Appreciation

Belonging

Engaged
Employees

Support

Inspiration

Understanding

# Employee Engagement

## By Eddie LeMoine

**FOSTERING OUTSTANDING PERFORMANCE**

# A JOURNEY TO ENGAGEMENT

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international keynote speaker

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# INTRODUCTION

For the first time in human history, Five generations of employees are working together. This new trend presents workplace challenges that, up to this point, were never considered. For employers to succeed, prosper and, in some cases, even to survive, leaders are now required to step up and understand as well as to motivate each generation. With matures, baby boomers, Xers, millennials and z-generation all working side by side, disputes can potentially arise through conflicts of values, vision, views and mindsets. Add to this the prospect of a shrinking workforce, and it becomes increasingly clear that adaptive management is vital to an employer's ability to attract and retain a qualified team. Employee engagement has become the most crucial issue for the future of most organizations.
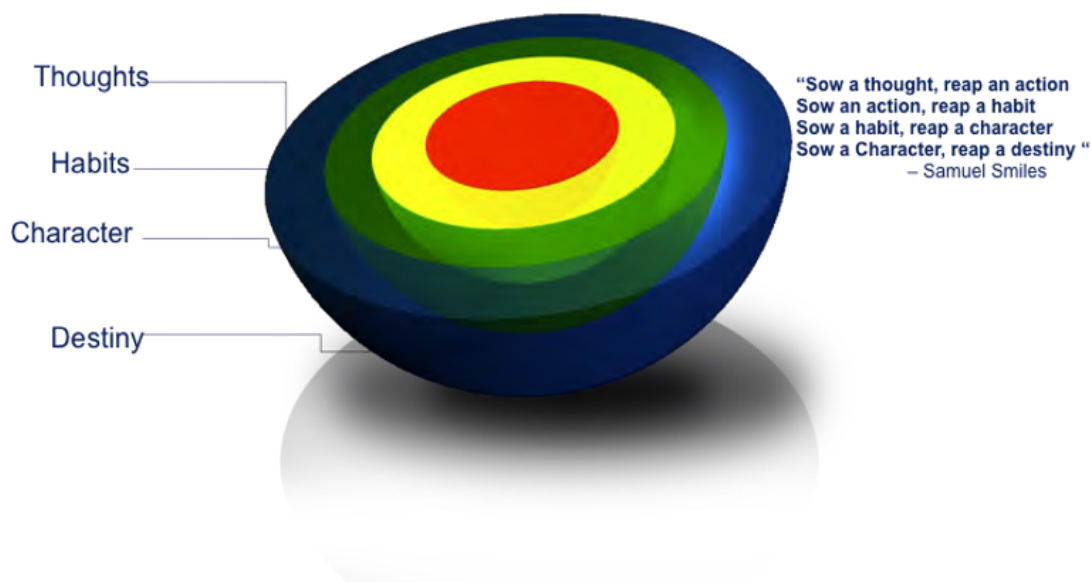
Over the past 25 years, we have had the privilege of observing some of the best leaders in their fields. Many of these people consistently perform at the top of their games. We have also had the opportunity to observe people who perform far below their capabilities. In this program, A Journey to Engaged Leadership, you will discover the methods used by people who consistently over-achieve and build strong, engaged teams.

Research shows that many training sessions are excellent at developing strong knowledge but do very little to create the desire in us to apply the knowledge. Many people have solid skills but often lack the drive to use them. When you dig deeper, you discover that the people who consistently perform at higher levels almost always have a greater level of desire to learn new skills and apply them. This successful trait, in turn, often creates the very opportunities that allowed them to become more successful. From this, you can gather that the most significant challenge is creating the desire to use new-found skills and knowledge, not just the skills or knowledge alone. This desire creates opportunities for achievement. Many people already have significant knowledge and only need to apply their know-how to achieve substantial results.

Interestingly enough, successful people utilize this behaviour on a more consistent basis, creating successful habits.  These habits become the foundations for their success.

*Successful people have successful habits; unsuccessful people don't.*



Thoughts

Habits

Character

Destiny

"Sow a thought, reap an action
Sow an action, reap a habit
Sow a habit, reap a character
Sow a Character, reap a destiny "
– Samuel Smiles

As stated in the quote above, these simple daily changes have a profound impact on the destiny of the successful. This program, A Journey to Engaged Leadership,  was developed specifically to improve the desire to learn and then apply skills and knowledge. It was carefully designed to give a step-by-step process to introduce the successful habits you need to change your destiny. What you will learn is that you can create new habits in every aspect of your life: from work to personal interactions, from family to social relationships.

Enjoy the workshop and be sure to drop by our website to keep current on employee engagement activities and information.

*Eddie LeMoine*

**Eddie LeMoine
Award Winning Speaker/Author and Employee
Engagement Expert**

# SECTION
*Building an engaged team*
# ONE

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## About the numbers

Building an engaged team has become the foundation for the success of an organization. Not only does it make good business sense, but it also creates a much better place to work. The following are some readily accepted figures for workforce engagement.
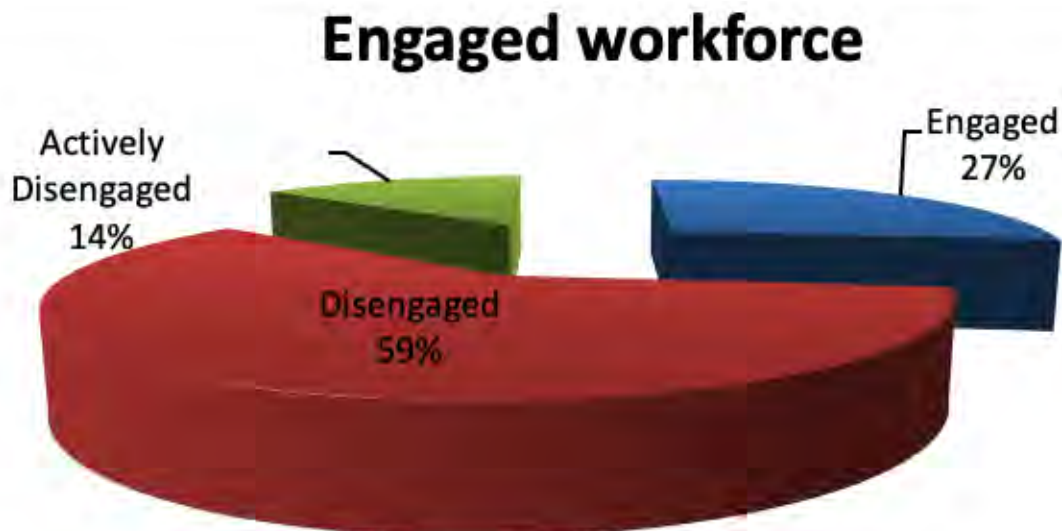


*If you factor in the estimation of what that means from a productivity perspective, you arrive at the following data.*

***Engaged Employees—27%***   Employees that are engaged have a contribution rate of 90% of their payroll. That means they work 90% of the time, tend to be very efficient and are willing to take on additional tasks. These employees can contribute as much as 60% of your total productivity.

***Disengaged Employees—59%***  Employees that are disengaged have a contribution rate of 70% of their payroll. They spend 30% of their time on non-work related tasks and much of their time on disempowering tasks. Although they make up 59% of your staff, they often contribute the same amount (27%) as the engaged employees, which is another 60% of your total productivity.

***Actively disengaged employees—14%*** Employees in the actively-disengaged group only contribute a rate of 50% of their payroll. They spend much of their time on non-work-related tasks and most of the work-related tasks on disempowering activity.  From a productivity perspective, they are contributing to negative 20% productivity, which means that, while the rest of the team is building the organization, they are tearing it down.

## Steps to Creating an Engaged Team (Moving to a New Model):

Only now are organizations beginning to realize the importance of including the employees in the strategy of the organization. Sure, over the years, lots of people gave lip service to the notion of employees being a valuable part of their organization; but now it has become critical. We often read management books that talk about a win-win scenario where the department wins, and the clients win.

I _win—you lose._  In this case, the department wins but the citizen loses

_You lose—I lose_. In this case, you may stay within the budget, but you cannot deliver a quality product or service.

_You win—I lose_. In this case, the client receives a quality product or service, but the company can't stay within a budget.

The new way of thinking has evolved from "company wins/client wins" to "company wins/client wins/employee wins." This model has long-term sustainability and overall increased profitability.
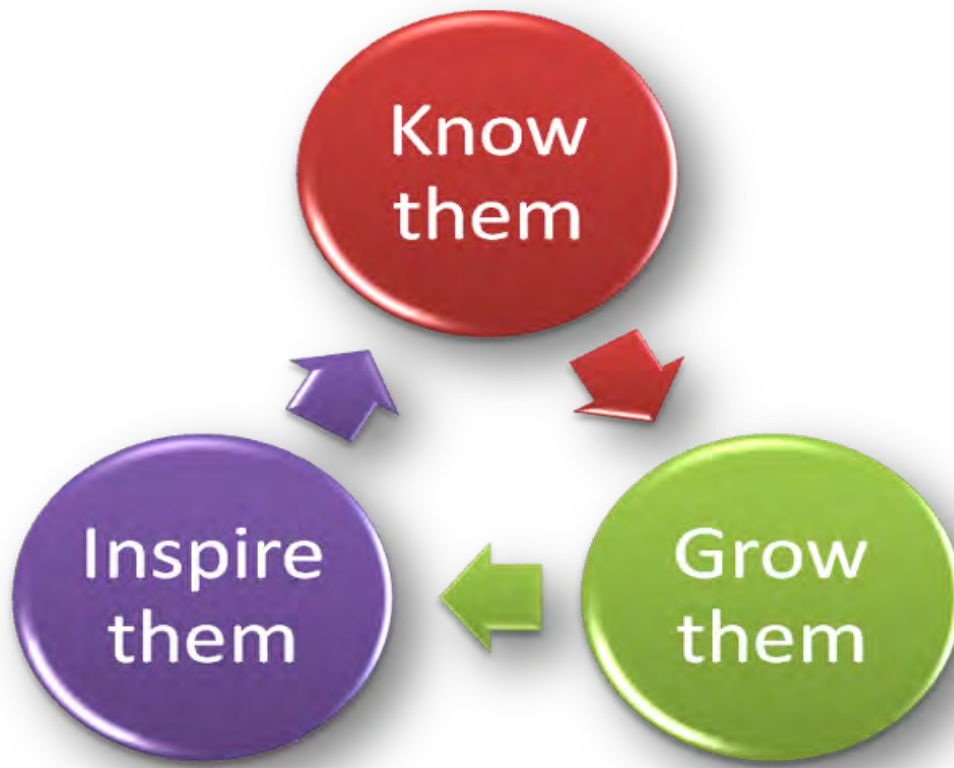
## CLOSE THE GAP

In this section, you will discover the three critical steps to closing the engagement gap. Understanding each employee's needs and ensuring those needs are fulfilled met are essential components for closing the engagement gap.

Through this process, you will discover where each member of the team fits the organization's direction. Learning to leverage each team member's strengths to utilize their skills best will align their personal goals and objectives with the organization's vision.

# SECTION TWO

# GET TO KNOW YOUR TEAM

## Organizational Leadership

Employees want to know you care about their well-being, and the more time you spend learning about your team's unique characteristics, the more loyal and engaged they become.  When understanding your employees, there are many factors to consider:

Each employee brings his or her unique characteristics, and we must cherish each one. Over the years, we have learned to integrate many of these characteristics, but the one having the most significant impact in the workplace today is the multi-generation workforce. For the first time in human history, five generations of employees are working together. This new trend presents workplace challenges that, up to this point, were never considered. Let's take a look at each generation and the wants and needs of each group.

# Mature Generation

## Matures Born 1909-1945

**Thoughts about them**
Duty, Sacrifice

**Major Events**
- The Great Depression
- WW II
- Hiroshima

**Key influencers**
- John Diefenbaker
- Charlton Heston
- Winston Churchill
- Billy Graham
- L. Pearson

### Overview

The Matures are actually a combination of two generations, the Veterans (1901 – 1924) and the Silent Generation (1925 – 1942), whose characteristics in the workplace are very similar. They either fought in World War II or were children during the war. The eldest members of the Matures remember the Great Depression, and their memories of those times have made an indelible mark on them. Many of their behaviours today can be traced back to their experiences during the Depression.

Of the four generations, the Matures are the smallest in numbers. They're also the wealthiest. They either first entered the workforce after WWII or came home from the war and got a job with companies that took care of their employees. Both the company and the employee believed that loyalty to one another created even more commitment. Most of the Matures worked for only one company in their lifetime and stayed with their employer until they retired, and the company rewarded them with a gold watch. The post-war workplace they inhabited was primarily male-dominated. The mothers stayed at home, kept house and raised the children.

### @ work
- Are loyal to their employer and expect the same in return.
- Possess superb interpersonal skills.
- Are enjoying flexitime arrangements today so they can work on their schedule.
- Believe promotions, raises, and recognition should come from job tenure.
- Measure work ethic on timeliness, productivity and not drawing attention.
- Occupy many board positions and federal and provincial lobby, groups

### As customers
- Have great faith in the nation's institutions: people, companies and the government.
- Demand quality. It is more important than speed or efficiency.
- They are loyal customers but aren't afraid to shop around.
- Willingly follow the rules that have been established. They believe they are there for a reason.
- Think the standard options are just fine. There is no need to get fancy or customize.

# Baby Boomer

## Baby Boomers Born 1946-1964

**Thoughts about them**

Individuality, "Me" Generation

**Major Events**
- Vietnam War
- Woodstock
- 67 Centennial Year
- Canada Beats Russia in Hockey

**Key influencers**
- The Beatles
- Bill Gates
- Pierre Trudeau
- Brian Mulroney
- Oprah Winfrey

### Overview

Today many boomers are retiring. The Boomers that remain in the workforce run local companies and governments. They are the bosses, supervisors, managers and CEOs of many companies; they once dominated the workforce because of their large numbers. They are a strong workforce because of their dedication to a stable, strong work ethic that they are uniquely defined as working long and hard and being seen doing it. The word "workaholic" was coined to describe the Boomers. They believe in "face time" with their bosses – they must be seen working hard or else that work ethic isn't benefiting them.

The Matures laid the groundwork for boomers to become an influential member of the workforce. The Boomers came behind them and set the wheels in motion. Through their enormous numbers, their intense work ethic, and competitive nature, the Boomers elevated productivity to a new level. The Boomers also believe in the sanctity and the importance of the individual. Developing themselves into a more "whole" person is very important. Part of becoming a better person is learning to operate as a fluid member of a team, and the Boomers are champions of teamwork.

### @ work

- Believe in, champion and evaluate themselves and others based on their work ethic.
- Work ethic for Boomers is measured in hours worked. Measuring productivity in those hours is less important.
- Believe teamwork is critical to success.
- Believe relationship building is essential.
- Expect loyalty from those they work with.

### As customers

- They are interested in products and services that will allow them to regain control of their time.
- Believe technology brings with it as many problems as it provides solutions.
- Want products and services that have been customized for them, the individual.
- Believe rules should be obeyed unless they are contrary to what they want; then, they're broken.
- Want products and services that will indicate to their peers that they're successful.

# Gen X

# Generation X Born 1965-1978

## Thoughts about them
- Skeptical
- Reluctant
- Self Sufficient
- Loyal consumers
- Loyal employees

## Major Events
- Watergate
- Fall of the Berlin Wall
- Challenger explosion
- The Gulf War
- The PC boom

## Key influencers
- David Beckham
- Michael Dell
- The cast of "Friends"
- Monica Lewinsky
- Julia Roberts
- Chris Rock

### Overview
Crammed tightly between Baby Boomers and Millennials, Gen Xers are often dubbed the neglected "middle child." Gen Xers are bookended by two much larger generations – the Baby Boomers ahead and the Millennials behind – that are strikingly different. For Xers, there's one silver lining in all this. They're savvy, skeptical and self-reliant; they're not into pampering, and they just might not care what others think of them. Or whether others think of them at all.

As children in the 1970s and 1980s, a time of shifting societal values, Gen Xers were sometimes called the "latchkey generation", due to reduced adult supervision compared to previous generations. This resulted from increasing divorce rates and increased maternal participation in the workforce before the widespread availability of childcare options outside the home. As adolescents and young adults in the 1980s and 1990s, Xers were dubbed the "MTV Generation" In midlife, the research describes them as active, happy, and achieving a work-life balance.

### @ work
- Shun the hard-core, super-motivated, do-or-die Boomer work ethic.
- Want open communication regardless of position, title or tenure.
- Respect production over tenure.
- Value control of their time.
- Look for a person to whom they can invest loyalty, not a company.

### As customers
- Can spot a phoney a mile away.
- Rely on peer-to-peer referrals more than any other generation.
- Want options; plans B, C and D.
- Embrace technology as a way to maintain control of their lives.
- Want to be in control of the sale.

# Gen Y-Millennials

## GEN Y-MILLENNIALS BORN 1979-1994

### Thoughts about them
- Coddled
- Idealistic
- Most managed generation ever.

### Major Events
- 9/11 Terrorist Attack
- Cell phone revolution
- Internet boom

### Key influencers
- Christina Aguilera
- Elijah Wood
- Justin Timberlake
- Paris Hilton
- Britney Spears

### Overview
Born in a time where cell phones, laptops, remote controls and travels to outer space are the norm, the Gen Yers are living in a world filled with technology. And the studies show they'll still see more change in their lifetime than any other generation. Along with ever-present technology, the Gen Yers have mostly known affluence in their lives. For the majority of their lives, they've only seen a growing economy. The recent economic downturns are the first retraction in the nation's economic pace they've experienced.

Children of the Boomers and the oldest Xers, the Gen Yers have lived protected by their parents. Threats to them are of a different variety than any of those the other generations have lived with as children— rogue individuals with nuclear weapons, unchecked violence from their peers and terrorism. The parents' response is to insulate and protect their children, carefully guide them through life, and continuously build their self-esteem. Thus far, their lives are epitomized by the yellow placards on every minivan and station wagon on the nation's roads – "Baby On Board." "Be mindful of my precious cargo," they genuinely say.

Today the Gen Yers are entering the workforce in droves. A population whose size will rival the Boomers, the Gen Yers come into the workplace looking for the opportunity to learn and move about. They want to be close with their peers and search for leadership from their bosses and supervisors. They're an army waiting to be guided, but they play by different rules.

### @ work
- Search for the individual who will help them achieve their goals.
- Want open, constant communication and positive reinforcement from their boss.
- Find working with someone of the Mature generation easy to do.
- Search for a job that provides excellent, personal fulfillment.
- Are searching for ways to shed their stress.

### As customers
- Want to be like their peers but with a unique twist.
- Don't want to be hurried.
- Will consider a company's products if the company is known for its humane attitude.
- They are loyal consumers.
- Search for the unique and hard-to-find items.

# SECTION THREE

# GROW YOUR CAPACITY

In 1953, Yale University conducted an interesting study involving a graduate class. Three percent of the students wrote down the goals that they hoped to achieve. A follow-up program 20 years later found that this three percent had a combined wealth exceeding that of the other 97 percent. Another eight percent of the graduating class had clear goals but not as defined as the first three percent. They, too, achieved more success than the other 89 percent combined. This compelling evidence conclusively proves the power of goal setting.

One could argue that these students were smarter, more motivated, had better organization skills, possessed higher social connections or had better financial backing. But even if that were true, the one quality that each individual had in common was a clear goal. As the economist Steven Levitt so convincingly presented in his bestselling book Freakonomics, numbers don't lie.

Goal setting is a compelling technique that can improve all areas of your life. The process of setting goals and targets allows you to choose where you want to go in life. By knowing precisely what you want to achieve, you know which skills and knowledge you need to leverage and which ones you need to improve. Goal setting gives you long-term vision and short-term motivation. It helps to focus your acquisition of knowledge and skills and your desire to use them.

By setting sharp, clearly defined goals, you can measure and take pride in achieving those goals. You can see forward progress in what might previously have seemed a long, pointless grind.

By setting goals, you can:

- achieve more
- improve performance
- increase your motivation to achieve
- increase your pride and satisfaction in your achievements
- improve your self-confidence
- plan to eliminate attitudes that hold you back and cause unhappiness

# EXERCISE #1 FINDING YOUR VISION

PLEASE ANSWER THE FOLLOWING QUESTIONS TO THE BEST OF YOUR ABILITY AS IT PERTAINS TO YOUR WORKPLACE.

**QUESTION #1:** What are we trying to achieve?

**QUESTION #2:** How are we going to achieve it?

**QUESTION #3:** How can I contribute?

**QUESTION #3:** What's in it for me?

*Which of the four do I need to work on?*

# Setting goals to achieve your vision

*There are two types of goals: those to change behaviour and those to achieve specific outcomes.*

It would be best if you took care to set goals over which you have as much control as possible. If you base your goals on changing behaviour by acquiring personal skills or knowledge, then you can control the achievement of your goals and draw satisfaction from them. As outlined in the introduction to this workbook, the acquisition of new skills and knowledge and the desire to use them can help you create new opportunities. A goal to become more productive at work may include taking a course on presentation skills. This unique skill, when used effectively, will help you achieve more success at work.

The second type of goal is the kind set to achieve specific outcomes. These may include owning a new home or cottage, getting a promotion at work, taking a trip, etc. These goals are more precise and can be measured by a successful outcome. In many cases, you will need to set goals in both areas to achieve the result you would like to have.
Steps for successful goal setting,
How you set your goals strongly affects their effectiveness. The following are eight guidelines to help you set and achieve goals more effectively.

**Positive statement**
Your goals should be declared positively. Work for what you want, not for what you want to leave behind.

**Be precise**
Set precise goals with dates, times and amounts so that achievement can be measured. Then you know the specific target to be achieved and can take total satisfaction from having accomplished it.

**Set priorities**
When you have several goals, give each a priority. Prioritizing helps you to avoid feeling overwhelmed and directs your attention to the more important goals.

**Write your goals in the present tense.**
Write your goals down in the present tense, thus enabling the unconscious mind to choose the path of least resistance.

### Keep operational goals small
Keep your immediate goals small and achievable. If a goal is too large, then it can seem daunting. You may feel that you are making little progress and might be tempted to give up.

### Set realistic goals
Your goals should be realistic and also a stretch to achieve. If you set your goals too high, you will lack the belief you can reach them. On the other hand, if they are too low, you may lose the motivation to see them through.

### Think your goals through
If you are starting down a path to achieve a goal, you must want to make it. People often set goals they think other people want them to achieve and don't have the motivation to follow through.

### Achieving goals and feedback
Create a feedback loop that will guide you on what works and what doesn't work when working toward your goals.

*"When you have achieved a goal, take the time to enjoy the satisfaction of having succeeded. Absorb the implications of the achievement and observe the progress you have made toward other goals. If the goal is a significant one or one that you have worked towards for some time, take the opportunity to reward yourself appropriately."*

**WHAT YOU GET BY ACHIEVING YOUR GOALS IS NOT AS IMPORTANT AS WHAT YOU BECOME BY ACHIEVING YOUR GOALS.**

*– Zig Ziglar*

# EXERCISE #2 (GOALS)

**INSTRUCTIONS**: write the four most important goals you would like to accomplish this year.

**GOAL #1:**

 

    **BENEFIT:**

 

**GOAL #2:**

 

    **BENEFIT:**

 

**GOAL #3:**

 

    **BENEFIT:**

 

**GOAL #4:**

    **BENEFIT:**

# EXERCISE #3 (A PERFECT DAY)

**INSTRUCTIONS**: Write a short story about what it would be like to have a perfect day. Where will you live?-Where are you working?-How do you feel? Write everything you would like to have to make it a perfect day. Remember, to go on the journey to success; you must first know what it will be like to be there.

# LEVERAGING YOUR STRENGTHS

Understanding and leveraging your strengths is the key to becoming happy, successful, and efficient at work and in your personal life. Contrary to many people's beliefs, you will grow more by learning your strengths and using them than by identifying your weaknesses and trying to fix them. If you use sports as a comparison, a team leader who understands each team member's strengths and how they can contribute to overall success will always build the winning team.

Leveraging your strengths is what we will call a "strong strategy": understanding what makes us feel strong and developing a plan to use it on a more regular basis. In addition to this, we will identify our weaknesses and learn how to minimize how often we need to use them. The more we use and leverage our strengths, the more engaged we become in the task we are doing. The more we use our weakness, the more disengaged we become and the harder it is to complete the job.

# Your Strengths (Engagement)

Strengths are activities you do that make you feel empowered and, as the word suggests, strong. Think of when you first rode a bicycle on your own, "You are now a big kid roaring down the road with the feeling of acceleration and excitement flowing through your veins." When you are using your strengths, you feel alive and on-purpose, time speeds up, and you genuinely enjoy the moment. If you use your emotions as a guidance system, you can identify times you used your strengths as moments you felt happy, passionate, excited, etc.

What strengths may not be are things you are good at. Often when we think of strengths, we believe they mean things we are good at. We end up doing tasks because we are efficient at them, so people or even we ourselves volunteer to do them. A person can become very skilled at a particular job but not have the feeling of passion, excitement and happiness; thus, this is not a strength.
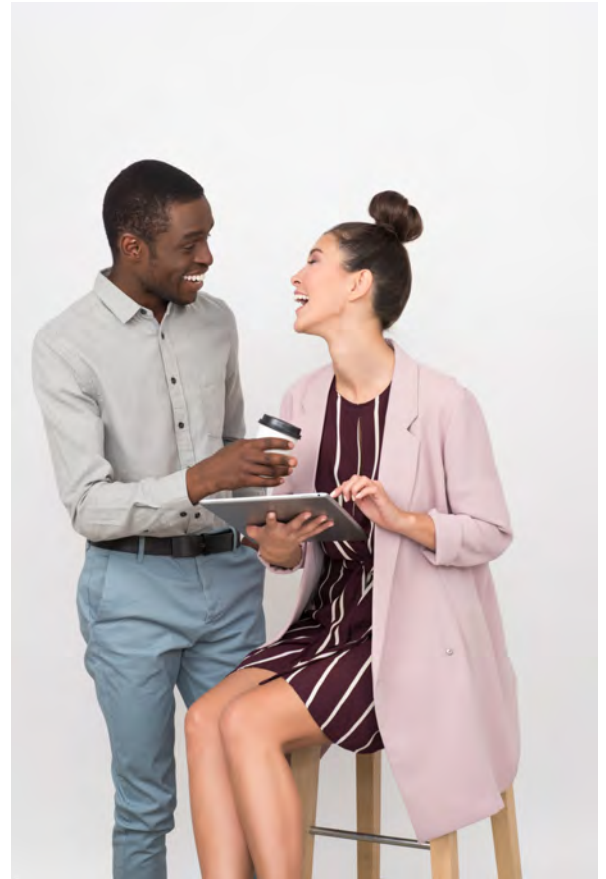
# Your Weaknesses (Disengagement)

As the name implies, weaknesses are tasks that make you weak or are disempowering. These are activities you find yourself doing that seem to take forever to complete, and the more time you spend on them, the more you feel stress, anxiety, fear and even anger. The more tasks you encounter that weaken you, the more disengaged you become.

When a weakness is also something you are very good at, the stress can be even higher. If you are very good at managing numbers, but the more time you spend pouring over spreadsheets, the more disengaged you become; this is a weakness, not a strength. People will often get in a cycle where they become very good at things that weaken them and associate the stress and anxiety with the wrong thing. They may believe the emotions are due to the company they work at. People will move to a new job but continue to do the same task, expecting to have different feelings. This behaviour is why many people, when they first join an organization, are very engaged, but, as they are asked to do things that weaken them (even if they are good at them), they find it very difficult to stay engaged.

***Using Your Analysis***
As much as we would like to have 360-degree vision, we look at the parameters through our distorted vision. The amazing thing is that we can invariably move forward in a positive direction after the process concludes.
Remember: don't focus too much on the negatives and deficiencies. All truly successful businesses and people play to their strengths and do not become consumed by their weaknesses. Start with the positives, build on them, and you won't fail to find your unique opportunities for achievement and success.
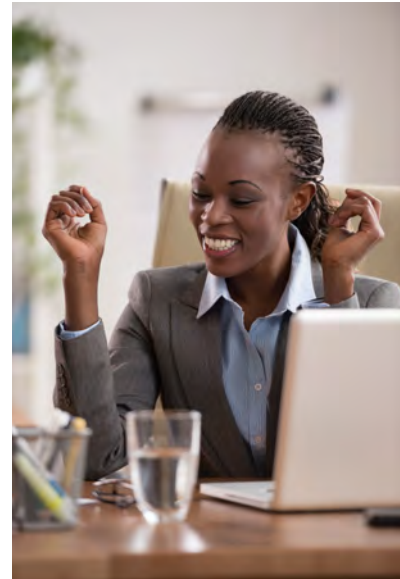
## Your Emotions as a Guidance System:

Whether you are doing this exercise to become personally engaged, or if you are leading a team to engagement, learning to monitor your emotions is a valuable tool. Understanding your emotions will become a guidance system to identify if an activity you are doing is a strength or a weakness. Only you can gauge if the activity you are currently doing is moving your emotions up the scale (thus a "strength" and engaging you), or dragging you down the scale (therefore a "weakness" and disengaging you).



fear | Anxiety | Stress | Boredom | Happiness | Excitement | Passion

**Activities that weaken you** | **Activities that strengthen you**

## Discovering Your Strengths and Weaknesses

To become happier and more engaged, we must identify what activities we do that make us feel strong. The more time we spend on these activities, the happier and more fulfilled we become. The first thing is to identify what activities make us feel strong, and you are the only person who can identify this.  Only we know how we feel when we are actively involved in an activity. If we listen to other people, we will often end up doing more of what makes us weak.

The following exercises will help you determine if the activities you spend most of your time doing are engaging you or disengaging you.  Look back at the last few weeks and think of a time when you felt energized, enthused or excited. What activity were you doing? That activity was probably a strength of yours. If you cannot think of a time when you felt those emotions, you are more than likely spending much of your time on tasks that may be considered weaknesses.

# EXERCISE #4 STRENGTHS AND WEAKNESSES

Make a list of typical activities you find yourself doing in over the next two weeks. In the appropriate column, mark those you believe are your strengths and those you think are your weaknesses. From there, we will identify if they really are strengths and start a journey to moving more towards "strengths" and away from "weaknesses."

● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

**Things that make me feel strong**          **Things that make me feel weak**

From the above list of strengths, run each strength activity through the following exercise to verify that they are actually a strength and where they fit on a scale of making you feel strong.

# Strength Discovery Tool

## Strength #1_____

On a scale of 1-5  1= Strongly disagree  5=Strongly agree
Write down your answers to the following

| | =SUCCESS | |
|---|---|---|
| **S** | This feels like it is my purpose. | 1  2  3  4  5 |
| | Success comes easy to me when I do this activity. | 1  2  3  4  5 |
| | I often receive recognition for this activity. | 1  2  3  4  5 |
| | **=TRAINING** | |
| **T** | I enjoy reading about this activity. | 1  2  3  4  5 |
| | I have formal training in this activity. | 1  2  3  4  5 |
| | I have sufficient knowledge and skills for this activity | 1  2  3  4  5 |
| | **=RESULTS** | |
| **R** | This activity often produces strong outcomes | 1  2  3  4  5 |
| | I have fond memories of this activity | 1  2  3  4  5 |
| | I am often praised for this activity | 1  2  3  4  5 |
| | **=OFTEN** | |
| **O** | The more I do this activity the happier I would be. | 1  2  3  4  5 |
| | I can't get enough of this activity. | 1  2  3  4  5 |
| | If I don't do this activity I miss it. | 1  2  3  4  5 |
| | **=NATURAL** | |
| **N** | These activities come naturally to me. | 1  2  3  4  5 |
| | I learn these activities with ease | 1  2  3  4  5 |
| | I have always enjoyed these types of activities | 1  2  3  4  5 |
| | **=GROWTH** | |
| **G** | I enjoy learning new techniques for this activity. | 1  2  3  4  5 |
| | I often think about ways to improve this skill | 1  2  3  4  5 |
| | I learn these activities quickly | 1  2  3  4  5 |

Total your score from the above exercise_____

79-90=this is a strength, it is something you should leverage

68-78=You are well on your way to this being a strength you should continue to work on this activity

55-67= You are capable in this activity but it lack the emotions needed to be a true strength

Below 55 this activity is not a strength
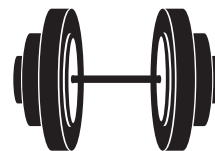
# Strengths

ONCE YOU HAVE IDENTIFIED AN ACTIVITY AS A STRENGTH, LIST
IT ON THE FOLLOWING EMPOWERED CARDS.

I feel empowered when...

I feel empowered when...
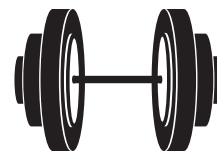
# Strengths

**INSTRUCTIONS:** Make a list of all the essential resources you already have. Think of the strengths you have used to get where you are so far (Career, family, spouse, intelligence, health, etc.).

Make a list of times in the past when you have used your strengths:

Now that you have identified what makes you strong, the next step is to use them as much as possible. The more you can use your strengths, the more empowered and engaged you become. To do this, we must have *GUTS*.

## Strength_____

# G

GOAL: Use this strength more at work.

1. Try to increase the amount of time you use this strength at work.
2. Create goals around leveraging your strengths.

# U

USE  this strength in your current role

1. Where can you volunteer this strength at work?
2. Be sure to schedule time each week to work on your strengths.
3. Try to put yourself in situations where you can leverage your strengths.

# T

TOOLS  needed to use this goal

1. Is there any specific training you can receive to enhance these strengths?
2. Find people who use these strengths and model yourself after them.
3. Create an action plan to become an expert in your area of strength.

# S

SHARE  your strengths with the people around you.

1. Share your strengths with the people around you.
2. Create a philosophy that "each day you learn something, each day you teach something."

# Discover your weakness.

As with the exercise on discovering our strengths, we now want to identify our weaknesses. Weaknesses are disempowering; the more time we spend on things that make us feel weak, the more disempowered and disengaged we become. To become more empowered and engaged, we must focus our attention away from our weaknesses and toward our strengths. Focusing on our weaknesses, even to try and become better at them, only adds to the frustration and anxiety we feel when engaged in that activity.

The ideal scenario would be to stop doing things that make us weak; however, this may not always be practical. To move toward an engaged and empowered model, we must transition many of our weakening activities to strengthened activities.

When I was younger, I had a fear of public speaking. I would often avoid speaking in front of a group at any cost. When I look back, I see it as a weakness, but what I lacked was the experience (skills) and understanding (knowledge) on how to be an effective public speaker. Had I quickly dismissed this as a weakness just because it made me feel uncomfortable, I would have missed one of my most fulfilling life activities.



In contrast, I developed a sales skill that would lead me to become one of the top-performing sales executives in the technology industry. I had a tremendous amount of skills and knowledge, but the act of selling technology weakened me. Every day seemed like a week, and I wouldn't say I liked having to go back to work on Mondays. Weekends flew by, but the weekdays dragged on to eternity. I became very good at something I hated doing; thus, I became less engaged and more disempowered every day. This is one of the biggest problems with letting other people identify your strengths and weaknesses. With the best intentions, they will typically identify what you are good at on the surface but not what makes you feel strong or, subsequently, weak.

# Exercise:

From your previous list of things that make you feel weak, run them through the following weakness tool. This test will help to identify if they genuinely are weaknesses, or maybe they are just an activity you are not confident with yet. Surprisingly, if you lack skills and knowledge about specific tasks, they seem like weaknesses, but they could be strengths, hiding beneath the surface.

# Weakness Discovery Tool

## Weakness ☐ _____

On a scale of 1-5  1= Strongly disagree  5=Strongly agree
Write down your answers to the following

| **w** | =Weak | |
|---|---|---|
| | I feel drained after I complete this task. | 1  2  3  4  5 |
| | The thought of having to complete this task brings me down. | 1  2  3  4  5 |
| | I lack some skills in this task. | 1  2  3  4  5 |
| **e** | =every minute seems like an hour | |
| | Time drags on when I do this task. | 1  2  3  4  5 |
| | I find myself continually watching the clock. | 1  2  3  4  5 |
| | I find myself putting of this task. | 1  2  3  4  5 |
| **a** | =always feel worse after completing the task | |
| | My demeanour is always worst when I am doing this activity. | 1  2  3  4  5 |
| | I have bad memories of this activity | 1  2  3  4  5 |
| | I am rarely praised for this activity | 1  2  3  4  5 |
| **k** | =Kills the mood | |
| | The more I do this activity the worse I feel. | 1  2  3  4  5 |
| | Doing this activity affects my personal life. | 1  2  3  4  5 |
| | If I don't do this activity I again I would not miss it. | 1  2  3  4  5 |

Total your score from the above exercise_____

53-60=this is a weakness, it is something you should try to avoid doing
46-52=This activity makes you weak you should try and team up with someone who see it as their strength.
37-45= This activity may not be a weakness and with the proper tools and knowledge could become a strength.
Below 45 this activity is not a Weakness

# Weakness

ONCE YOU HAVE IDENTIFIED AN ACTIVITY AS A WEAKNESS, LIST IT
ON THE FOLLOWING DISEMPOWERMENT EMPOWERED CARDS.

I feel disempowered when...

I feel disempowered when...

As becoming empowered is about moving away from activities that weaken us and toward actions that strengthen us, we must now develop a plan to stop disempowering actions. This is the SWITCH strategy, and, as the name implies, you will work toward switching out disempowering activities and trading them for empowering activities. The following diagram will outline the steps you will need to take to implement a SWITCH strategy.

Weakness_____

# S

### Stop doing the weakness.

After you have identified activities that make you weak if at all possible, stop doing them. You will discover some of your weakening tasks have been created from habitual thoughts and are not a necessary part of your daily activity.

# W

### Withdraw from volunteering to do things that weaken you.

Withdraw from volunteering your services if the activities are disempowering. As much as you may feel obligated to contribute, if the task you accept disempowers you, then you are of no real benefit to the group. If this feeling spills over to other duties, it will influence your performance in many areas.

# I

### Initiate more things that strengthen you.

The most effective way to remove weakening activities out of your day is to replace them with strengths. By doing this, you will reduce the amount of disempowering actions you do and replace them with empowering activities. This initiation will increase your performance, energy and overall contribution.

# T

### Team up or outsource activities that weaken you.

If at all possible, team up with people who may have your weaknesses as strengths. We often think that because we like a particular task that everyone feels the same way about it. You could be depriving someone of doing what they see as a strength by doing a task you see as a weakness.

# C

### Change the way you do weak activities.

You may find changing the way you tackle weaknesses can make it a more pleasant activity. Doing the weak activity first thing in the morning, thus saving your strengths for later in the day, can give you a sense of accomplishment and end the day on a positive note.

# H

### Help others by volunteering your strengths.

Helping others by volunteering your strengths may show people around you what your real value is. Also, this will often lead to them helping you complete tasks that you may not enjoy doing, giving you more time for your strengths.

# Optional Group Activity

Ways to leverage strengths and reduce weakness.

**Break into groups of five people**
1. Identify three strengths in the group. Using the GUTS formula, how will you spend more time doing things that make you strong.

**Strength #1:**

**Strength #2:**

**Strength #3:**

Using the GUTS formula I will........

# OPTIONAL GROUP ACTIVITY

Ways to leverage strengths and reduce weakness.

**Break into groups of five people**
1. Identify three weaknesses in the group. Using the SWITCH formula, discuss how you will move away from things that weaken you.

**Weakness #1:**

**Weakness #2:**

**Weakness #3:**



Using the SWITCH formula I will........

it ALL starts with an IDEA

# SECTION FOUR

Inspire Your Team
(Motivational Leadership)

# INSPIRE YOUR TEAM (MOTIVATIONAL LEADERSHIP)

As with personal empowerment (the strengths exercise), you must now work at understanding the strengths of each of your team members. The key to building a sustained and robust team is getting each person on the team to use as many of their strengths as possible while minimizing the use of their weaknesses. Rather than waiting for a scheduled review period, start with more informal discussions as soon as possible.

## Recruit from your engaged group.

It is much easier to get support from the people closest to your way of thinking and high on the engagement scale.  In creating a strong vision, the more input you have from your team, the more likely they will support you on the journey.  What you are trying to achieve is to have as many of the disengaged members as possible eventually join the engaged ranks. If you try and go directly to the disengaged group, you will not receive the support you need.

Think of it as dropping a pebble into calm water. The waves closest to the spot of origin are the largest and make the most significant impact. By selecting people with higher engagement levels, the momentum is much easier to start.  Look to the engaged group for support, and other members of the team will feel the wave of change, and your engaged group will help them embrace it.

CAUTION ...You also must be aware that the actively disengaged employees are also recruiting new team members from the same group of employees. In some organizations, you have two teams at work— one building it up and the other tearing it down. The more you focus on the engaged members, the more they recruit, and the stronger the engagement model becomes.

## Prepare the group for your message:

Once you have recruited your support team, share with them the message you want to spread throughout the organization. Be very supportive and thankful for all of the contributions people have made to bring the organization to where it is. Explain to the group the new vision and why there has to be a change to achieve the results you want. Most people are not comfortable with change and, most of the time, the fear of it is much worse than what people believe could happen. Ask for feedback and address any questions they may have while helping you to communicate the new direction.

## Let members know how they contribute:

After you have identified each of your team members' strengths and weaknesses, work with them to help them clearly understand where their contribution may be. If some members of your team are strong communicators, have them help communicate the message. If you have supportive team members, have them help with concerns people may have. As with the overall strategy, people want to know where they fit in the organization's direction. The most significant contributor to stress in the workplace today is the misalignment of personal goals and organizational objectives.

## Communicate – communicate – communicate

Lack of communication allows doubt and frustration to creep in, and even the best-intentioned plan can fail. One problem that surfaces time and time again is always communication. Depending on the age group of your team, it can be even more significant. The Gen Y group expects an open line of communication, regardless of titles and management levels. Studies have shown that lack of communication creates fear and panic, with employees often assuming the worst. Communication should be multi-stream and include such things as Tom Peters' phrase, "Management by Wandering Around" (MBWA) and formal communiqués, lunch-and-learns, e-mails, etc. The key is to cover as many methods of communication as possible.

## Leveraging strengths

Let's review the emotional scale.  When you are using your strengths, you are empowered and full of passion, excitement and happiness. When you are using your weaknesses, you experience fear, anxiety and stress.



If we do not understand where our emotions are coming from, our minds will start to link them to our surroundings. People often begin to blame their job, boss or customers for where they are on the emotional scale, but in reality, it may be because of some disempowering tasks they are doing. By aligning your team's strengths with the outcome you are looking to achieve, your team becomes more motivated to achieve the desired result.

## Feedback and celebration

As with communication, be abundant in your feedback. Try to praise in public and criticize in private. Be sure to evaluate the outcomes you are having and minimize the use of the word failure. Use every experience as a method to adjust your course. Jonas Salk tried 200 times to find a vaccine for polio. Somebody asked him, "How did it feel to fail 200 times?" Jonas replied, "I never failed 200 times in my life. I was taught not to use the word 'failure'; I just discovered 200 ways not to vaccinate polio."
When you experience success, be sure to celebrate. It would be best to celebrate many little wins along the way: ring a bell, send a note, give applause, etc. Don't wait for just the big occasions to celebrate.

## Align personal and corporate goals:

The alignment of personal and corporate goals is critical to successful engagement. Companies now realize it makes excellent business sense to help people achieve goals outside of work or understand how they play a role. Wellness programs to enable people to have a better quality of life, investment and savings programs to assist with children's education are just a few simple things to help align personal and corporate goals. Again, know your team's strengths and align their objectives with that of the company to keep them engaged.

## Create consistency and fairness

Most organizations have checks and balances in place to ensure fairness to employees. Compensation, benefits and cell phones are easy to monitor, but the inconsistencies that employees notice are beneath the surface. Be consistent in your praise and consequences. Team members should know in advance the consequences of not delivering on specific tasks. If one employee is disciplined one way and the next a completely different way, these inconsistencies become very de-motivating. The same holds for praise. Be consistent on how you handle this aspect as well.

Good luck on your "Journey to Engagement." If you follow the suggestions in the preceding workbook, you are well on your way to building an engagement team. For more information on our programs, be sure to drop by www.eddielemoine.com.

# NOTES