

< Cognitively

Expanding your perceptions of your job to view it as a whole, rather than a set of separate and isolated tasks

Focusing your perceptions of your job on what you find meaningful – i.e. reminding yourself that each task is helping you achieve a valued final outcome

Example: "Music is a very important part of my life... I often liken teaching to being a musician when I'm in front of a classroom, I put on my performance face. It's the same way with music. I remember when I was performing with my rock band and the high I got from playing in front of people was very similar to the high I get from performing teaching in front of students." – *University Lecturer* (Berg, Dutton, & Wrzesniewski, 2007)

Relationally

Building relationships with others who encourage and empower you Reframing or adapting current relationships so that you put into them what you would like to get of them

Example: "When I first came here, we started using the new higher speed equipment. Then lots of new guys came in. So I started helping them learn the job. Now it's just expected that I train the new guys. I did this in my previous job, so I have experience with it, and I like it because I'm able to help and work with guys from different backgrounds." – Maintenance Technician (Berg, Dutton, & Wrzesniewski, 2007)

Create a plan with the employee

You and your employee should now work together to put the new job roles into action. This can be a valuable learning experience for supervisors because it often helps supervisors learn more