-long learner? Do I seek information and support?

My Task*: I Build My Skills and Seek Support*

- How will I find resources I rely on?
- How will I gain support to uncover my blind spots?
- How will I recognize my skills, strengths, assets?
- How will I make sure my challenges are just right?
- What standards and expectations do I set that empowers me to grow vs. maintain the status quo?

Additional Notes

Intrinsic Motivator #1: Sense of Meaningfulness

A sense of meaningfulness is crucial to have in place before any other intrinsic motivator. The role of the individual and those supporting others is to look for and cultivate inspiring reasons for tasks and for one's role in life and work. There are many conditions and conversations that inhibit one's *sense of meaningfulness*. They include:

A. Cynicism – What is it?

- Embarrassing or shaming a person's idealism (it's a protection)

- Punishing or suppressing people's passion(s)

- Jaded negativity (it's special about us)

- Assigning a negative motive to others (or not looking for or seeing any positive motive)

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

1. Will I help stamp out cynicism? How and what will I do to stamp it out?

Steps for Reducing Cynicism at Work

1. **Set a non-cynical environment as a value.** Make enthusiasm safe. Make it safe to express and share passion, excitement, new ideas, and possibilities. It's helpful, good, and contagious. Make it ok. How and what will I do?

2. **Name cynicism and show it for what it is.** Speak about this elephant in the room. It's toxic and contagious. Create tools to overcome it when it shows up, e.g., saying "higher" when someone is making a cynical statement about self or another. Request they stop and reframe the statement to be encouraging instead. How and what will I do?

3. **Create group systems to promote expressions of encouragement, innovation, enthusiasm, and compassion.** How and what will I do? When will I do this?

4. **Take time for training about cynicism.** Cynicism and passion are choices - we either encourage or discourage them. How and what will I do to shift cynicism and encourage passion instead?

5. **Manage cynicism.** When there's negativity, focus on questions related to successes from the past, in the present, and what could work in the future. Give examples below (e.g., *"When have I been most confident in a similar situation? What's working now? What would be happening at their best?")*

Steps for Reducing Cynicism in Yourself

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

1. **Acknowledge when you are cynical and have been negative.** What are some things I can do to shift these?

2. **Observe your negative cynic with compassion and patience.** Notice what your cynic says and what it sounds like. Is it disdainful, harsh, etc.? Share examples of this and how I can respond with compassion and patience to it.

3. **Question cynical** Check to see if your negative ideas are based in logic and reality. Are they coming from someone you know or knew? Share examples. For each, share if I still believe them now. Then, write it from another angle.

4. **Commit to *choose* to be positive.** Look on the bright side. How and what will I do to shift a current negative?

5. **Seek out and spend time with happy people and let go of (or reduce time with) those who are not.** Let happy people's behaviors and conversations uplift and inspire you. How, with whom and when will I do this?

6. **Focus on people's positive qualities and intentions.** Assign a positive intention to others. Look for and acknowledge good in them, no matter how negative they act or sound. They will become less cynical. How, when (and with whom) will I do this?

7. **Ask yourself:** *How can I better help each person (including myself) identify cynicism so we can begin to replace it with optimism, vision, reassurance and purpose?*

B. Passion

It's important to create opportunities to express, foster, make time for, and encourage excitement and passion for tasks, ideas and people.

Steps to Increase Passion:

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

1. **Regularly share your organization's purpose, values and visions**, especially *purpose*. This may feel pointless or redundant. You will be tempted to *skip it.* Don't. Do it anyway. Find ways to switch it up. Find times to add it in. If you listen, you will hear your cynic and its resistance. When and how will I do this and add this in? Share *your* ideas.

2. **Review blueprints.** Take time periodically in mentoring to review blueprints and encourage continuous progress in them. When and how will I do this and remember to keep doing it? Share *your* ideas

3. **Periodically invite people at meetings to share their purpose, values and visions.** (Encourage this) Especially engage in this when a person is acting most out of alignment with their purpose - not to shame them, but to help them find their way back to it. When, with whom, and how will I do this *at this time*? Share *your* ideas

4. **Believe in people and that they have amazing purposes.** Express interest in the amazing goodness and greatness in people. Look for it. Listen for it. Recognize it. When and how will I and my team do this? Share *your* ideas

Ask yourself: *How can I better help each person identify his or her passions?*

C. Vision

It's important to create opportunities in which people discuss visions so together they support and co-create them.

Steps for Increasing Vision and The Sharing of Dreams:

Note: *You will be asked to share some of your answers below in your mentoring and group facilitated sessions.*

1. **Over-communicate purpose, values and visions.** Remind others what you are causing together and alone and why it matters. Frequently ask them about their dreams. When and how will I do this? Share *your* ideas.

3. **Frequently revisit blueprints** so people write robust visions based on their purpose and values, so that they are expressing their biggest visions without worrying about *how*. Ask them to describe what's happening as if it's occurred and engage all five of their senses. When and how will I do this? Share *your* ideas.

4. Focus on successes: Point out to others when their vision is unfolding so they pay attention to the positives happening as they occur. When and how will you do this? Share *your* ideas.

Ask yourself: *How will I help each person clarify his or her vision(s)?*

D. Task Relevance

It's important for people to consider purpose in all activities they do. Each is engaging in processes to obtain specific results. Having a sense of relevant meaning makes going through actions fulfilling.

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

a. **Results**: Quantifiable changes that happen because of the interactions people have with a task or service.
b. **Processes**: The activities, strategies, services, tactics or other actions engaged in - in order to complete tasks.

1. How will I help each person (and me) to see the relevance of what is chosen and the importance of the choices?

E. Whole Tasks

Whole tasks are activities in which an individual or team is given a significant amount of responsibility to manage a specific outcome or project, including results to achieve and the processes *they* adopt for success.

Note: *You will be asked to share from your answer below in your mentoring and group facilitated sessions.*

1. **Identify whole tasks to delegate.** When and how will I do this? Share *your* ideas.

2. **Ask Yourself:** *Are there whole tasks I could assign to help each person better grasp that they matter?*

Note: *Whole tasks should be a surprising stretch and more than what's normally requested.* Give some examples.

Intrinsic Motivator #2: Sense of Choice

A sense of choice is crucial. People need to be open and straightforward and others receptive so they feel their views and choices matter. This helps them contribute. They feel treated as an intelligent "grown-up." They need to feel encouraged, to be curious, take risks and innovate, and proactive by adopting ownership in tasks. *Sense of choice* meets all four core needs to feel empowered, lovable, connected and contributing. Without it, life is according to someone else's plan (power-under to power-over dynamics), and one feels his/her own initiative is under-valued, unimportant and under-utilized. The conclusion is often to believe power is for the few; and if you are not *perceived* and/or *encouraged* to feel like it and aren't treated like one of those few, you feel impotent.

A. Delegation

- Engage in strategic AND tactical understanding, planning and mapping

- Identify and manage milestones and outcomes along the way

- Promote skills of both leading AND following masterfully, including self AND systems and projects

- Focus on learning vs. evaluation to reduce fear and encourage risk and creative problem-solving

- Use results (and questions) to facilitate learning, NOT perfection; teach people *how* to think, not *what* to think

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.* Assume you both lead and follow (consider the bullet points above on the next two questions)

1. When and how will I delegate whole tasks to others and effectively transfer responsibility to them (as described)?

2. Am I awake and straightforward about choices I wish to ask for and receive? Do I invite new projects and initiatives? Are there some I want to bring forward at this time?

Steps for Effective Handoffs and Adoption of a New Task or Project

1. **Create a strategic plan with all levels of mapping** to ensure the project or task is well considered and laid out. Use your blueprint. Can you identify at least one handoff to another person? Can I add a new task or project that I can build into my blueprint process or otherwise approach it both strategically and then tactically?

Handoff:

Adoption:

Identify the milestones and outcomes. How will I do this in a new project or task?

Handoff:

Adoption:

Foster leading and following while managing systems and projects. How will I ensure this happens?

Handoff:

Adoption:

2. **Nurture 'learning by mistakes, results, and *reasonable* risk-taking'**. How will I ensure this happens?

Handoff:

Adoption

B. Identify and Correct Derailed Trust

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions*. Assume you both lead and follow (consider the bullet points above on the next two questions):

1. **Using the table below, identify gaps present regarding trustworthiness in yourself and others involved.** Think of one or more people with whom you have a relationship with unresolved trust issues. What score would you give each relationship? Mark with an X the behaviors YOU are neglecting or violating in column YOU. Then, mark the ones they are in column THEM. Use your observations below as you answer questions 2 and 3 below.

Healthy trust is demonstrated when:

8 Values That Build Trust	Description	You	Them
1. Honesty	Am I ethical? Do I tell the truth? Lie? Cheat? Steal?		
2. Straightforwardness	Do I ask for what I <u>want</u> (get commitment) and state what I expect?		
3. Receptivity	Am I fully open to hear and consider their feedback and ideas?		
4. Disclosure	Do I share my opinions, needs, ideas and feelings fully?		
5. Respect	Do I treat them as worthy, important and separate with unique needs?		
6. Recognition	Do I acknowledge gifts, talents and differences appreciatively?		
7. Keeps Commitments	Do I deliver on what I say I'll do and when I say I'll do it?		
8. Seeks Excellence	Am I determined to cause and be the best? In relationships? Otherwise?		

2. **What are next steps I will take to improve the lack of trust coming from me?**

3. **What are next steps I will take to influence improvements to the lack of trust coming from the other(s)?**

Healthy trust is evident when one or more people listen well, support one another, and experience a sense of unity. It's healthy if they have a say, can safely brainstorm and role-play, cooperate and collaborate, and respect each other. Healthy trust means people create a healthy community, make decisions, solve issues, use self-discipline and are self-managing.

C. Encourage Trial and Error

We struggle with this because:

- We hate to let go of the familiar
- We operate out of negative goals
- We make choices from fear
- We think and feel we must be:

in control	a success	comfortable
approved of	perfect	competent
#1 or nothing	good	served
conforming, fit in	extraordinary	feminine/masculine

D. Increase Safety and Support

Note: *You will be asked to share from your answers below in your mentoring and group facilitated sessions.*

1. **How will I create greater safety, respect and support in case people try something new and fail?**

E. Expressing and Receptivity to Clear Purpose

We do this well when we:

- Speak clearly in straightforward and disclosing ways
- Listen fully and flexibly
- Encourage and are open to give and receive passionate expressiveness

1. **How will I help each person (including myself) to identify and express purposes for the choices pursued?** For example, I am now hosting a new radio show *When Everyone Wins*. My purposes for doing this are: a. to help more people learn to create win/win experiences, b. to grow the financial success of my company, c. to further love my life and help others love their lives, and d. leave a lasting legacy of teaching practical applications of love to many."

F. Planning Well

We do this when we:

- Use a planning process (e.g. blueprint process)
- Focus on desired results and outcomes
- Fully engage in our lives and work
- Put together an effective plan and execute on it

1. How and with whom will I provide information to help myself and others plan effectively and achieve success?

G. Make Time For Training

By making time for training, we set others (and ourselves) up for success (at work or home).

1. **How, when and with whom will I build in time for training to ensure I am successful? That others are?**

Intrinsic Motivator #3: Sense of Competence

A sense of competence is when we have the knowledge and confidence to perform our work activities well, including meeting and exceeding standards for the job. We are able to do this when we are provided the right amount of challenge to be in the zone of excellence. From that state of being, we are eager and able to master skills, demonstrate artistry and enjoy competency. When we don't have a sense of competency, we are bored due to low challenge or discouraged from too much challenge, which tend to result in us shutting down and giving up, as well as feeling embarrassed, dissatisfied, anxious and overwhelmed.

A. Knowledge

Providing knowledge includes providing all the right tools.

1. **How will I provide consistent knowledge and tools on leadership, teamwork, and job skills?**

2. **What training and tools are needed to set people (including myself) up for success? How will I provide this?**

3. **What will I do to ensure I have a clear enough understanding of our business systems? What support do I need?**

4. **What process repository tool will I use? (This is a tool where all processes are captured and assigned to specific roles) What will I do to make sure we have an effective way to communicate processes to people who need them?**

B. Positive Feedback

Mentoring is one place you make certain that regular, positive feedback occurs.

1. **How and with whom will I give and receive regular, positive feedback on the following:**

Managing Relationships

Managing Productivity

Managing Engagement:

2. **How and when will I give and receive regular, monthly committed, positive-oriented, supportive mentoring? What relationships, practices, and conditions best serve the mentoring I give and receive?**

3. **What is helpful feedback and the kind of support that most empowers me to evaluate my own ability levels and course correct so I improve? So I become self-reliant?**

C. Recognizing Skills and Contributions

These are deposits we make into emotional bank accounts.

1. **How and with whom will I recognize and acknowledge a person's skills and contributions (without slipping into the use of rewarding, incentives, judgment and praise)?**

2. **What are the overarching rules or guidelines for how to give encouragement *instead of* praise? (See below)**

D. Challenge Without Overwhelming – Rate the following on a scale of 1-4, 4 being the best.
1. **How will I make sure I am giving and receiving the right amount of challenge?** What score do I give myself on this?

2. **How will I know tasks I delegate are reasonable?** What score do I give myself on this? How do I improve this?

3. **How will I ensure they are respectful?** What score do I give myself on this? How do I improve this?

4. **What helps me ensure they are related?** What score do I give myself on this? How do I improve this?

5. **How and what will I do to assess my level of challenge or that of others, to make sure it's not too great or low?**

ENCOURAGEMENT VS. PRAISE – THERE'S A BIG DIFFERENCE!

"Humans need *encouragement* much like plants need water… We constantly encourage or discourage those around us and thereby contribute materially to their greater or lesser ability to function." Discouraged people are those most in need of encouragement and are often the ones with whom we feel least inspired to give it. When you recognize the power of encouragement and how it helps a person dig inward and find his or her best internal motivation, unlike praise, you can even uplift others and encourage them when they fail.

Sometimes people don't respond well to our efforts. This happens because many don't realize the differences between encouragement and praise. Encouragement is top priority; but unfortunately, we often *praise* instead, which can discourage people. Here are some distinctive differences between praise (which is bestowed from above) and encouragement (which is respectful, egalitarian and about the person). These apply to adults *and* children:

Praise Motivated by Others: Extrinsic Motivation One can interpret, "*If I don't perform, then I'm not good, you're not proud, I'm guilty of making you sad*."	Encouragement Motivated from Within: Intrinsic Motivation One can interpret, "*I am secure for who I am, not what I do. I decide what matters to me*."
1. *Praise* places value and worth outside people. "*I am so proud of you. You make me happy when…*" (*Focus on other person's pleasure - manipulative*)	***1. Encouragement* places value and worth within.** "*You really seem to love your work*" (*Focus on your pleasure with respect, appreciation*)
2. Stimulates rivalry and competition.	**2. Stimulates cooperation and contribution.**
3. Fosters self-absorption at expense of others. "*You are the best employee. You're better than the rest of the department.*" (*Comparative*)	**3. Fosters self-esteem; does not hurt others.** "*The ways you contributed at the meeting were very helpful.*" (*Non-comparative, constructive*)
4. Focuses on evaluation of performance and the finished outcome of a project or accomplishment.	**4. Focuses on the amount of effort, persistence, joy and determination.**

5. Emphasis is on global evaluation of the person.
"*You are better than others.*"
 	
"*You have the highest sales*" (and win the bonus.)
    (*Comparative – can feel patronizing*)
	5. Emphasis is on a specific contribution.
	"*You have helped in this way.,,*"
	
	"*You helped _____ people today by…*"
	    (*Non-comparative, focuses on contribution*)

6. The deed and doer are synonymous. Praised people can feel discouraged, burdened by the high standard. Others around them worry they're not as *good*.
 	
"*You're wonderful, great, amazing!*"
  (*Generalized and expresses the other person's evaluation*)
	6. The deed and doer are distinctly separate. Person feels able to respond and accomplish deeds because comments are about deeds.
	
	"*The company benefited from your ideas on… *"
	    (*Specific description focused on contribution*)

7. Fosters discouragement, influences quitting.	**7. Fosters persistence/determination.**

8. Fosters fear of failure and motivation to prove self. Invites people to change for others.
 	
"*Go get that client – make us/me proud!*"
    (*Pressure to excel or prove capability*)
	8. Fosters self-acceptance and helpfulness. People make changes for themselves.
	
	"*You like to work and get high sales.*"
	        (*Acknowledges determination and effort*)

9. Expresses judgments of good or bad, worthy or unworthy, success or failure, superior or inferior. "*I am so proud. I couldn't be happier with you.*" (*Focus is on the authority figure*)	**9. Expresses faith other is lovable, loving, and capable. It expresses seeing inner qualities.** "*You seem to enjoy getting results. You have such a positive attitude.*" (*Focus is on "you"*)
10. Cannot be given during times of failure. "*I'm so proud you struck out (?!).*"	**10. Can be offered anytime.** "*You put into it everything you had.*"
Long-range effects: Dependence on others; fear of failure; doing min$imu4m to stay under the radar.	**Long-range effects**: Self-confidence; self-reliance; takes risks; accepts mistakes; and enjoys experiences.

In order to *encourage*, one makes observational statements that reflect what matters most to the person receiving the information, not the judgment of the one giving the observation. For example, instead of "Make me proud; go out and sell that new client!" To *encourage*, you might say, "I see how hard you work and how much time and attention you give to meeting your sales goals, (and e.g. serving your customers by . . .), etc. You seem to enjoy sales." You reinforce that you notice what matters to the other person and how he or she is motivated to *cause* certain outcomes, including his or her own feelings they generate for themselves in the process.

E. Hold High, Non-Comparative Standards

1. **Do you remember a time when an authority used comparative standards with you? If so, how did it make you feel? What did you decide about the authority? About the person you were being compared with?**

2. **How can you and your organization inspire high standards and skills without using comparisons or competition?**

Intrinsic Motivator #4: Sense of Progress

A sense of progress is needed because people need to make progress towards a meaningful purpose. They need to know their hard work is paying off and celebrate the excitement and sense of wonder that goes with "Yes, we did it!" Without it, life is frustrating and people feel stuck; they sense their task purpose is slipping away. They feel helpless, ineffective, and may burn out, dropping commitments.

A. A Collaborative Environment

1. **How do I ensure those around me and led by me are supported in a collaborative, positive manner?**

B. Tracking Progress and Milestones

1. **What mechanisms am I putting in place to track results and milestones for celebrations for others?**

- Success means achieving results and changing behavior
- People need to be clear in terms of the outcomes they seek and be inspired to achieve them through their efforts
- Planning and acting are inseparable
- Partnership enables success and empowerment
- Outcome thinking encourages innovation and learning

2. **How will I help myself and others to identify target goals and milestones that matter and inspire?**

3. **What mechanisms am I putting in place to track results and milestones for celebrations for myself? When will I do this?**

C. Celebrations

Celebrations help us create a critical mass of people telling positive stories and drawing on positive images (which causes emotional contagion of the best sort). It focuses on and fuels healthy chaos to get to quick, new and creative solutions. It helps people use their self-determination and personal power to create more of what they want. It causes unity and collaboration; and the use of words, images and feelings are used to create and sustain positive momentum.

1. **What rituals will I/we create in order to celebrate each person and the team on a regular basis?** Example: a Kudo's board where people post things they see and appreciate.

D. Community as Witness

Community contains the power to recognize each for our assets and gifts.

1. **How can we make sure every person is supported by the community to recall his or her value?**

2. **What do you think of, and how do you feel about, the Babemba tribe story? What are the benefits of giving and receive an encouragement flooding?**

E. Empowering Measurements

Measures should be designed to: inspire; to change behavior in a meaningful way; to teach and lead to clear success and progress; and to celebrate, otherwise…
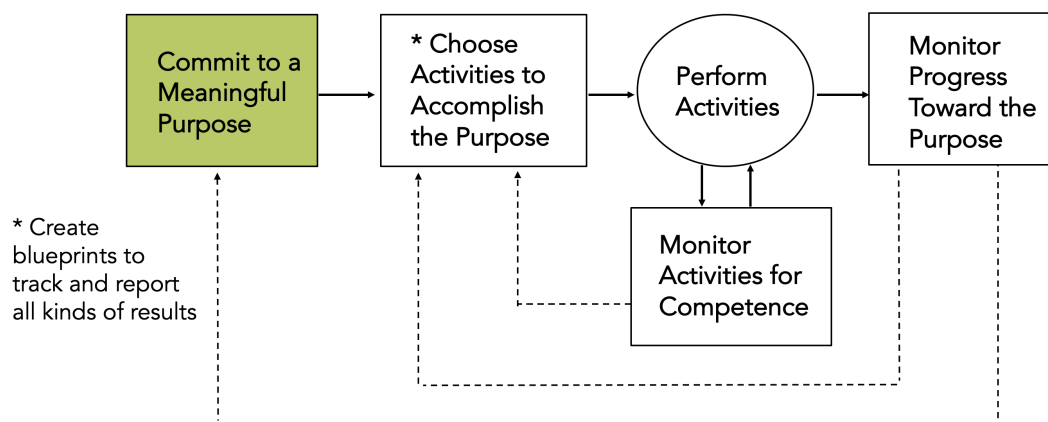
- People feel judged
- They feel uninspired
- They feel a lack of support needed to take and sustain action and commitment

1. **How will I/we ensure that measurements set in a clear vision are empowering and inspire progress and success?**

Creating More Intrinsic Motivation In Myself and Others

In his book *Intrinsic Motivation at Work*, Kenneth Thomas identifies four Intrinsic Motivators that build momentum. For each one below, describe the leader's primary role in drawing this out, and the steps you can take to get employees focused on achieving the specific goals of each intrinsic motivation.

#1 - Sense of MEANINGFULNESS Leadership: Inspiring • How will I help with cynicism? • How will I identify passions? • How will I clarify specifics of vision? • How will I recognize "purposes" or need for roles and tasks? • Are there "whole tasks" that increase sense of lovableness and contribution?	**#4 - Sense of PROGRESS** Leadership: Scorekeeping/Cheering • How will I make sure support by extended community is meeting needs? • How will I identify milestones? • How will I celebrate and savor success? • How will I ensure more contact with the community or extended organization to understand value? • How will I measure improvement?
#2 - Sense of CHOICE Leadership: Handing Off and Picking Up • How will I delegate tasks? • How will I demonstrate trust? • How will I create greater safety, respect and support to encourage risk-taking? • How will I identify/express purpose for choices? • How will I provide or gain more information about possible roles?	**#3 - Sense of COMPETENCE** Leadership: Coaching • How will I ensure needed knowledge is present? • How will I provide feedback or support in evaluating ability level? • How will I recognize/acknowledge skills? • How will I assess level of challenge to make sure it's not too great or too low? • How will I hold high standards and expectations (without comparisons or competition)?

Assist People In Self Management

Commit to a Meaningful Purpose → * Choose Activities to Accomplish the Purpose → Perform Activities → Monitor Progress Toward the Purpose

Monitor Activities for Competence

* Create blueprints to track and report all kinds of results

It Just Got Real!

Name _____   **Date** _____

A-Ha Idea

Challenges

Resources (How you will overcome challenges/barriers)

1 | **Next Step**

Date

A-Ha Idea

Challenges

Resources (How you will overcome challenges/barriers)

2 | **Next Step**

Date