



## Chapter Four: Knowing Yourself

### What's It All About?

This chapter focuses on participants knowing themselves as leaders and how they impact others. How their ability to recognize, understand and manage emotions as a leader impacts others and how their preferred behavioral style impacts their relationships is explored. They will then look at the connection between this knowledge and how it impacts the areas of focus including the relationships they have with their crew and their customers.

### What Should Learners Get Out Of It?

At the end of this chapter, participants will be:

- Aware and empowered by their ability to recognize, understand, and manage their emotions.
- Able to effectively recognize their own behavioral styles and how it impacts their effectiveness as a leader.
- Connecting how they interact with others to the growth of the business.

### Why Spend Time Here?

It is easy for shift leaders to be heads down to get it all done. By taking the time to have them get to know their ability to recognize, understand and manage their own emotions and behavioral style, they are beginning to look up and see what is happening around them. This encourages them to keep the areas of focus in view: employee experience, customer experience, business growth and make the connection between their ability to work with others and the growth of the restaurant.

### Materials

- ☐ Chapter 4 – Knowing Yourself Presentation
- ☐ Sticky Notes
- ☐ Flip Charts Per Table (FC: Emotions & FC: Each Behavioral Style)
- ☐ Recognizing Emotions Sheet (Per table)
- ☐ Understanding Emotions Role Play Cards (Per student)

### Preparation

- ☐ Flip Chart: Debrief Role Plays

### Timeline

Topic	Time
Introduction	3 min
Knowing Your Emotions Introduction	10 min
ACTIVITY: Recognizing Emotions	11 mins
ACTIVITY: Understanding Emotions	30 min
ACTIVITY: Managing Emotions	22 mins
Webisode	2 min
Behavioral Style Introduction	2 mins
Complete Behavioral Style Assessment	10 mins
Day One Wrap Up	5 mins
<b>END OF DAY ONE</b>	<b>95 mins</b>



Day Two Introduction	5 mins
ACTIVITY: Understanding Behavioral Styles	41 min
ACTIVITY: Interacting with Other Styles	15 mins
Reflection	3 mins
Webisode	1 min
<b>Total Time</b>	<b>65 mins</b>

**Time: 3 minute**

Chapter Four –  
Emotional  
Intelligence  
  
Knowing Yourself

**INTRODUCTION**

**SAY:** In our last chapter, we started answering the three Questions of Change: QOCs.

**ASK:** What was question one? [Take responses.] What was question two? [Take responses.] And, question three? [Take responses.] Answer, “What new things do you need to acquire?”

**SAY:** In order to transition into this new role effectively, one of the things you will need to acquire is a better understanding of who you are. Knowing Yourself is the first of the four Pieces of Leadership. The three questions began our journey to knowing ourselves in this transition. Because you are no longer only responsible for you and your actions but also for the actions of others, you must now think about who you are and how the things you say or do impact those around you.

There are two topics we are going to explore as part of this chapter to help you gain a better understanding of yourself and how you work with others. The first is your ability to recognize, understand and manage emotions. The second is your preferred behavioral style.

**Transition:** We will start with your emotions. I know some of you are thinking, “Why are we talking about feelings?” So, let’s answer that question.

**[CLICK]** to advance slide.

**Time: 6 minutes**

Knowing Your Emotions

**KNOWING YOUR EMOTIONS INTRO**

**DO:** Refer to class definition of a leader.

**ASK:** In order to become this leader, do you think a person needs to be smart, do they need to know a lot? *Take a few quick responses.*

**SAY:** So, we all agree that a leader needs knowledge. They need to be smart.

**ASK:** Is that enough? Other than knowing a lot, what else would be important for a person in order to become this leader?

**DO:** *Take a few responses. Looking for them to talk about being able to work with people and be aware of the things going on around them.*

**SAY:** Decades ago it was believed that the one way to determine if someone could be a successful leader was how smart they were based on taking a test. Let’s think about this in another way.

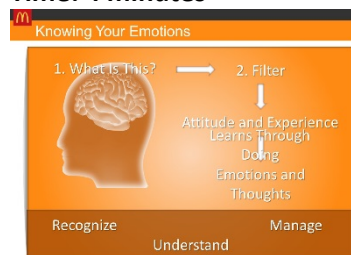
**ASK:** Show of hands, who knows someone who is extremely “book smart” but is not great at working with people? Could that person be this leader (refer to class definition) without learning to work with people? **[CLICK]**

**SAY:** Research over the last few decades has found some interesting connections between emotions and success as a leader. **[CLICK]** 67% of the skills and abilities of strong leaders are connected to their ability to recognize, understand and manage emotions, their own and those of others (JCA®, 2016). Even more interesting, managers who are trained in recognizing, understanding and managing emotions deliver twice the profit of those who are not trained to do so (JCA®, 2016). This means that there is a direct connection between becoming a strong leader who impacts business growth and the ability to recognize, understand and manage your emotions and thus work more effectively with others. Do you see why we are talking about feelings? (rhetorical)



**Transition:** So, how do you train yourself to become better at recognizing, understanding and managing feelings or emotions? To answer this question we must first understand how our brains work.

**Time: 4 minutes**



## HOW THE BRAIN WORKS

**SAY:** Do we have any neuroscientists in the room? (rhetorical) That's ok because you don't need to be a scientist to understand the basics of how the brain works to impact your emotions. It's fairly simple.

There are two parts of the brain that process emotions. The first takes in the information and deciphers what it is. **[CLICK]** For example, you are the shift leader on duty and you see a customer walk up to the front counter and ask for the manager. This information goes to this part of your brain and deciphers the information being received as the shift leader being needed.

**[CLICK]** It then sends that information to a second part of the brain where the information is filtered through experience and attitudes. From this comes our emotions and thoughts. Because you just finished dealing with an angry customer an hour earlier, this part of your brain tells you that this is going to be a hard conversation and it results in you getting nervous and possibly even irritated (emotions) based on what you believe the conversation will be and you begin thinking of all the things that could have gone wrong for this customer and how you will need to fix it (thoughts). To summarize, the first part of your brain tells you you're needed and the second part then tells you this is going to be negative, so you have negative feelings and thoughts.

**ASK:** Does this make sense, how the two sides of the brain communicate?

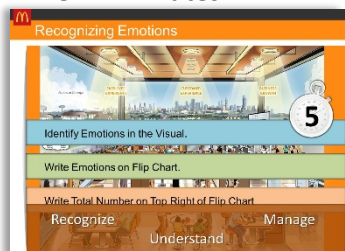
**SAY:** The important thing to know about the second part of the brain, where your thoughts and emotions come from, is that it **learns** through doing so you can feed it different experiences in order to change your attitude toward something. Take the example we just used, when you step up to the counter and ask how you can help the customer who asked for the manager, being prepared for a negative experience, you instead get a customer telling you what a great experience they had in your restaurant today and that one of your crew had gone out of their way to help them. Now, when this situation happens again, this part of the brain will take the action of a customer asking for the manager and process it based on all of your experience, including the positive one.

**[CLICK]** So, based on this understanding of how our brains work, we can see that we can train our brains to better recognize, understand and manage emotions by doing these skills and experiencing the outcomes which come from them.

**SAY:** And remember, managers who are trained in how to recognize, understand and manage their emotions deliver twice the profits of those who are not.

**Transition:** Are you ready to train your brain on what to do with emotions and further explore how that can impact your restaurant's profitability?

**Time: 11 minutes**



## RECOGNIZE EMOTIONS ACTIVITY

### **EXPLAIN:**

**SAY:** Let's practice our ability to recognize emotions. **[CLICK]** There are a variety of different scenarios happening in the visual. We are going to work in our table teams for this activity and we will be using our restaurant visual. You will need one person in the group to write on your flip chart. Everyone in the group will then identify as many different emotions as you can see in the visual. There is no right or wrong answer here. We simply want to start this



**Information:** Participants should begin to recognize emotions in situations and use deeper emotion words describe what they are seeing.

process of intentionally recognizing emotions. It could be based on the look on someone's face or just based on the scene itself, again there is no right or wrong. You will have 3 minutes to identify as many emotions in the visual as you can.

**ASK:** What questions do you have before we begin?

**CONDUCT:**

**DO:** Set a timer for 2 minutes. Rotate through the room, observe, be a part of discussions when appropriate, answer questions which might arise. After two minutes, hand out a sheet with a list of emotions.

**SAY:** You have one minute left. Use the sheet I just gave you to try and think past words like happy, sad and angry. Use other words from the sheet to describe the emotions you see.

**DO:** Set timer for one more minute and bring the group back together once the time is up.

**DEBRIEF:**

**SAY:** [CLICK] Those of you who were writing down the emotions, count the number that you have and write it at the top right of your flip chart.

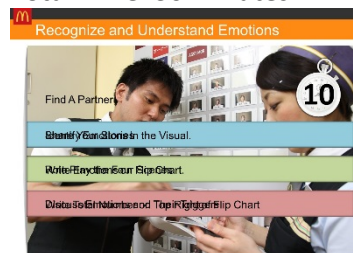
**ASK:** How difficult was it to recognize emotions in this scene? Ask those who respond to expand on why they responded that way.

**SAY:** Let's have your scribe step up to your flip chart and share two of the emotions your group recognized.

**DO:** Go around to each group and have participants share two of the emotions they recognized and explain why. As you go around encourage them to share different emotions than those shared by previous groups. Discuss findings around the room.

**SAY:** Even in recognizing emotions in a picture, we can hear through our discussion that we are all bringing our own attitudes to the emotions we found. The ability to recognize emotions is only the first part of this skill. We need to take it a step further and understand and manage our own emotions.

**Total Time: 30 minutes**



**Information:** Participants recognize the impact emotions can have on their communication and the outcome of those communications with others.

**RECOGNIZE AND UNDERSTAND EMOTIONS ACTIVITY**

**EXPLAIN:** [CLICK]

**SAY:** Let's do an activity which will allow you to recognize and begin to understand your emotions and how they impact those around you through the way you communicate. For this activity, you will pair with someone new. Go ahead and find a partner now, find a spot for completing the activity, and share your story with one another.

**DO:** Help everyone find a partner, a group of three is ok if there is an odd number. Give three minutes until each person has shared their stories. Walk around and distribute the instruction sheets for each pair, 'Participant One' to the first person of the pair and 'Participant Two' to the second person.

**SAY:** Now that you have your instruction cards, you are going to roleplay through the four scenarios on the cards. During each of the 4 role plays, 1 person will be the manager while your partner is the crew person. As you finish a scene, capture your emotions on page and discuss with your partner. As you role play the next scene, switch roles. It should take about 1-2 minutes to role play each scene. You will have 10 minutes to role play the 4 scenes and record your feelings. You can record your emotions on page 7 of your Learning Journal.

**ASK:** What questions do you have before we begin?

**CONDUCT:**

**DO:** Once the activity begins, keep track of time and call out when they should be moving on to the next scenario. The activity should last a total of ten minutes.

**Scenario 1**

**Manager:** It's Friday and you have plans later. You're not motivated so you slouch, check your watch, speak with no energy, and show very little interest throughout the conversation with your crew member that just finished their first dinner rush behind the register and they are looking for feedback.

**Crew Member:** You've just completed the dinner rush behind the register for the first time. You're super excited and really want to get some feedback from your shift manager, so you engage them in conversation.

**Scenario 2**

**Manager:** You've just finished a shift with no complaints from the customer and no issues from the crew because you were prepared. Your confidence is high, your tone is energetic, and you can't stop smiling when a crew member that just finished their first dinner rush behind the register stops you for feedback.

**Crew Member:** You've just completed the dinner rush behind the register for the first time. You're super excited and really want to get some feedback from your shift manager, so you engage them in conversation.

**Scenario 3**

**Manager:** It's been a long, frustrating day. Too many customer complaints and too many mistakes by your crew. You're annoyed and so your tone is unfriendly. One more mistake and you'll bubble over into angry. Then a crew member brings you a problem.

**Crew Member:** You just realized that a coupon that you accepted many times during the day was a fake coupon and need to tell your manager immediately. Fearing that you just cost the company a lot of money, you try to explain the situation as delicately as possible.

**Scenario 4**

**Manager:** Your team has been struggling lately, but instead of yelling at or shaming them, you decide to find the positives in each mistake and encourage them to learn and grow each time. You show support and speak with a caring tone throughout the shift when a crew member approaches with a new problem.

**Crew Member:** You just realized that a coupon that you accepted many times during the day was a fake coupon and need to tell your manager immediately. Fearing that you just cost the company a lot of money, you try to explain the situation as delicately as possible.

**DEBRIEF:**

**SAY:** Let's talk about these scenarios, the emotions involved and what caused them, and then how those emotions can impact your restaurant's areas of focus. **[CLICK]**

**DO:** On flip chart or white board, write Scenarios 1 & 3 on one side and 2 & 4 on the other.

**ASK:** When you were the manager for scenarios 1 & 3, what feelings did you have as a manager during those scenes?

**DO:** Write responses in at the top of the column. Take as many as students give.

**DO:** Ask same question for scenarios 2 & 4 and write on flip chart at top of column.

**SAY:** Before we talk about what might happen because of these feelings, let's make sure we understand what caused them.

**ASK:** What caused the manager in scenarios 1 & 3 to feel ... (use the emotions given by the participants from the question)?



**CO-FACILITATOR NOTE:** If you are working with a co-facilitator, have them take the notes for this discussion.





**DO:** *Expand on whatever the response might have been as needed. Example: participant says they feel annoyed, they say the feeling was caused by the employee doing something wrong. Facilitator would expand that the employee doing something wrong annoyed the manager because they were not meeting his or her expectations.*

**DO:** *Ask the same questions 2 & 4. These will be positive emotions and causes. Write down the different triggers that are identified as having caused the emotions given in one place together.*

**ASK:** Referring to the list of triggers, Are these emotional triggers for you?

**SAY:** Knowing your emotional triggers, both positive and negative, can help you to manage the emotions when they arise and determine what you will do with them. That being said...

**ASK:** What did the manager do in scenarios 1 & 3 as a result of how they were feeling?

**DO:** *Draw an arrow from the feelings down and record action responses. Repeat for scenarios 2 & 4.*

**ASK:** As the crew member for scenarios 1 & 3, how did the manager's actions make you feel?

**DO:** *Draw an arrow from manager actions down and record crew emotion responses. Repeat scenarios 2 & 4.*

**ASK:** What caused the crew in scenarios 1 & 3 to feel ... (use the emotions given by the participants from the question)?

**DO:** *Expand on whatever the trigger might have been as needed as done with the manager's emotions previously.*

**DO:** *Ask the same questions for scenarios 2 & 4. These will be positive emotions and causes.*

**ASK:** Are these emotional triggers for you?

**SAY:** Remember what we said earlier, understanding your emotional triggers can help you to manage your emotions and have the best outcome in an emotional situation.

**ASK:** For scenarios 1 & 3 what actions might the crew person take based on the emotions they are feeling?

**DO:** *Draw an arrow from crew emotions and record crew actions below the arrow. Repeat for scenarios 2 & 4.*

**SAY:** We have recognized emotions and understand where they come from. The actions that resulted from these emotions are important to think more about. As a group at your tables we are now going to discuss how the emotions involved in these different scenarios could impact the areas of focus. Remember the three Areas of Focus: Customer Experience, Employee Experience and Business Growth.

**DO:** *Assign two tables scenarios 1 & 3 and the other two scenarios 2 & 4.*

**SAY:** You will have five minutes to discuss as a group how each of the areas of focus could be impacted by the emotions and actions we recorded as a group for your scenarios. There are no right or wrong answers. Think about all the possible implications of the scenarios and how it impacts each of these areas of focus.

**ASK:** What questions do you have before we begin?

**DO:** *Walk around the room and listen as well as facilitate discussion when appropriate. Give five minutes then bring the group back together.*

**SAY:** Let's hear from the two groups who were discussing scenarios 1 & 3, what impact will the emotions in your scenarios have on the areas of focus?

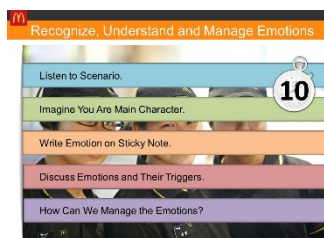
**DO:** *Allow the two groups to share their thoughts on each area of focus. Then do the same with the other two groups for scenarios 2 & 4.*



**SAY:** We are beginning to understand how recognizing and understanding emotions and their triggers plays a huge role in a leader's impact on the Area of Focus. Improving your ability to recognize, understand and manage emotions is important in becoming this leader (refer to the leader definition created by the class).

[CLICK] to advance slide.

**Total Time: 22 minutes**



**Information:** Participants will realize how their ability to recognize, understand and manage their own emotions and actions impacts the crew, customers and restaurant.

### RECOGNIZE, UNDERSTAND & MANAGE EMOTIONS ACTIVITY:

#### EXPLAIN:

**SAY:** Now let's take this a step further and think about your own personal ability to recognize, understand and manage emotions. To do this, I am going to read a scenario out loud and everyone in the room is going to close their eyes and insert themselves as the main character in the story. After the story is over, you will write down on a sticky note the emotion you are feeling as the main character at that moment. Go ahead and make sure you have your sticky note ready. [CLICK]

**ASK:** What questions do you have before we begin?

#### CONDUCT:

**SAY:** Ok, everyone close your eyes and listen to the story and remember, you are the main character.

**DO:** *Read the scenario.*

**SAY:** You roll over to look at your alarm clock and realize you must not have set it the night before and overslept. You make a quick call to let the shift leader you are relieving know you are running late and they are obviously frustrated and essentially hang up on you after they realize what you are telling them. You jump out of bed, get ready as quickly as you can and jump in the car to get going. As soon as you sit down, you realize you left your phone inside and have to go back in to get it. You finally get in the car and moving and your cell phone rings. It is your friend cancelling your plans for the evening which you were really looking forward to. Since you are already running late and are distracted by the call, you are going a little faster than you should through a residential area and have to slam on your brakes when someone pulls out of their driveway in front of you. When you finally get to the restaurant 45 minutes later than you had planned, you walk in to see two of the employees standing in the back of the restaurant chatting while the breakfast rush is happening in the front of the store. Pause.

Open your eyes and write down your emotion, what you are feeling, at the end of the scenario.

**DO:** *Give one minute for each person to write their emotion on their sticky note and then place them somewhere on themselves where everyone can see it (i.e. forehead, shirt, etc.).*

#### DEBRIEF:

**SAY:** Let's take a look at some of the responses.

**DO:** *Walk around the room and read some the sticky notes of the participants. As you see common themes, pair or group three people in the class together around the room.*

**SAY:** Now that we have recognized your immediate emotions, you are going to take the next three minutes and try and understand where they are coming from. In your groups, answer the following question:

- What caused your emotion at the end of the scenario? What was your emotional trigger?





**DO:** Give three minutes for groups to discuss the trigger which caused the emotion.

**SAY:** We now understand where the emotion is coming from and we are beginning to recognize our triggers. Now we are going to take the next five minutes to think about how we can manage these emotions. In your same groups, answer the following two questions:

- Without taking the time to think about your emotions and managing them, what would be your immediate response to this scenario?
- What might you do to maintain control of your emotions in this scenario and have the best possible response to the situation?

**DO:** Give five minutes to discuss the two questions.

### **DEBRIEF**

**ASK:** Why is this important? Why are we spending time talking about our feelings?

**SAY:** You impact each of the three areas of focus: employee experience, customer experience and business growth by recognizing, understanding and managing your emotions. How well you do this will reflect the profit of your restaurant and the satisfaction of your employees and your customers. Remember the statistic I shared in the beginning of class: Managers who are trained in recognizing, understanding and managing emotions deliver twice the profit than those who are not trained to do so (JCA®, 2016). What you do impacts everything around you in some way.

**Transition:** Let's hear from Billie about how knowing her emotions has helped her in her transition to becoming a shift leader.

**[CLICK]** to advance slide.

**Time: 2 minute**



### **WEBISODE #4 (Part 1) – My Emotions**


So how are you feeling right now? Pretty heavy stuff, huh? This was a hard one for me. There's enough going on during a shift; customers coming in non-stop, teammates not showing up, machines breaking down... now I have to be aware of my emotions? Overwhelmed, am I right? But here's the fun part: now that I know about emotions and this whole idea, it's something I think about all the time and I think I'm getting better.

Like just this other day my little sister walks in and changes the channel, puts on some cartoons or whatever. I start flipping out. She's laughing, throwing the remote around, and I keep getting mad. Well I forgot all about this date that I was supposed to go on. So now I'm out to dinner, still mad, having a bad time, and never really came out of it. Needless to say there won't be a next date.

But that's how fast it happens. And it happens even faster in a restaurant. One dropped Big Mac. One call-off. One rude customer. But the more I'm aware of my own emotions, the better I can keep it all in check. That customer can't know that I'm mad or they won't come back. So I treat it like a challenge to myself. I think of how quickly can I make what seems like a bad situation better and how can I make a good situation, extra special. I know, I know – don't forget, I said it was a challenge.

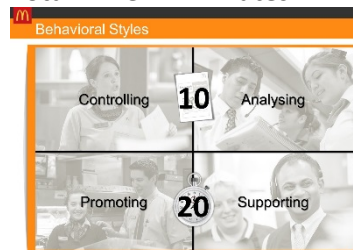
**Transition:** There is another component to knowing yourself which can help you to be a more successful leader: behavioral style.



<p><b>Time: 2 minutes</b></p> 	<p><b>BEHAVIORAL STYLES INTRO</b></p> <p><b>SAY:</b> We have taken time today to get to know each other's stories and where we have come from. We are all each unique individuals with our own personality and behavioral style. As a leader, it is important that you know and understand your behavioral style and the strengths and potential liabilities that come with those. <b>[CLICK]</b></p> <p>Behavioral styles group the particular behavior of individuals into four major behavioral styles. We all possess behaviors from all four styles, but we have a tendency to use behaviors from each style in varying degrees. As we grew up, most of us have typically found that a particular style works better for us and we tended to rely on those behaviors. This is our preferred behavioral style. <b>[CLICK]</b></p>
<p><b>Time: 10 minutes</b></p>	<p><b>COMPLETE BEHAVIORAL STYLE ASSESSMENT</b></p> <p><b>SAY:</b> Before we can really tackle this topic, you need to know what your behavioral style is. We are going to take the next ten minutes to complete the assessment located on pages 8-9 of your Learning Journal. Read the instructions and take the next nine minutes to complete the assessment. Once you are done, put your pen down and read a little about your style on the page 10. We will then come back together and talk about what you are going to do with that information. <b>[CLICK]</b></p> <p><b>ASK:</b> What questions do you have before we begin?</p> <p><b>DO:</b> <i>Set timer for 9 minutes and walk around and answer any questions they may have.</i></p>
<p><b>Time: 5 minutes</b></p>	<p><b>DAY ONE WRAP UP</b></p> <p><b>SAY:</b> Now that you know your behavioral style, you are going to have this evening to think about it a little more. In your Learning Journal pages 11 to-14 are the four behavioral styles which give a little more information. When we come back together tomorrow morning at 8 am sharp, we are going to group together with each of the styles and allow you to teach the rest of the groups about your style. But more on that in the morning.</p> <p>We have covered a lot of information today. Before we go, I want to give you a chance to ask any specific questions you have or make any comments you might like to make.</p> <p><b>ASK:</b> What questions or comments do you have?</p> <p><b>DO:</b> <i>Allow time for the participants to ask questions and to answer them to make sure everyone is in a good place as they leave day one of the class and know what to expect from day two.</i></p> <p><b>SAY:</b> Have a wonderful evening and please be back here in the room, ready to start class at 8am tomorrow morning!</p>
<p><b>Day Two</b></p>	
<p><b>Time: 5 minutes</b></p>	<p><b>SAY:</b> Good morning! Welcome back for Day Two of this Leadership Transitions course. I hope everyone had a good evening. Let's review a little of what we learned yesterday.</p> <p><b>ASK:</b> Who would like to share one thing they learned yesterday that they believe will significantly help as you go back to the restaurant?</p> <p><b>DO:</b> <i>Allow a few people to share. Note these things and use them in the review below.</i></p> <p><b>SAY:</b> Yesterday we learned about what leadership is and really had you start to think of yourselves as leaders. We created our class definition of a leader (read the definition which should be posted in the classroom). We also learned about the questions of change which can help us as we move from one thing to another in our lives and more specifically for your transition into leadership. We discussed what you need to leave behind, what you will take</p>



with you, and what new things you need to acquire. We then jumped into the Pieces of Leadership and began looking at the piece of Knowing Yourself. We spent a good deal of the afternoon talking about how recognizing, understanding and managing emotions can help you as a shift leader to be more profitable. We left yesterday learning about what our preferred behavioral styles are. Today we are going to expand on that and then learn about how all of this will help you to lead your team, impact your restaurant and run great shifts.

**Total Time: 41 minutes**

**Information:** Participants will work in teams to present information about their behavioral style to the other teams.

**NOTE:** They may not need 20 minutes. Pay attention as groups work and bring everyone back together at any point before the 20 minutes if they are all done with the creation of their presentations.

**UNDERSTANDING BEHAVIORAL STYLES ACTIVITY****EXPLAIN:**

**SAY:** Based on the Behavioral Style Assessment, you should all now be aware of which of the four styles you tend to fall into. Based on the results of that assessment, we are going to get into four groups in the room: Controlling, Analyzing, Promoting, and Supporting. Some groups may be bigger than others, and that is ok. **[CLICK]**

**DO:** Assign tables for each style and a *have participants gather in their preferred style with their Learning Journal.*

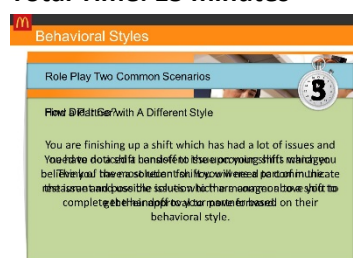
**SAY:** At the end of your assessment, you got a summary of your style. A summary of the style is also on your table. Now, we want to make sure everyone understands all four styles, so your group is going to present to the others about your style. You will have twenty minutes to develop a 2-3 minute presentation on your style. It can include someone speaking, a roleplay, or whatever other creative idea you may have to show the class about your style. If you choose to do a roleplay, make sure you still also give some details to the group as well about your style. You should include as many people in your group as you can (everyone preferably).

**CONDUCT:**

**DO:** *Ask for questions, start timer and have them create their presentations. Come back together after the 20 minutes and have each group present to the class.*

**DEBRIEF:**

**DO:** *After each presentation, allow everyone to take any additional notes for understanding the style. Ask for questions.*

**Total Time: 15 minutes****INTERACTING WITH DIFFERENT STYLES****EXPLAIN:**

**SAY:** Understanding your behavioral style and that of others can help you realize that what works for you just may not work for someone else. That doesn't mean that anyone is wrong, just that we are different! Acknowledging those differences and interacting with others based not only on your style, but also on theirs is critical.

To practice this skill, we are going to use two common scenarios for a shift leader: a shift handoff, communicating an issue and possible solution to a higher level leader. The catch is that the person you will be communicating with will always have a different style than yours. You should consider how you will communicate the information to ensure you do so in a way that doesn't lose who you are but meets the needs of who they are.

Here's how this is going to work. First, let's find a partner who is a different Behavioral Style than you are, try and find someone you haven't worked with yet today. Once you are together, share your story and which behavioral style you fall into. Do this now. **[CLICK]**

**DO:** *Give 3 minutes to find a partner and share stories. Bring the group back together.*

**SAY:** Now you are going to consider this scenario. **[CLICK]**



**DO:** *Bring up the scenario on the PowerPoint slide and give them a minute to read it and think about how they will communicate it to the other shift leader based on their Behavioral Style.*

[Scenario] You are finishing up a shift which has had a lot of issues and need to do a shift handoff to the upcoming shift leader. Think of the most recent shift you were a part of in the restaurant and use the issues which are common to a shift to complete the handoff to your partner based on their behavioral style.

**SAY:** You will have 5 minutes total to both take a turn completing the handoff to the other style, discuss the differences and how the handoff would or would not be effective to you based on your style.

**CONDUCT:**

**DO:** *Set timer for five minutes and walk around and observe as the pairs role play the scenario. Bring the group back together when time is up.*

**SAY:** Now we are going to practice this again with a different scenario, but still working with the same style, so you can implement any feedback that you received from the first role play. **[CLICK]**

**DO:** *Bring up the scenario on the PowerPoint slide and give them a minute to read it and think about how they will communicate it to the other shift leader based on their Behavioral Style.*

[Scenario] You have noticed a consistent issue on your shifts which you believe you have a solution for. You will need to communicate the issue and possible solution to the leader above you to get their approval to move forward.

**SAY:** You will have only 3 minutes total this time to both take a turn at communicating the issue and possible solution to the other style and discuss the differences and how the handoff would or would not be effective to you based on your style.

**DO:** *Set a timer for 3 minutes, walk around and listen in to the role plays, answer question and direct as needed. After 3 minutes, bring the group back together.* **[CLICK]**

**DEBRIEF:**

**ASK:** How did it go? Did the second scenario go more smoothly?

**SAY:** This is important because you will need to work with and communicate with people who are not the same style as you on a consistent basis. Being able to do this effectively will have a positive impact of your impact on the areas of focus.

When you are working with other leaders, it is important that you consider their styles when you approach them. Doing this can make your communications, handoffs, requests, issues, much more effective and that makes the restaurant run more smoothly. We will get some practice at recognizing different behavioral styles later during the Leading the Team chapter. And we will talk more about communicating up to other leaders in chapters to come as well.



**Time: 3 minutes**



### REFLECTION

**SAY:** It is important that as we work through each of these chapters together that we take time to reflect on what you are learning and how you hope to use it as you go back to the restaurant. For this reflection, think about the three QOCs. Based on these topics of knowing emotions and behavioral styles, what things will you be bringing with you into your new role? Are there things we didn't discuss earlier that you will need to leave behind? And how will you apply this new knowledge/skill you have acquired as you go back to the restaurant. These questions are in your Learning Journal pages 28-29. Take 4 minutes now to answer them and then we will come back together and hear from Billie about her behavioral style.

**[CLICK]** to advance slide.

**Time: 1 minute**



### WEBISODE #4: (Part 2) My Behavioral Style

I tell you what, I'm sure glad I fall into that analyzing style. Not that the other styles aren't important, and not that I don't occasionally dip into all of them, but my greatest success has been my ability to be prepared and make informed decisions. The last thing I want is my manager telling me I made a mistake!

Really this just kind of builds on the emotions piece. I don't know about you, but this is the most time I've ever spent in the spotlight. Sure, it's easy to observe and analyze and judge everyone else, but turning the camera around can be hard. All I can say is the more I know about who I am and how I tick, the better I can understand why I might say or do something. That doesn't matter if everything is going great, but what a useful tool when you're trying to figure out how something went wrong.

Oh look at that... the 'analyzer' wants to better understand how she works so she can make great decisions... no surprise there! Anyway, hope you're starting to understand your own style!