
FIGURE 1.1 Project Managers' Views on Engagement

| | |
|---|-----|
| The extent to which an employee feels committed to the mission and vision of the program or project | 92% |
| The degree to which an employee feels recognized for his or her contribution | 86% |
| The level of job satisfaction the employee enjoys | 84% |
| The extent to which an employee feels he or she is playing to his or her strengths | 84% |
| The extent to which the employee feels he or she fits in | 80% |
| The extent to which the employee feels properly compensated for work | 68% |
| The way that project progress is communicated to stakeholders | 62% |
| How willing the employee is to come to project meetings | 58% |
| The length of an employee's contract or employment agreement | 31% |

FIGURE 4.1 Examples of Team Character Strengths

| Name | Strength 1 | Strength 2 | Strength 3 | Strength 4 | Strength 5 |
|-----------------|-------------------|-------------------|---------------------|---------------------|------------------------|
| Cristina | Judgment | Creativity | Kindness | Curiosity | Zest |
| Mark | Leadership | Hope | Perseverance | Love of learning | Social intelligence |
| Jackson | Curiosity | Love | Prudence | Judgment | Spirituality |
| April | Appreciation | Bravery | Curiosity | Fairness | Gratitude |
| Maggie | Fairness | Gratitude | Hope | Love of learning | Judgment |
| Ben | Hope | Prudence | Love of learning | Teamwork | Honesty |

FIGURE 4.2 VIA Virtues and Character Strengths Definitions

Virtues and Character Strengths**Virtue of Wisdom****(strengths that help you gather and use knowledge)****# of people**

Creativity: Original and adaptive, show ingenuity, see and do things in different ways **1**

Curiosity: Interested, seek novelty, appreciate exploration, open to experience **3**

Judgment: Critical in your thinking, think through all sides, don't jump to conclusions **3**

Love of learning: Interested in mastering new skills and information, systematically adding to knowledge **3**

Perspective: Wise, provide wise counsel, take the big-picture view

Virtue of Courage**(strengths that help you exercise your will and face adversity)**

Bravery: Show valor, don't shrink from threat or challenge, face fears, speak up for what's right **1**

Perseverance: Persistent, industrious, finish what you start, overcome obstacles **1**

Honesty: Authentic, true to yourself, sincere, show integrity **1**

Zest: Vital, enthusiastic for life, vigorous, energetic, do things wholeheartedly **1**

Virtue of Humanity**(strengths that help you in one-on-one relationships)**

Love: Both loving and loved, value close relations with others, show genuine warmth **1**

Kindness: Generous, nurturing, caring, compassionate, altruistic, do for others **1**

Social intelligence: Emotionally intelligent, aware of the motives and feelings of self and others, know what makes other people tick **1**

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Virtue of Justice

(strengths that help you in community or group situations)

| | |
|---|---|
| Teamwork: A good citizen, socially responsible, loyal, contribute to group efforts | 1 |
| Fairness: Adhere to principles of justice, don't let feelings bias decisions, offer equal opportunity to all | 2 |
| Leadership: Organize groups to get things done, positively guide others | 1 |

Virtue of Temperance

(strengths that help you manage habits)

| | |
|---|---|
| Forgiveness: Merciful, accepting of others' shortcomings, give people a second chance, let go of hurt when wronged | |
| Humility: Modest, let your accomplishments speak for themselves | |
| Prudence: Careful about your choices, cautious, don't take undue risks | 2 |
| Self-regulation: Self-controlled; disciplined; able to manage impulses, emotions, and vices | |

Virtue of Transcendence

(strengths that help you connect outside yourself)

| | |
|--|---|
| Appreciation of beauty and excellence: Experience awe and wonder for beauty, admire skills and excellence in others, elevated by moral beauty | 1 |
| Gratitude: Thankful for the good in life, express thanks, feel blessed | 2 |
| Hope: Optimistic, positive and future minded, expect the best and work to achieve it | 3 |
| Humor: Playful, bring smiles to others, lighthearted, see the lighter side | |
| Spirituality/sense of meaning: Connected with the sacred, identify purpose and meaning in life, see value in religiousness and faith | 1 |

Source: From unpublished book, © 2018 with permission from VIA Institute on Character.

FIGURE 5.1 Leader Strength Mapping

| Strength | Description | April's explanation |
|--|---|---|
| Appreciation of beauty and excellence | Notices and appreciates beauty, excellence, and skilled performance in all domains of life, from nature to art to mathematics to science to everyday experience | Recognizing and showing appreciation for the strengths and contribution of others; appreciating steps toward the bigger vision, even when they are small |
| Bravery | Does not shrink from threat, challenge, difficulty, or pain; speaks up for what is right even if there is opposition; acts on convictions | Having difficult conversations when necessary; not afraid to admit when she doesn't know the answer |
| Curiosity | Interested in learning more about anything and everything; always asking questions; finds all subjects fascinating; likes exploration and discovery | Inviting input from others; being open to ideas that others bring to the table; always seeking more information; paying attention to small details; curious about how to make the vision come to fruition |
| Fairness | Treating people fairly is an abiding principle; does not let personal feelings bias decisions about others; gives everyone a chance | Showing respect and appreciation for everyone; not concerned with rank or position |
| Gratitude | Aware of the good things that happen and never takes them for granted; always takes the time to express thanks | Offering appropriate recognition; enthusiastic about new opportunities; making people feel part of the solution |
| Humor | Likes to laugh and tease; bringing smiles to other people is important; tries to see the light side of all situations | Lightening the mood in tough times; encouraging relaxation and play; creating energy and engagement |

FIGURE 5.2 Leader Strengths Mapping Practice

| Strength | Description | Leader's explanation |
|------------------------|---|-----------------------------|
| Perseverance | Works hard to finish whatever has been started; no matter the project, gets it out the door in timely fashion; does not get distracted when working; takes satisfaction in completing tasks | |
| Self-regulation | Consciously regulates feelings and actions; a disciplined person; in control of appetites and emotions | |
| Honesty | A straightforward person, not only by speaking the truth but also by living life in a genuine, authentic way; down-to-earth and without pretense; a “real” person | |
| Hope | Expects the best in the future and works to achieve it; believes that the future is something that we can control | |
| Love | Values close relations with others, those in which sharing and caring are reciprocated | |
| Teamwork | Excels as a member of a group; a loyal and dedicated teammate; always does his or her share; works hard for the success of a group | |

FIGURE 5.3 Team Role Definitions

| | |
|------------------------------|---|
| Idea Creators | enjoy generating ideas to solve problems and facilitate growth. They innovate, reframe, renew, revolutionize. Whether dealing with simple daily issues or big strategic challenges, the “idea creators” are essential to the future of any business. |
| Information Gatherers | enjoy learning about best practices, new market trends, vendors, competitors, market forces, and finance. They like sharing what they learn in writing or presentations. |
| Decision Makers | are energized by analyzing information from various perspectives, weighing evidence, applying logic, and choosing a fruitful course of action. |
| Implementers | execute decisions. They are the “doers,” the ones who manufacture, market, sell, and deliver. Those who get things done are the backbone of every organization. |
| Influencers | are full of hope and enthusiasm, relishing the challenge of convincing others. They are essential to weather opposition and rejection as they continuously work to persuade customers, bankers, investors, and shareholders that the enterprise has value. |
| Energizers | are naturally dynamic. They’re like power plants, humming briskly through obstacles, rarely burning out, quarter to quarter and year to year. They infect others with the energy and enthusiasm to persevere. |
| Relationship Managers | are especially well suited to build networks of people, resolve conflicts, and motivate and encourage people. They are good listeners with caring hearts, sympathetic ears, and practical advice. Such relationship-managers are essential to any business. |

FIGURE 5.4 Team Character Strengths Counts

| Strength | Count | Strength | Count | Strength | Count |
|------------------|--------------|---------------------------------------|--------------|---------------------|--------------|
| Creativity | 23 | Curiosity | 17 | Judgment | 11 |
| Love of learning | 12 | Perspective | 6 | Bravery | 12 |
| Perseverance | 26 | Honesty | 33 | Zest | 7 |
| Love | 31 | Kindness | 29 | Social intelligence | 12 |
| Teamwork | 30 | Fairness | 30 | Leadership | 18 |
| Forgiveness | 4 | Humility | 6 | Prudence | 13 |
| Self-regulation | 8 | Appreciation of beauty and excellence | 17 | Gratitude | 7 |
| Hope | 18 | Humor | 17 | Spirituality | 11 |

FIGURE 6.1 Character Strengths Over- and Underuse Examples

| Character strength | Overuse | Underuse | Suggested antidote |
|----------------------------------|---------|----------|-----------------------|
| Perseverance | | | |
| Honesty | | | |
| Fairness | | | |
| Teamwork | | | |
| Kindness | | | |
| Social intelligence and fairness | | | |
| Perseverance and honesty | | | |

FIGURE 6.2 Overuse and Underuse Analysis

| Character strength | Overuse | Underuse | Project manager’s antidote |
|--------------------|--|--|--|
| Perseverance | Sticking to a plan even when it no longer makes sense; being unwilling to adjust plans and goals. Forgetting to use judgment and prudence to sanity check the situation and ensure that a plan adjustment is not necessary. Not consulting others to gain perspective. | Giving up at the first hurdle. Assuming an idea is not workable because it does not work the first time and looking for a new approach too soon. Forgetting to engage creativity and perspective before giving up. | Provide perspective for the team on what has been learned and the adjustments that make sense. Use leadership to coax people to adjust their own perspectives. Use curiosity to ask probing questions to help team members to reach new conclusions. Get perspective from the input of others. |
| Honesty | Being too blunt and not considering the feelings of others. Forgetting to use social intelligence, kindness, and love when deciding how to deliver a message. | Allowing people to go on believing things that are untrue. Not wanting to give bad news even though it is the truth. Avoiding bringing up issues or obstacles on the project. | Highlight the importance of keeping people aware of what is really happening while remembering to use kindness. Encourage people to deliver facts about a situation and not to point fingers or apportion blame. Encourage people to use a problem solving mind-set based on teamwork. |

| | | | |
|-----------------|---|--|---|
| Fairness | Putting treating everyone the same above the success of the team and accomplishing goals. Slowing down progress unnecessarily by focusing on fairness over progress. Becoming emotional when others do not put the same emphasis on fairness. | Creating a sense that others' opinions and contributions are not valued, leading people to hold back during difficult conversations or to feel excluded. | Use judgment, social intelligence, and kindness to remind team members to balance fairness against the needs of the project. Provide perspective on striking a balance between fairness and other strengths. |
| Teamwork | Being unable or unwilling to move forward alone. Requiring the input and support of others for all activities and decisions. Losing self-efficacy. | Becoming a loner and failing to consult and collaborate with others. Producing work in isolation that does not mesh with work being performed by other members of the team. Being disconnected from decisions and changes in the path. | Use leadership to counterbalance teamwork and to encourage an appropriate level of dependence on others. Use honesty to remind people that they need to be able to work in different ways in order to get the job done. |
| Kindness | Seeming patronizing and disempowering, and perhaps even being interpreted as displaying a lack of trust. May go as far as interfering with the learning and innovation of the team, as the kind team member steps in to prevent failure or take over from others. | Taking other team members for granted and overlooking the work they are performing or the challenges they are facing. Failing to see people as whole people with life demands across multiple domains. Becoming impatient with people who don't seem to be holding up their end. | Use kindness and perspective to remind people to be sensitive to others. Use judgment and social intelligence to develop an appropriate tone for a workplace and team environment. |

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| Character strength | Overuse | Underuse | Project manager's antidote |
|---|--|--|--|
| Social intelligence and fairness | Being oversensitive to the feelings and motives of others and unwilling to put own feelings and needs into the mix. Bowing to the needs of others and losing sight of the project goals. Tending to dismiss one's own ideas in favor of the ideas of others, even when the evidence shows that their ideas are unrealistic or unreasonable. | Acting arrogantly, dismissing the views of others, not collaborating or soliciting the input of colleagues. Valuing one's own ideas, values, and opinions to the exclusion of all others. Demonstrating reduced critical thinking, less teamwork, and less kindness. | Use honesty, judgment, and leadership to create an environment of fairness and action, sensitivity and practicality. |
| Perseverance and honesty | <p>Trampling on the feelings of others and failing to notice or even care about the sensibilities of colleagues. Offering opinions on topics that are not appropriate in the workplace or may be too personal.</p> <p>When combined, relentless honesty and perseverance can be hurtful and make the working environment very uncomfortable.</p> | <p>Holding back from sharing an opinion that would be valuable to the group. Avoiding difficult conversations. Being unwilling to raise the alarm when a project or task is going off track.</p> <p>When honesty and perseverance are underused, this may lead to a lack of adaptability and a tendency to keep going down a wrong path.</p> | <p>Offer judgment and social intelligence to help team members understand how to use honesty to best effect.</p> <p>Use honesty and social intelligence to have difficult conversations.</p> |

FIGURE 6.3 Character Strengths Collisions

| Scenario | Strengths/use | Opportunity |
|----------|---------------|-------------|
|----------|---------------|-------------|

A design lead on an IT development project is responsible for reviewing and approving design suggestions made by colleagues. Each time a suggestion is made, he responds by listing all the reasons why that design option will not work. Colleagues start to avoid making suggestions, and creativity in the team starts to dry up.

At team meetings, the team is coming up with lots of ideas of ways to move forward with a marketing campaign. It seems that ideas abound, but at the end of each meeting it is not clear who is going to take the next step or what the next step is going to be. Progress is slow, and deadlines are being missed. When the next meeting rolls around, the team starts the process again, coming up with many more new ideas.

FIGURE 6.4 Team Strengths Profile

| Strength | Count | Strength | Count | Strength | Count |
|------------------|--------------|---------------------------------------|--------------|---------------------|--------------|
| Creativity | 23 | Curiosity | 17 | Judgment | 11 |
| Love of learning | 12 | Perspective | 6 | Bravery | 12 |
| Perseverance | 26 | Honesty | 33 | Zest | 7 |
| Love | 31 | Kindness | 29 | Social intelligence | 12 |
| Teamwork | 30 | Fairness | 30 | Leadership | 18 |
| Forgiveness | 4 | Humility | 6 | Prudence | 13 |
| Self-regulation | 8 | Appreciation of beauty and excellence | 17 | Gratitude | 7 |
| Hope | 18 | Humor | 17 | Spirituality | 11 |

FIGURE 6.5 Dimensions of Character Strengths

| | Heart/mind | Intrapersonal/interpersonal |
|----------------------------|--------------------|-----------------------------|
| Wisdom | | |
| Creativity | Heart (slight) | Intrapersonal (strong) |
| Curiosity | Heart | Intrapersonal (strong) |
| Judgment | Mind (very strong) | Intrapersonal |
| Love of learning | Mind (slight) | Intrapersonal (strong) |
| Perspective | Mind | Intrapersonal |
| Courage | | |
| Bravery | Mind (slight) | Intrapersonal |
| Perseverance | Mind (strong) | Interpersonal (slight) |
| Honesty | Mind | Interpersonal |
| Zest | Heart | Intrapersonal |
| Humanity | | |
| Love | Heart (strong) | Interpersonal |
| Kindness | Heart | Interpersonal |
| Social intelligence | Heart | Intrapersonal (slight) |
| Justice | | |
| Teamwork | Heart | Interpersonal (strong) |
| Fairness | Heart (slight) | Interpersonal |
| Leadership | Heart | Interpersonal |
| Temperance | | |
| Forgiveness | Heart | Interpersonal |
| Humility | Mind (strong) | Interpersonal (strong) |
| Prudence | Mind (very strong) | Interpersonal |
| Self-regulation | Mind (strong) | Intrapersonal (slight) |
| Transcendence | | |
| Appreciation | Heart (strong) | Intrapersonal |
| Gratitude | Heart | Interpersonal (slight) |
| Hope | Heart (slight) | Intrapersonal (slight) |
| Humor | Heart (strong) | Interpersonal (slight) |
| Spirituality | Heart | Interpersonal (slight) |

FIGURE 6.6 Review of the Overuse of Strengths

| Scenario | Strengths/use | Opportunity |
|---|---|--|
| A design lead on an IT development project is responsible for reviewing and approving design suggestions made by colleagues. Each time a suggestion is made, he responds by listing all the reasons why that design option will not work. Colleagues start to avoid making suggestions, and creativity in the team starts to dry up. (See the story of Dr. No.) | This is likely an overuse of judgment by the design lead and possibly an underuse of the same strength by colleagues. There may also be too much prudence, making the design lead more cautious than is ideal. Lack of teamwork may make the design lead take on too much of a leadership role and avoid collaborating with colleagues. Judgment or critical thinking is essentially a weighing of possibilities—positive and negative. And when the team members present ideas in a positive, “This will work” way, the design lead feels obligated to present the counter view. | Helping people to understand the importance of considering all sides of a problem and to ask questions rather than make judgments can help in a situation like this, as it encourages teamwork at an earlier stage so that the design lead can offer insights—positive and negative—as the ideas take shape. Encouraging design and brainstorming sessions in groups, as well as experimentation with the possibility of failure and the need for adaptation, can also help. Additionally, it may be beneficial to encourage the use of creativity and judgment to adapt ideas to make them more workable. |
| At team meetings, the team is coming up with lots of ideas of ways to move forward with a marketing campaign. It seems that ideas abound, | This is a situation in which creativity and possibly curiosity (“What happens if we do this?”) appear to abound, and there is energy (zest) directed | This is a great opportunity to encourage situational leadership—team members taking turns to lead the decision-making process based |

| Scenario | Strengths/use | Opportunity |
|---|--|--|
| <p>but at the end of each meeting it is not clear who is going to take the next step or what the next step is going to be. Progress is slow, and deadlines are being missed. When the next meeting rolls around, the team starts the process again, coming up with many more new ideas.</p> | <p>toward the task of coming up with ideas; but there is also a lack of leadership, prudence, and possibly self-regulation, which is preventing prioritization of the ideas and the creation and implementation of a plan.</p> | <p>on their expertise and the topic at hand. It can also be an opportunity for a team member (possibly the project manager) to apply prudence and ensure that the ideas are turned into executable steps with a timeline and accountability. Additionally, the team can build a sense of collaboration and teamwork to get things done. It is also an opportunity to set clear guidelines for when new ideas will be considered and when the time for creativity is past (leadership).</p> |

FIGURE 9.1 A Sample Implementation Plan

| Timing | Brave activity | Braver activity | Bravest activity |
|----------------------|--|--|--|
| Day 1—prework | Review the reasons that you should read this book. Read Chapter 1—Project Managers: More Than Just Plate Spinners and Ball Jugglers. | | |
| Day 2 | What are your beliefs about the role of the project manager? What are the top three functions of a project manager? | Ask your team how they see the role of a project manager. | Ask your leadership team how they see the role of a project manager. |
| Day 3 | What role does the project manager play in building engagement? What skills do you have that help in cultivating that sense of engagement? | Ask your team about their level of engagement. | Explore engagement with your leadership team. |
| Day 4 | Read Chapter 2—Seeing Is Believing: The Maggie Method. Think about what these tools look like in action. | | |
| Day 4 | What practices do you already use? What new ideas interest you from the story? | What practices from the story will your team respond to? | What practices from the story will your leadership team support? |
| Day 5 | Read Chapter 3—Influence: The Project Motivator’s Best Friend. | | |
| Day 5 | Influence | | |
| Day 5 | Who are the most influential people you know? What do they do to increase their influence? | Ask team members what you are doing when you are most influential. | Ask the leadership team what you are doing when you are most influential. |
| Day 5 | What type of project manager are you? Are you a generalist or a specialist? | Ask some team members what they want from a project manager—a subject-matter expert or a generalist. | Ask the leadership team what they want from a project manager—a subject-matter expert or a generalist. |

| Timing | Brave activity | Braver activity | Bravest activity |
|-----------------|--|--|--|
| Day 5 | How do your answers, your team's answers, and the leadership team's answers compare? | | |
| Day 6 | Growth mind-set | | |
| Days 6–7 | Observe yourself at work. When do you demonstrate a growth mind-set? | Who in your team has a growth mind-set? | What about your management team? Supervisor? Project sponsor? |
| Days 6–7 | Observe yourself at work. When do you demonstrate a fixed mind-set? | Who in your team has a fixed mind-set? | What about your leadership team? Supervisor? Project sponsor? |
| Days 6–7 | Consider some ways you can encourage a culture of experimentation. | Discuss experimentation and failure with the team. | Discuss tolerance for experimentation and failure with your leadership team. |
| Day 7 | Appreciation | | |
| Day 7 | What works well in your team? Make a list. | Ask others in your team what is working well. | Ask those outside the team what is working well in your team. |
| Day 7 | Create a vision of how things would be if they were perfect. | Ask some members of your team to create the vision with you. | Invite the whole team to contribute to the vision. |
| Days 8–9 | Read Chapter 4—Building a Culture of Appreciation. | | |
| Day 9 | Your strengths | | |
| Day 9 | Take or review your VIA assessment. | Share the results with someone close to you. | Share the results with a manager or leader. |

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| Timing | Brave activity | Braver activity | Bravest activity |
|-------------------|---|--|--|
| Day 9 | How do your strengths compare with the more common strengths of project managers identified in Chapter 1? | Which strengths do you have that most help you as a project manager? | Which strengths do you want to cultivate to help you as a project manager? |
| Days 10–11 | Observe how your signature strengths show up every day. | Observe signature strengths in others. | Observe signature strengths in your leadership team. |
| Days 11–12 | Observe when and how your middle or situational strengths show up for you. | Observe when and how your middle or situational strengths show up for your colleagues. | Show appreciation when colleagues use strengths that are not their most frequent ones. |
| Days 12–13 | Review your strengths. | Explore strengths with friends and family. | Find a collaborator at work, and explore strengths together. |
| Day 14 | Review the twenty-four character strengths. Plan how you will use them during the day. | Share your top strengths with a colleague. | Share your top strengths with someone in the leadership team. |
| Day 15 | Project manager superpowers and you | | |
| Day 15 | Review your character strengths against those of other project managers. | Connect with a group of project managers, and start a strengths discussion. | Encourage other project managers to take the VIA assessment. |
| Day 15 | Exploring hope | | |
| Day 15 | Write down some examples of when you have displayed hope. | Ask team members whether you display hope and what that means to them. | Ask someone in the leadership team whether you display hope and what that means to them. |

| Timing | Brave activity | Braver activity | Bravest activity |
|----------------------|--|---|---|
| Day 16 | Exploring love of learning | | |
| Day 16 | Write down some examples of times that you have enjoyed learning something new and sharing it with others. | Ask team members whether you display love of learning and what that means to them. | Ask someone in the leadership team whether you display love of learning and what that means to them. |
| Day 16 | Exploring social intelligence | | |
| Day 16 | How do you show social intelligence? | Ask team members whether you display social intelligence and what that means to them. | Ask someone in the leadership team whether you display social intelligence and what that means to them. |
| Day 17 | Exploring perspective | | |
| Day 17 | How do you take a step back when things are difficult? | Find out who on your team has perspective as a signature strength. | Ask your manager whether he or she has perspective and how it shows up. |
| Day 17 | Your leadership strengths blend | | |
| Day 17 | How do your top five or six strengths help you as a leader? | Do this same analysis for a leader you work with based on the strengths that you see in him or her. | Share your analysis with that leader. |
| Days 18–19 | Read Chapter 5—Building a Culture of Appreciation for Our Stakeholders and Teams. | | |
| Day 18 onward | Practice strengths spotting in others. | Provide feedback to team members on the strengths you see. | Provide feedback to leadership on the strengths you see. |

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| Timing | Brave activity | Braver activity | Bravest activity |
|---------------|--|--|--|
| Day 19 | Make a list of the strengths that you see often in the team. | Ask colleagues for feedback. | Ask the leadership or stakeholders for feedback. |
| Day 19 | Make a list of strengths that seem to be less common in your team. | Ask colleagues for feedback. | Ask the leadership or stakeholders for feedback. |
| Day 19 | Share the concept of character strengths with others. | Introduce character strengths to team members, and offer them the link to the free assessment. | Introduce character strengths to the leadership team, and offer them the link to the free assessment. |
| Day 20 | Review and research the reasons that character strengths are useful at work. | Share what you learn with your team members. | Share what you learn with the leadership team. |
| Day 21 | Consider whether you can ask a few team members to take the assessment. | Introduce the entire team to the assessment, and ask them to take it. | Propose a strengths review to the leadership team. |
| Day 22 | Observe which of the team roles are present on your team. | Discuss the concept of roles with the team, and solicit their feedback. | Explain the concept of team roles and their connection to character strengths to your leadership team, and solicit their feedback. |
| Day 22 | Read Chapter 6—When Strengths Go Wrong. | | |
| Day 23 | Explore your overuse of strengths. | Explore overuse by colleagues and team members. | Explore overuse by your leadership team. |

| Timing | Brave activity | Braver activity | Bravest activity |
|--------------------------------------|---|---|---|
| Day 23 | Which strengths did you underuse today? | Who on your team underused a strength? Is it situational or habitual? | Which strengths do your leadership team underuse? Is it situational or habitual? |
| Day 23 | Which of your personal strengths get in each other's ways? | Who on your team has strengths that clash? | Which of your leaders have strengths that clash? |
| Days 24–26 Focusing on others | | | |
| Day 24 | Which of your personal strengths clash with those of others? | What strengths clashes can you spot in your team or stakeholders? | How do your strengths clash with your leadership team's? |
| Day 25 | Which strengths do you see clashing for other team members? | How can you call on other strengths to intervene and defuse conflict? | What can you suggest or what strength can you offer to your leadership team to reduce conflict? |
| Day 26 | What balance of heart and mind strengths does the team have? | Discuss the concept of heart and mind strengths with the team, and get their feedback. | Share the chart of strengths with the leadership team, and discuss the balance of heart and mind strengths and interpersonal and intrapersonal strengths. |
| Day 26 | What balance of interpersonal and intrapersonal strengths does the team have? | Discuss the concept of interpersonal and intrapersonal strengths with the team, and get their feedback. | |
| Day 27 | What is the culture of the team? | Discuss the culture of the team with them. | Discuss the culture of the organization with the leadership team. |

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| Timing | Brave activity | Braver activity | Bravest activity |
|--|--|--|--|
| Day 28 | Choose one of the happiness strengths—curiosity, gratitude, hope, love, or zest—and focus on it for the day. | Choose one of the happiness strengths—curiosity, gratitude, hope, love, or zest—and build it into team encounters during the day. Note what happens. | Choose one of the happiness strengths—curiosity, gratitude, hope, love, or zest—and build it into leadership team encounters for a day. Note what happens. |
| Days 29–30 Read Chapter 7—When Other Things Go Wrong. | | | |
| Day 29 | Planning styles | | |
| Day 29 | What is your planning style? | What planning styles do you see in your team? Discuss with two members of your team. | What planning styles do you see in your leadership team? |
| Day 30 | Learning styles | | |
| Day 30 | What is your primary learning style? | What learning styles do you see in your team? Discuss with two members of the team. | What learning styles do you see in your leadership team? |
| Day 31 | Read Chapter 8—Completing the Circle to Be a Project Motivator. | | |
| Day 31 | Decide on your next steps. | Make a concrete implementation plan. | Share the plan with others and enlist their help. |
| Day 31 | Write a summary of what you learned. | Share your summary with someone close to you. | Share your summary with your team or your manager. |