Emotional Intelligence, Leadership and Change

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presented for

School of Continuing Education
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### Participant Notice

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Patricia Clason

For over thirty-five years, Patricia Clason has traveled across the continent doing speeches, workshops and media appearances as a professional speaker, trainer, consultant and writer, giving over 4,000 presentations for corporations, associations, government agencies and non-profit organizations. Now the Director of the Center for Creative Learning which offers programs for personal and professional development at offices in Milwaukee, Madison, and Detroit, Patricia has written many articles, training programs and personal growth seminars and is a sought-after guest for radio and television.

The focus of her work is on alternative methods of teaching and learning that produce high quality results. Her search for the best in the technology of human resource development has taken her as a student on many adventures through traditional and some not-so-traditional training programs.

An important aspect of Patricia’s presentations is that she addresses the psychological perspectives and principles behind the practical tools that she teaches. As a result, audiences are often entranced and excited about using these new ideas.

Patricia often receives letters and phone calls from the participants in her programs, thanking her for the insights and inspiration she has shared in these presentations. One of the reasons people are so enthused about what they hear is that Patricia shares personal and real stories - so people know that her practical wisdom comes from experience, not just books and good ideas. Her diverse background makes her a competent presenter for spouse groups, schools, parents and personal growth groups, as well as business-related meetings and training.

Her business background ranges from executive secretary to food store manager, office manager, and licensed insurance agent. Currently she is the owner of the Center for Creative Learning and Accountability Coaching. As a consultant and business coach she works with large and small companies, as well as individuals, in the areas of start-up, marketing, and management skills and career building. Ask the Coach, Patricia’s Q &A column on career coaching appear regularly in Employment Times and on Jobs.com sites in cities across the US. Her articles are also often printed in business and trade publications and in online newsletters.

As the host of A Sign of the Times, an interview format television show for Warner Cable for five years, she had the opportunity to introduce people to the cutting edge technologies in all areas of life.

Patricia also teaches for the School of Continuing Education at UW-Milwaukee and the Small Business Development Center of UW-Madison.

A member of the boards of several non-profit organizations, Patricia is active in both charitable and civic organizations. She is the founder of Healing Warrior Hearts, an emotional healing retreat for military veterans (www.healingwarriorhearts.org).

To keep all this together, and still have time for her family and herself, Patricia must truly practice what she teaches in the areas of communication, time management, and motivation, as well as business marketing, management and ethics.
Emotional Intelligence
Based on the Five Domains of Emotional Intelligence found in Daniel Goleman’s book *Emotional Intelligence*.

*Emotional Intelligence is 60% of performance in all jobs.* - Emotional Intelligence Quick Book

*15% of success is technical knowledge, 85% is people skills.* - Carnegie Institute

1. **Knowledge of one’s own emotions**
   The first, most important ability in emotional intelligence is awareness of one’s own emotions. One way to think about this is the concept of “meta-awareness”, ‘meta’ meaning above. Imagine that there is a part of your mind that always pays attention to what you are feeling, whether you are mad, sad, scared or happy.

   People have widely varying levels of emotional self-awareness. Those who are less aware of their emotions—perhaps figuring out they were angry an hour after raging—tend to feel more controlled by their emotions than vice versa. They can be afraid of the unpleasant emotions, thinking they are bad or evil. Those who are “in touch” with their emotions are more emotionally fluid.

2. **Ability to manage one’s own emotions**
   The ability to manage one’s emotions is a natural result of becoming more emotionally aware. It is having the ability to choose what you do when you are feeling strong emotion. It is also the ability to choose what you will feel. It is taking care of your emotions—working with them as opposed to stuffing them—so that you have mastery over them instead of their having control over you.

3. **Ability to self-motivate**
   Goleman states: “*Underlying both [optimism and hope] is an outlook psychologists call self-efficacy, the belief that one has mastery over the events of one’s life and can meet challenges as they come up.*”

   There are two pieces to self-motivation. The first is to keep yourself from doing what you want to do when you should be doing something else, in other words, delaying gratification. An example of this is not watching your favorite soap opera because you have a report that must be done.

   The second piece is doing what you should do when you don’t want to, or practicing self-discipline. Both of these pieces are flip sides of the same coin - doing what will create the most pleasure in the long run, as opposed to finding immediately gratification.

4. **Ability to recognize emotions in others/empathy.**
   Empathy is a combination of observation and intuition (in-to-it- tion). It is the ability to identify what another person is feeling without having to be told - picking up on another’s mood, etc.

5. **Ability to handle relationships/respond appropriately to and affect emotions in others**
   Individuals who have skill in this area are considered popular and well-liked. They are able to get others to work with them, and create a desired outcome, often by affecting others’ emotions. They are social ‘stars’.
Emotions and the Brain
The Bermuda Triangle

Recall a situation in which you were emotionally hi-jacked.

- What happened?

- What state were you in just before the situation occurred?
• What triggered the hi-jacking?

• How did you re-act?

• How did you interpret the trigger/situation?

• What did you do afterward to shift your state?

• What can you do to manage your state to prevent a re-occurrence of the hi-jacking?
Emotional Stress Release Points

M points on the eye brow bone and the GB points on the occipital ridge at the back of the head are the emotional stress release points.
Going to the Balcony with Q-tips

Deep Breath  
Change State

If you go to the balcony, what do you see?

Be Present

What can you do differently?

Change the Pattern

Q
T
I
P
Situation Application Guidelines

Here are a few general comments for each domain of EI that can help you work through a situation.

Self Awareness:

Be aware of your emotional responses. What are you feeling in your body? What emotions are connected to those physical sensations? What are you thinking about this situation?

- Check-in with yourself about your physical reactions, identify the sensations and the corresponding emotions.
- Write down what you are feeling and thinking to get clear about what is a memory of a past similar situation (for you personally as well as any possible similar situation with an employee) causing your response to this situation and what is your personal emotional empathic response.
  - Describe the situations
  - Write about outcomes from those past situations.
    - Are you projecting into the future based on a past experience? or
    - Are you responding in the here and now?

Self Management:

Are your responses appropriate to the situation or disproportional or reactive? What tools can be used to manage your responses?

- Breathe – get into the present
- Reality Check – what is actually happening in the here and now?
- Prepare for the conversation
  - Identify here and now facts – What happened? What is happening?
  - Define desired outcomes – most desirable and least acceptable (range of outcomes)
    - Personal/emotional outcomes
    - Policy or procedure dictated outcomes
  - Discharge excess personal emotion to be clear for the conversation
    - Talk to an impartial person to work it through
      - Past situation and emotional response
      - Present situation and fears
      - Reality check
      - Role play or discuss handling of the present situation
- If you were hi-jacked by this situation, remember to do a Bermuda Triangle debrief after the situation/conversation.
Self-Motivation:

What is your level of self-efficacy around this situation? How can you use it to build self-efficacy in the future?

- Reviewing your writing about the situation, ask
  - Mastery Experiences: Have you experienced something similar before and handled it successfully?
  - Role Model: Do you have a role model, someone who has handled this kind of situation successfully?
    - What did that person do? Say?
    - Can you replicate that, or similar responses, in this situation?
  - Social Persuasion: Would it be helpful to have someone encourage you, give you supportive messages or advice in this situation?
  - Body/Somatic/Emotion Experiences: Recall experiences of success in similar situations or any situation. Feel it (physical and emotional responses), see it (visualize), hear it (remember the sounds or conversations). Keep recalling and expanding the memory of the experience, making it stronger in all senses. Now look at the current situation and use your confidence to help you determine your next step or action plan.

Other Awareness:

What state is the other person(s) in? Use your observation skills to be aware of the other – note their physiology, their words, etc. Remember that we often are incorrect in our projections of what another is thinking and feeling.

- What are your expectations or projections about what this person is “probably” feeling and thinking in this situation?
- Notice the other person’s demeanor and attitude
  - Are there any significant changes, differences compared to their “usual” way?
- Check-in with the other – ask rather than assume
  - What are your thoughts about this situation?
  - What are your feelings about this situation?
  - What do you want to have happen?
- Be open to the possibility that their perceptions and experiences may be different than yours

Other Management:

What do you need to say or do in this situation to guide it to the desired outcome? What does the other need in order to get there? Remember that continued cooperative/working relationship is the context for all of the outcomes.

- Help the person change state if they are hi-jacked – or wait until another time to have the conversation
- As appropriate, guide them through the process of self-awareness, self-management, and self-efficacy (see above)
- Be a model of the behavior/demeanor that you want in/from the other
Conversation format

- Check-in – make sure all parties are resourceful and available enough to have the conversation
  - Describe state (energy, openness/attitude, focus)
  - Concerns if any
    - Ground rules needed for safety?
- Redirection conversation
  - Leader – outline the circumstances
    - Behavior
    - Situation
    - Impacts (immediate effects)
    - Consequences (long term effects)
    - Choices – desired outcomes
      - Find out the other’s desired outcomes and choices first
      - Offer yours if the other’s do not include your best desired outcomes
- Request conversation
  - The party making a request starts this conversation
    - Situation
      - Thoughts
      - Feelings
    - Request
  - The other party responds
    - Thoughts
    - Feelings
    - Reply to the request
  - Negotiation, if needed
- Summarize agreed upon outcomes and actions
- Check-out
  - What worked
  - What didn’t work
  - Do Better
  - Future Pace
    - Gratitude for immediate outcome
    - Confidence in projected outcomes
Emotional Intelligence and Leadership

When comparing star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities.

Daniel Goleman  What Makes a Leader
Harvard Business Review blog
https://hbr.org/2004/01/what-makes-a-leader
Leadership Styles
Based on Goleman’s Primal Leadership

VISIONARY
HOW IT BUILDS RESONANCE: Moves people toward shared dreams
IMPACT ON CLIMATE: Most strongly positive
WHEN APPROPRIATE: When changes require a new vision, or when a clear direction is needed
KEY COMPETENCY: Empathy

COACHING
HOW IT BUILDS RESONANCE: Connects what a person wants with the organization’s goals
IMPACT ON CLIMATE: Highly positive
WHEN APPROPRIATE: To help an employee improve performance by building long-term capabilities
KEY COMPETENCY: Developing Others, Empathy and Emotional Self Awareness

AFFILIATIVE
HOW IT BUILDS RESONANCE: Creates harmony by connecting people to each other
IMPACT ON CLIMATE: Positive
WHEN APPROPRIATE: To heal rifts in a team, motivate during stressful times, or strengthen connection
KEY COMPETENCY: Collaboration and Empathy
This type is best when used in conjunction with Visionary

DEMOCRATIC
HOW IT BUILDS RESONANCE: Values people’s input and gets commitment through participation
IMPACT ON CLIMATE: Positive
WHEN APPROPRIATE: To build buy-in or consensus, or to get valuable input from employees

PACESETTING
HOW IT BUILDS RESONANCE: Meets challenging and exciting goals
IMPACT ON CLIMATE: Because too frequently poorly executed, often highly negative
WHEN APPROPRIATE: To get high-quality results from a motivated and competent team
KEY COMPETENCY: Competence and Achievement
This type tends to lack emotional self-management. This type works best for short term or with employees who are self-motivated, highly competent and need little direction.

COMMANDING
HOW IT BUILDS RESONANCE: Soothes fears by giving clear direction in an emergency
IMPACT ON CLIMATE: Because so often misused, highly negative
WHEN APPROPRIATE: In a crisis, to kick-start a turnaround, or with problem employees
KEY COMPETENCY: Influence, Achievement and Initiative
This type MUST have emotional control and should be used with caution.
Which style do you use at work?

- Use most often/default?
- Revert to under stress?
- Use with management above you?
- Use with your team?
- Use with peers?
- What style do you want to use/ideal?
What do YOUR workers want? — Insights
Motivation 3.0

Autonomy
- Control = Compliance
- Autonomy = Engagement
- Areas of Autonomy – Task, Time, Technique, Team

Mastery
- Mindset / Attitude
- Challenge + Mastery = Contribution

Purpose
- Vision/Values – connected to something larger/ making a difference

Engagement
- The strongest indicator of engagement is discretionary action
- People take discretionary action when they are passionate about their work and vision
- Find the sweet spot where their personal vision and professional values align with your corporation vision and values
Generational Values Differences

 Builders (1900-1945)
   WANT stable, orderly, risk-free
   NEED goals, long-term objectives

 Boomers (1946-1964)
   WANT interactive, non-authoritarian, teams
   NEED growth and advancement opportunity

 X Generation (1965-1976)
   WANT self-direction, flexibility, fun
   NEED risk, experiments, immediate results, career variety

 Net Gen (1977-1997)
   WANT can-do, teamwork, tech savvy
   NEED profit potential, change, challenge

 GEN X
   WANT unique, independent, pragmatic, gender neutrality
   NEED high tech/digital, social media, sound bits/snapshots
Why do people resist/dislike Change?

Why do people accept/welcome Change?
What’s Next?

SMART GOALS

STATED AS IF ALREADY ACCOMPLISHED - Be in the point in the future when you want your goal to be manifested and state it as if it is real in that moment, i.e. I am now, I have been to, etc. Put yourself in the goal and make sure that it is an "I" statement, rather than a partial sentence, i.e. instead of “to read a book on emotional intelligence”, you would write “I have read one book on emotional intelligence each month”

MEASURABLE - Simple yet specific - i.e., don’t overdo with a ten-page detailed description of what you will do differently, yet don’t be overly simple with a statement like “I am handling my emotions differently”.

ACHIEVABLE - It must truly be within your abilities, e.g. if you are very poor in English and grammar and it is difficult for you to write even a postcard and hard for you to tell stories, it is most likely not achievable for you to write the Great American Novel.

REALISTIC - If a goal is too far from your current experience and you have no related experiences that say it is a possibility, you will undermine yourself because your inner-self will keep telling you it is impossible.

TIMED - Create a well-defined completion timeline for your goal, so that it doesn’t exist in some ambiguous future.

Write three SMART goals, keeping in mind the assessment results and competencies you want to develop. The resource section of your manual contains suggestions for specific actions for each domain of Emotional Intelligence along with resources (books, weblinks). Your assessment contains a section of tips for increasing your Emotional Intelligence, including links to videos that further demonstrate or explain each area of EQ.

Examples:

- I have reviewed my 360 assessment each month and chosen one recommended action to practice for the next month.
- I have read two books related to my 360 goals and my leadership development.
- I watched Goleman@Google on youtube.com and took notes on his lecture to refresh and expand what I learned in the class.
- I taught my team the check-in process and have used it in every meeting for the last month and obtained feedback from the team on its value to them.
- I check-in with myself before every meeting to make sure I am present, resourceful and available to the meeting, taking three deep breaths before entering the room.
GOAL ONE - Area of EQ/Leadership to develop:

Completion Date:

Action Statement:

GOAL TWO - Area of EQ/Leadership to develop:

Completion Date:

Action Statement:

GOAL THREE - Area of EQ to develop:

Completion Date:

Action Statement:

Next meeting date with my triad:
Appendix – Resources

Following are articles, books, and web resources for you to use in continuing your Emotional Intelligence development.
**Increasing Emotional Intelligence**

Based on the Five Domains of Emotional Intelligence found in Daniel Goleman’s book *Emotional Intelligence*.

1) **Know your emotions**

The first, most basic step in becoming more emotionally intelligent is to become more aware of your own emotions. One way to think about this is the concept of “meta-awareness”, ‘meta’ meaning above. Imagine that there is a part of your mind that always pays attention to what you are feeling, whether you are mad, sad, scared or happy.

People have widely varying levels of emotional self-awareness. Those who are less aware of their emotions—perhaps figuring out they were angry an hour after raging—tend to feel more controlled by their emotions than vice versa. They can be afraid of the unpleasant emotions, thinking they are bad or evil. Those who are “in touch” with their emotions are more emotionally fluid.

A few suggestions for increasing your emotional self-awareness:

- At the end of each day, sit for a few minutes and scan the day for all the emotions you felt, especially strong emotions.
- Keep a journal of your emotions for 30 days (or however long and whenever you would find useful).
- Become more aware of your body – posture, health, etc affect your emotional state.
- Practice awareness of the physiology of your emotions – notice the state of your body, i.e. stressed, tense, relaxed, open, calm, tight. Your body is your EWS – early warning system of your emotional state.
- In your day-to-day life, when you begin feeling an emotion, identify *in words* what you feel in your body, the emotion you feel, and what caused it. Example: “My stomach feels tight and my face is red. I feel angry. Mark told me he would have an important report done for me this morning. Not only does he not have it done, he doesn’t seem very sorry about it.”
- Reflect upon situations in which you experienced strong emotions. What were the catalysts that evoked those emotions? What did you experience in your body (sensations, reactions) before, during and after the experience?
- Use self-assessment tools to determine your functional and dysfunctional emotion behaviors, attitudes and beliefs.
- Observe your responses to books, movies, tv, music and when you feel “emotional” – notice what is happening and what activates your emotions, especially strong emotional responses.
- Be aware of your stress levels and how stress affects your ability to manage your emotions
- Do you “disguise and deny” or “identify and express” your emotions?
- Lean into discomfort – look at what is causing it, your thoughts and emotions
- Observe who/what “pushes your buttons” (causes you to become emotionally reactive)
- Track your stressors and how you handle them
- Track cycles of emotions – Is there an emotion that keeps returning? Sometimes without apparent cause? What is incomplete or unfinished?

Recommendations:

**The Emotional Intelligence Quick Book**, Bradberry, Greaves, Lencioni, Simon & Schuster, 2005 – Includes access code for an Emotional Intelligence Assessment

**At the Heart of Leadership, How to Get Results with Emotional Intelligence**, Freedman, Six Seconds, 2007

http://jobexec.com/PPRegister_utf8.php?XCU=%00%000%00&LANver=EN
After filling out this registration form, you'll get an e-mail with an ID and a PIN-code for the jobEQ Profiling Environment. You then will be able to fill out the jobEQ questionnaires for free and will get the FREE basic reports afterwards.

http://www.emotionalintelligencecentral.org/video/ This six-part video course is a hands-on training experience to help you learn the language of emotional intelligence.

Your ideas for actions to be more emotionally self-aware:
2) Manage your emotions

The ability to manage one’s emotions is a natural result of becoming more emotionally aware. It is having the ability to choose what you do when you are feeling strong emotion. It is also the ability to choose what you will feel. It is taking care of your emotions—working with them as opposed to stuffing them—so that you have mastery over them instead of their having control over you.

- Stop, breathe, focus on the present
- Create a way of empowering and/or soothing yourself when you feel afraid or worrying. Call a friend you trust who can help. A “reality check” from someone else can be a great boost to break out of fear and worry.
- Use the old “count to ten” when you feel angry. Get away from the anger-causing stimulus, giving yourself enough time for the adrenaline flowing in your body to dissipate.
- Sleep on it, wait a day, give yourself process time before responding to highly charged emotional situations
- Practice telling people how you feel when you are having the feeling, as calmly as possible, and when safe to do so. This can be called “reporting”.
- Continuing on from the previous suggestion about identifying emotions as you feel them, make a conscious decision about how you will handle an emotion in the moment, and how you will act. Example: “While I really want to, it won’t accomplish anything for me to tell Mark off right now. I will calmly let him know how I feel, and then go handle the problem myself. Come to think of it, I usually can’t rely on Mark for these types of commitments. I will not ask him for such things in the future.
- If you have great amounts of sadness, fear or anger in you that are causing problems in your life, relationships or work, do some sort of personal work: see a therapist or counselor, or attend a workshop that will help you take care of the issues that block your success and happiness.
- Take time before interactions with others to identify your state, breathe, become focused so that you will not be easily hi-jacked – it only takes a few seconds! Practice will make this a new neural pathway, a habit that prevents blow-ups and breakdowns.
- Take action to remove catalysts/triggers that create strong reactions in you
- Minimize your stress – practice stress management skills – notice that you are more reactive when hungry, tired, stressed, ill and take of yourself before responding (it at all possible) so you can respond from a resourceful place
- Develop and implement a health plan – exercise, diet, martial arts, dance – to strengthen your body and build your resourcefulness
- Identify your “negative” self-talk and reframe it to a more positive, constructive internal conversation
- Avoid multi-tasking so you can give full attention to interactions with others
- Give yourself problem-solving time
- Manage your sleep – a full night regularly (6-8 hours depending on the person)
- Get feedback from others – neutral, objective observations on how you handle emotions
- Give yourself re-charge time
- Change is constant – flow into it instead of resisting it

Recommendations

The Other 90%, Cooper; Crown Publications, 2001

Executive EQ: Emotional Intelligence in Leadership and Organizations, Cooper; Putnam Publications Group, 1997

http://www.nlm.nih.gov/medlineplus/stress.html links to articles, research, symptoms, treatment

http://www.optimalhealthconcepts.com/Stress quotes, links, articles, many resources

http://www.balancetime.com/stress_test.htm stress test

Your ideas for managing your emotional state:
3) Motivate yourself

Goleman states:

“Underlying both [optimism and hope] is an outlook psychologists call self-efficacy, the belief that one has mastery over the events of one’s life and can meet challenges as they come up.”

The way to increase self-efficacy is to create experiences where you can have a sense of success and mastery over your life. So, it will once again work well to handle the fear that gets in your way, so that you can have more experience mastering your life. Thus, success begets success.

Our ability to succeed is effected by our belief about our ability, perhaps as much as having the ability itself. Just as Dumbo could fly without the feather when Timothy Mouse told him that the feather he lost didn’t really have any magic in it.

A few more suggestions:

- When dealing with a large, daunting project, pick the easiest piece or two that you can accomplish immediately in order to feel a level of success.

- If on a career/training track, set realistic goals. By setting goals that are difficult to attain, we set ourselves up for failure, which will damage our self-efficacy.

- Surround yourself with supportive friends and family who realistically encourage you to attain your goals, people who tell you how good you are, how talented you are, etc. There is nothing wrong with unabashed praise that is put to good use. People who share their doubts about you with you can easily sap your optimism, hope, and belief in yourself.

- Hire a personal coach. This person’s job is to support you in sticking to your goals (supporting you in increasing your delaying gratification) and plans, and giving you encouragement along the way. Sometimes using others’ belief about our abilities as a crutch works quite well until we learn to believe in ourselves.

- Focus on your success. Every day for 30 days sit down and write 10 (or more) successes that you experienced that day. Everything from getting out of bed when you didn’t feel like it to landing the big contract. Become more aware of how much success you really have in your life! Then, when times come that you doubt your abilities, you can pull out your success notebook and be reminded.

- Do a self-efficacy assessment to determine your level of self-efficacy and where you can focus for improvement

- Choose your personal and professional core values, post them where you can see them often, use them as a guide for the choices that you make – living congruently with your values is very empowering.
Practice self-discipline and delayed gratification so that you have inner strength when you encounter obstacles that delay your results

Recommendations

Mind Over Mood; Change The Way You Feel by Changing the Way You Think, Greenberger & Padesky; Gilford Press, 1995

Managing Your Self; Management by Detached Involvement, Parikh; Blackwell, 1991

http://www.uky.edu/~eushe2/Pajares/self-efficacy.html extensive listing of information on self-efficacy

http://www.authentichappiness.com — assessments

Your ideas for motivating yourself and building self-efficacy:
Self Efficacy Basic Assessment

1 = Not at all true  to 10 = Exactly true

____1) I can always manage to solve difficult problems if I try hard enough.

____2) If someone opposes me, I can find means and ways to get what I want.

____3) It is easy for me to stick to my aims and accomplish my goals.

____4) I am confident that I could deal efficiently with unexpected events.

____5) Thanks to my resourcefulness, I know how to handle unforeseen situations.

____6) I can solve most problems if I invest the necessary effort.

____7) I can remain calm when facing difficulties because I can rely on my coping abilities.

____8) When I am confronted with a problem, I can usually find several solutions.

____9) If I am in trouble, I can usually think of something to do.

____10) No matter what comes my way, I'm usually able to handle it.

_____ Total Score
4) Recognize emotions in others/empathy

Empathy is a combination of observation and intuition. One caution here: never assume you know what someone is feeling; it’s better to think in terms of probabilities. The best way to hone your skills at this is to make an observation, then ask a question. When teaching, I will often check in with someone if it looks like they are not absorbing the information. I will tell them what I see, then ask if what I think is going on is accurate, or simply ask what they are experiencing. Two examples:

“Joan, your brow is furrowed. I’m wondering if you’re just thinking about this information, or if you have a question.”
“Ted, I’ve noticed over the last few minutes that you have been shifting in your chair, playing with your pen and biting your lip. It’s important to me that people in this training feel comfortable. Are you uncomfortable with something?”

When done adeptly, these two interventions work quite well. The first is fairly simple, and people respond quite easily. The second is a little more invasive, and care should be taken to monitor how the trainee is receiving the question.

- Simply be with another person while they are experiencing emotions. Don’t judge the emotion or feel it yourself, simply witness and acknowledge what you see. Pay attention to the clues that you use to identify their emotions.
- Ask yourself, “What is this person feeling?” especially in those sticky situations, to put your focus on them and the cues they are giving you about their emotions
- Identify and support a project that provides service to others who are in need, this will help you develop more empathy and awareness skills
- Learn to listen by reflecting thoughts and feelings back to others
- Read widely to include perspectives of others who live or have lived lives very different from yours
- Ask gentle questions: What can I do for you? What do you need?
- Become an observer of how people express their feelings—including body language and other non-verbal communication
- Attempt to see a tough situation from another’s perspective – “Walk in their shoes”
- Develop a sincere interest in other people by asking yourself what they have to teach you
- Stop multi-tasking in conversations (face-to-face or phone or web) so you have full attention on the interaction
- Observe cultural display rules – how are emotions expressed in the culture?
- Observe others instead of taking notes (when possible), notice micro-expressions, body language, inconsistencies in words and behaviors

**Recommendations**

**Social Intelligence**, Goleman, 2007

**Mind Reading: The Interactive Guide to Emotions**, Baron-Cohen, 2004

**Emotions Revealed: Recognizing Faces and Feelings to Improve Communications and Emotional Life**, Ekman, 2007


[http://www.businessballs.com/empathy.htm](http://www.businessballs.com/empathy.htm)  empathy, trust, diffusing conflict and handling complaints

Joe Navarro’s multiple books on non-verbal communication – www.jnforensics.com

Your ideas for increasing your social awareness – identifying others’ emotions and states
5) Manage relationships/handle emotions in others

- Be aware of the “first seven words” that you use to open a conversation. Those words set the context of the conversation and determine the expectations the other person has for the conversation you are about to have together. Use those words wisely! [www.hardwiredhumans.org](http://www.hardwiredhumans.org) – newsletter archive “First Seven Words” Sept. 2009

- Balance a professional attitude with one that is relaxed and approachable. If you are a comfortable person to be with, people will feel more emotionally safe to work with you.

- Give positive and constructive feedback safely. Understand how your feedback may be received emotionally by others. Reinforce them on what they are doing well (truthfully!). It may be obvious, and I’ll say it anyway: always be honest in these situations. Doing anything else—even to help someone be more comfortable in the moment—is a setup for the individual in the long run.

- Maybe the most effective thing you can do is allow opportunity for people to express their emotions—either to you, everyone in the group, or even just themselves. If someone is able to identify what he or she fears, it often times reduces the fear. Allowing someone to be heard when stating a fear is also a very powerful way of lessening the fear.

- Be an example! Show your own emotions safely and responsibly, which will let others know they can too.

- Tell the truth. Remember “The body does not lie!”

- Stop “strangulation of triangulation”. Triangulation is person A talking to person B about person C. Stop doing it yourself. Don’t stand for others triangulating. Speak to the interested party yourself, and encourage others to do the same.

- Use a meeting check in: 1-10 on ① Energy ② Openness ③ Focus.

- Honor boundaries of others. Negotiate changes before intruding on others’ personal space (physical or emotional).

- Create relationship “contracts” for clarity in boundaries, communication, agreements, repair of broken agreements, expectations, etc. This can be verbal or written, one-on-one or with a team.

- Use humor! Lightening up the atmosphere does wonders. (Real) laughter and fear are mutually exclusive. If you sense the setting getting heavy, tell a joke, blow bubbles, do something surprising to get people to laugh. This can be a provocative thing to do, and of course one must be careful to not damage one’s credibility.

- Pay attention to the little things – show you care

- Acknowledge other’s emotions with empathy and without judgment
- Let go of blame, offer repairs when you make a mistake
- Develop conflict resolution and difficult conversation skills

**Recommendations:**

- *Difficult conversations*, Stone, Patton & Heen, Penguin, 1999
- *At the Heart of Leadership*, Freedman, Six Seconds, 2007
- *Emotionally Intelligence Manager*, Salovey & Caruso, Jossey-Bass, 2004

[http://www.helpguide.org/mental/improve_relationships.htm](http://www.helpguide.org/mental/improve_relationships.htm) - articles, assessment, links

See bibliography for books on Persuasion, Motivation, Team Building etc.

Your ideas for managing your relationships and others’ emotions
General Characteristics of Emotional Intelligence

Listed below are general characteristics of people with high and low EQ. Obviously, these are generalizations, but are helpful as guidelines.

A person with High EQ:
* Expresses feelings clearly and directly with three word sentences beginning with "I feel..."
* Does not disguise thoughts as feelings by the use of "I feel like...." and "I feel that...." sentences.
* Is not afraid to express her feelings.
* Is not dominated by “negative” emotions such as: Fear, Worry, Guilt, Shame, Embarrassment, Obligation, Disappointment, Hopelessness, Powerlessness, Dependency, Victimization, Discouragement
* Is able to read non-verbal communication.
* Lets feelings be a guide through life.
* Balances feelings with reason, logic, and reality.
* Acts out of desire, not because of duty, guilt, force or obligation.
* Is independent, self-reliant and morally autonomous.
* Is intrinsically motivated.
* Is not motivated by power, wealth, status, fame, or approval.
* Is emotionally resilient.
* Is optimistic; does not internalize failure.
* Is interested in other people's feelings.
* Is comfortable talking about feelings.
* Is not immobilized by fear or worry.
* Is able to identify multiple concurrent feelings.

A person with Low EQ:
* Doesn't take responsibilities for own feelings; but blames you or others for them.
* Can't put together three word sentences starting with "I feel..."
* Can't tell you why she feels the way she does, or can't do it without blaming someone else.
* Attacks, blames, commands, criticizes, interrupts, invalidates, lectures, advises and judges you and others.
* Tries to analyze you, for example when you express your feelings.
* Often begins sentences with "I think you..."
* Sends "you messages" disguised as "I feel messages" For example, "I feel like you ...
* Lays guilt trips on you.
* Withholds information about or lies about his feelings. (Emotional dishonesty)
* Exaggerates or minimizes her feelings.
* Lets things build up, then they blow up, or react strongly to something relatively minor.
* Lacks integrity and a sense of conscience.
* Carries grudges; is unforgiving.
* Doesn’t tell you where you really stand.
* Is uncomfortable to be around.
* Acts out feelings, rather than talking them out.
* Plays games; is indirect or evasive.
* Is insensitive to your feelings.
* Has no empathy, no compassion.
* Is rigid, inflexible; needs rules and structure to feel secure.
* Is not emotionally available; offers little chance of emotional intimacy.
* Does not consider your feelings before acting.
* Does not consider their own future feelings before acting.
* Is insecure and defensive and finds it hard to admit mistakes, express remorse, or apologize sincerely.
* Avoids responsibility by saying things like: "What was I supposed to do? I had no choice!"
* Is pessimistic and often believes the world is unfair.
* Frequently feels inadequate, disappointed, resentful, bitter or victimized.
* Locks himself into courses of action against common sense, or jumps ship at the first sight of trouble.
* Avoids connections with people and seeks substitute relationships with everything from pets and plants to imaginary beings.
* Rigidly clings to his beliefs because he is too insecure to be open to new facts.
* Can tell you the details of an event, and what they think about it, but can't tell you how she feels about it.
* Uses intellect to judge and criticize others without realizing s/he is feeling superior, judgmental, critical, and without awareness of how her/his actions impact others' feelings.
* Is a poor listener. Interrupts. Invalidates. Misses the emotions being communicated. Focuses on "facts" rather than feelings.
Triangulation

Definition
Triangulation is A talking to B about C, or a Giver talking to a Receiver about a Subject, when Subject is not present.

Why do it?
Why do people triangulate?
- Family did it growing up
- Make others wrong and build up self
- Share good news with others
- ???

The effect of triangulation
What effect does negative triangulation have?
- Complaining
- Make subject wrong.
- Ultimately reflects poorly on the triangulators
- The Receiver and Subject are robbed of the opportunity of creating their own relationship and forming their own independent opinions.

In triangulation, the Receiver gets information from a source other than the Subject. How accurate is the information? As with any information shared between humans, it is subject to error and distortion. It is also colored by the Giver’s emotions and opinions. Negative triangulation focuses on the negative. When both parties are sharing roles of Giver and Receiver, they often create a feedback loop, where the Subject is vilified even more, and the information is distorted even further. An entire new reality can be created that has less and less to do with actual events.

Most of the time when we triangulate, we are complaining about someone—making them wrong. The Subject is not present to defend him/herself and that person’s perspective is not included in the conclusions that are made about the Subject and the situation.

Triangulation is often an immature attempt to feel better about oneself by damaging someone else’s image, regardless of how accurate the portrayal is. A wise person once said:

Simple minds talk about people.
Smart minds talk about events.
Great minds talk about ideas.

Think of the destructive force the energy surrounding triangulation has. How could that energy be put to better use? How would the world be different if triangulation stopped right now? How would your life be different if you stopped triangulating right now? How would others’ lives be different? How would your life be different if others stopped triangulating about you right now?
It’s easy to triangulate, and everyone does it or has done it at one time or another. Many do it without awareness of what they are doing, and especially lack awareness of the effect it has on themselves, other Receivers and the Subjects.

Starting right now, become aware of triangulation. Catch yourself doing it. Become aware of every time you talk about someone who is not present. When you do choose to do it, pay attention to the effect. How do you feel after doing it? Do you feel glad, sad, scared or mad? What has been created? What has been destroyed? How has the emotional state of the Receiver changed? What effect will this interaction have in the future? How will your Receiver feel toward the Subject? Will the triangulation create a more positive relationship between the Receiver and Subject? Confusion? Distance? Animosity? Become aware of how functional or dysfunctional triangulation is.

Decide if this is an activity that is valuable in your life, and the lives of others. Are you creating something positive, or destructive? If you find it’s destructive, you may want to choose to take part in a more constructive activity.

It’s not all bad, is it?

Sometimes a Giver talks to a Receiver in order to be supportive of the Subject, perhaps to think of ideas that could be used to help the Subject. This can range from a professional setting where a supervisor discusses with other supervisors how to help an employee who is having problems at work, to a school setting where a teacher asks for advice on how to help a student who is experiencing difficulties, to a family setting where a family is discussing a troubled family member in order to support him or her. Surely this ok, right? In these examples the intent is to be helpful. And this is still a form of triangulation, by definition. The problem with triangulation is that the communication is incomplete, because the Subject does not know that the Giver has shared the information with the Receiver.

To complete the communication, or “close the circuit”, the Giver, Receiver and Subject all need to discuss all issues discussed previously by the Giver and Receiver, which may require a conversation with the intent of “clearing.” This allows the Subject to hear the information, and correct any inaccuracies. Beyond this, however, the Subject is also given the opportunity to learn something. Think about it for a moment: we tend to triangulate about the failings or character faults of others. If the information the Giver originally gave the Receiver is accurate and critical of the Subject, then it is quite possible (if not probable) that this information could be helpful to the Subject, to allow him or her to learn something and improve.

What do you do when someone starts triangulating with you? Clarify the intent of the giver’s communication. Offer to facilitate a discussion of all parties. Do not validate anyone; stay neutral. Ask for commitment from the giver to do a clearing with the Subject.

Which is better: to talk about someone who has spinach in her teeth, or let her know so she can do something about it? Did you ever consider that the rude so-and-so in your office may not be aware of the effect he has on others?

Think about a situation in your life when you were triangulating about someone. Choose a situation where the triangulation was ongoing. Take a moment. Got it?
What were you talking about? Was it something superficial? A character flaw? An embarrassing situation? Something you didn’t like? A conflicted situation that needed resolution? What was the result of the triangulation? What was created? What was destroyed?

Did you ever triangulate about someone, and then later go to them to share the critical information with them as a means of being supportive? How was their life made better by this? If you can’t think of an example where you completed the communication, think of one that was not completed, and imagine completing it in your mind. What feels different after completing it as compared to when it was incomplete? Can you imagine how the Subject’s life could be made better? What could be created? What are the possibilities?

Are you aware of people ever having triangulating about a fault of yours? Did you find out they were “talking about you behind your back?” How did it feel? What was the effect on your relationship with these people? With the Giver? With the Receiver?

Was there ever a time when others talked about you, and then came to you to discuss their concern and clear the air while supporting you? How did that feel? How was your life changed because of that? How were your relationships with these people changed?

Incomplete communication
Consider the fact that triangulation is *incomplete* communication. The word *incomplete* suggests that it can be *completed*. Every time you have the urge to say something about someone who isn’t present, consider what a more *complete* way to handle communicating the information would be. If the purpose of the communication is just to complain, look to the source of what needs to be addressed. Why do you want to talk about this person?

- Do they have a character flaw? What could you do to *support* them with this perceived flaw?
- Do they “make you angry?” How? How do you need to better take care of yourself, so that you aren’t the victim to this person?
- Do you have a judgment about them? What’s up with your self-esteem that you need to feel better by tearing someone else down? How is it that you aren’t able to feel compassion for someone else, perhaps who has a challenge in their own life?
- Do you have some other unpleasant reaction to them? What are they setting off in you? Is this about the present? Or the past? Do they remind you of someone? Do you see some aspect of yourself in them?

If your impulse is anything *other than* having an awareness of information you might share with this person to support him or her, realize that regardless of *what* your reaction is to this person, your reaction is about *you*.

Every time you have an urge to talk about someone, talk to them instead. What do you have to say to them?

- Do you have a critique? How can you be supportive of them? Think about a productive way of sharing the information. What would feel supportive to you?
- Did they wrong you somehow? How can you get clear with them, and stay clear with them? Do you need to make agreements? Do you need to not interact with this person?
• Are they setting something off in you? How can you discuss this with them, to clarify that your reaction is about you, so that it doesn’t adversely affect your relationship?

“But,” you might say, “It’s about someone in a position of authority. I can’t talk to them directly!” Are you sure? Or is this just another way to stay the victim or take the easy way out by not taking responsibility? “Speaking truth to power” is a very powerful phrase, and is something that can be done much more often than people are aware. The challenge is we often see those in authority (e.g., a teacher, employer) as we did a parent when we were little. As though that person has the power of life and death over us. In 99.9% of situations, they don’t. Yes, an employer has the ability to hire and fire. Is that death? Beyond that, can we be sure that speaking truth to power must have unpleasant consequences? I’ve had plenty of experiences in my own life where I felt very afraid to communicate something with a person in authority, and when it was said and done, it ended up not being a big deal. With enough respect and regard, most things can be shared and cleared.

However, let’s look at those situations where it wouldn't work. What other constructive things could you do to avoid triangulation? Put yourself in the other’s shoes: would it be helpful for them to have the information you have? In what other responsible, integrated way could the information be shared with that person? While it is not ideal, even a respectful, anonymous note as a last resort would at least be communicating the information directly to the person.

Assuming there is no way to communicate the issue, it is still better to avoid triangulation. What is accomplished by complaining to others about the boss? What is damaged?

Think once more about 100% personal responsibility. What is a better way to respond to the situation? If the situation is not healthy for you, should you stay at all? The final way of dealing with a situation that is not healthy, after all other means have been exhausted, is leaving. Staying in an unhealthy environment and complaining about it is being the victim, pure and simple. We deserve to be whole, and must have enough trust that we can find what we need elsewhere.

**Triangulation—a search for highest good**

I have a theory about triangulation:

*Triangulation is an incomplete or awkward attempt to find highest good.*

What do we REALLY want when we talk about a situation that isn’t working? Beneath all of the ego stuff, we really want to be happy and whole, with positive, constructive relationships with others. We want to fix whatever isn’t working, so that it works for us and for others. We want the win/win. This goes with the theory that “every action is Love or a request for Love.”

The next time you catch yourself triangulating, stop yourself. Become aware of what the complete communication would look like and sound like, and go do it. If you need support in completing the communication, get it. Simply be sure to complete that communication as well. You will be amazed at how much more powerful you will be in your life, and how much happier and satisfied you will be.
Clearing - Cleaning up the "Emotional Muck"

Healthy relationships, both personal and professional, are characterized by communication—good, clear communication and plenty of it. When we do not have enough effective communication, "emotional muck" is likely to build, which damages relationships.

Who needs it?
Every relationship, no matter how healthy, experiences emotional muck from time to time. This is due to the fact that we each have awarenesses that are separate from others’. Because we do not know what another person is thinking or feeling, we often guess, adding information to an interaction, or ascribing intention to another person, that may or may not be accurate. The information added is usually based on our own past experiences. Without proper communication, these misunderstandings can build one upon another, until people relate not based on what is really happening, but because of factors that have to do more with themselves than with the others involved.

Clear it up!
The best thing we can do to mitigate emotional muck is to increase our communication. One effective tool to employ is "Clearing". Clearing is a method of bringing previously undiscussed issues out into the light of day through discussion, find out what reality is or what another’s intention was in a specific situation, and work through the emotions. The purpose of clearing is for us to better understand what is/was happening in a situation and what others’ intentions are, and for us to communicate our own intentions as well, improving the relationship.

Here are the steps to clearing:

1. **Ask the other person(s) involved if you can have some time to discuss/clear an issue.** Set up a situation where everyone is calm and at emotional stasis, and a place that is free of distractions. Do not choose a time like the middle of an argument, or when the other isn’t at their 100%. Clearing is not about winning; it’s about improving the relationship and going for understanding.

2. **Set ground rules.** This step is very important to creating the emotional safety necessary to have effective clearing. You might discuss such things as no attacks, no shouting, use of a "talking stick" to prevent interruptions, staying until the end, or any other ground rules that would allow all involved to feel safe.
If there is a great deal of emotion involved, or a great power differential between the participants, it may be wise to have someone with the proper skills act as mediator. On the other hand, if all involved already have enough emotional safety, this step may be handled tacitly. *Ask. Don’t assume so.*

3. **Watch your tone!** The most effective way to communicate while clearing is what I call "reporting." This is speaking very calmly with even emotion, simply stating the facts and perceptions as you see them.

4. **Tell the person what you observed.** Speak in terms of what Jerry Stocking defines as a "grounded observation." This is an observation that would be corroborated by 11 other witnesses, and is based on what can be directly seen, felt, heard, tasted or smelled by you. An example would be, "Your face is red and you’re frowning," as opposed to, "You are angry with me." We *can* observe someone’s face and body language; we *cannot* directly observe their feelings, or the cause or object of that feeling.

5. **Tell the person what you think might be happening, then ask!** Now is the time for you to find out if the information you added is correct. Continuing with the example above, state what you think is happening, then ask for clarification: "It seems like you’re angry with me. Are you?"

6. **Listen.** This step is often the one not effectively carried out. For the moment, let go of your preconceived notions about what you *thought* happened, and take in the information being given to you.

7. **Feed back.** After you receive the information, repeat back to the person *in your own words* what you heard, and ask if you are accurate." You were angry with me because I left the cap off the toothpaste. Is that right?"

8. **Go for clarity.** Continue the discussion until everyone is clear and (hopefully) agrees with what happened. If your gut tells you the explanation you are given isn’t accurate, check it out; there may be an underlying issue. "You seemed *really* angry about that. Are you sure there isn’t something else?"
This could lead to: "So you weren’t really angry about the toothpaste at all, you were simply still upset from the fight you had earlier at work, and this just set you off again. Is that right?" or "So you’re really upset about my mother coming this weekend, not the toothpaste. Is that right?" If your gut tells you in the end you aren’t getting the full story, let it go—either you are adding information based on your own past experience that isn’t accurate, or the truth will eventually come out.

Accept the explanation given you at face value until it comes up again, and look at what you might be misperceiving.

9. **Share your feelings, and deal with the emotions.** This is the important part. It was once said that "understanding is the booby prize." While it is important to do all the talking, remember what’s really important—the relationship, and relationships are built on emotions and trust. After all the informational misunderstandings are cleared up, and based on the type of relationship, share what you were and are feeling, so that you can let it go and move on. This step is not about getting into drama and escalating into a fight; it’s about acknowledging what you experienced, and affirming the current relationship. "Wow, you scared me with all that anger, and I found myself feeling afraid then angry. I’m glad we had this chance to clear it up."

10. **Improve the relationship—negotiate agreements.** Now you have more information about how to interact with this person. Make an agreement about how a similar situation will be handled in the future. "So the next time you blow up over something like the toothpaste, I’ll ask you what’s really going on. OK?" You can also state what you will accept and what you will not: "I’m OK with your blowing off steam from work, and I don’t want it directed at me. You’ve agreed to count to ten next time. Right?" It is more effective to define what you want to happen then what you don’t want to happen.

   The example above illustrates an interaction with fear and anger. You can also use these steps to clear up other emotions, or other types of interactions equally well.

**I can’t talk about that!**

Sometimes individuals experience emotional muck in a relationship, and don’t talk about it because they don’t feel it’s "appropriate," or they are afraid. It is important to take into account such factors as the type of relationship, power differentials, the emotional/communicative skills of the participants, and possible outcomes. **However,** most of the time when a person believes, "Oh, I could never bring that up!" it is the exact issue that must be brought up for the health of the relationship. These "un-discussable" issues are the worst poison to a relationship. As discussed above, misunderstandings tend to build upon each other. The only way to fix it is to talk about it
The Bermuda Triangle

Hi-jacking Debrief Process

- What happened?

- What state were you in just before the situation occurred?

- What triggered the hi-jacking?

- How did you re-act?

- How did you interpret the trigger/situation?

- What did you do afterward to shift your state?

- What can you do to manage your state to prevent a re-occurrence of the hi-jacking?
Patricia Clason’s Recommended Reading

Items marked with an * are my all time favorites/must read recommendations

**COACHING Resources**

**The Answer to How is Yes**, Berrett-Koehler; Sinetar, St. Martin's Griffin, 2001
A redefinition of leadership, with mentors as artists of encouragement.

**The Art of the Question**, Goldberg, Wiley, 2003

**Be Your Own Executive Coach**, Delisser; Chandler House Press, 1989
- How top execs can master communications for improved business and maximum sales.


*Coaching for Peak Employee Performance*, Foster & Seeker; Richard Chang & Associates, 1999
- Highly recommended, includes forms for performance management

**Coaching For Performance**, Whitmore; Nicholas Drealey Pub., 1996
- A look at coaching as a way of managing, of treating people, of being.


**Coach Yourself to Success: 101 Tips From A Personal Coach For Reaching Your Goals at Work and in Life**, Meidaner, 2001

- A workbook for coaches, aspiring coaches, HR people, and visionary executives offering an overview of this fast-growing field that transforms organizations.

**The Heart of Coaching**, Crane; FDA Press, 1998
- A roadmap to redeveloping executives and managers into emotionally intelligent coaches.

**Lead Your Boss, the Subtle Art of Leading Up**, Baldoni, Amacom, 2009


**Masterful Coaching**, Hargrave; Pfieffer & Co., 1995 - An interactive dialogue with the reader, outlining core coaching skills with examples of breakthrough results from leading companies.

**The Portable Coach**, Leonard; Scribner, 1998
- Coach U’s founder gives 28 principles to help you shape your life, career, and relationships so they are satisfying and profitable.

**Coaching Web Resources**

[www.coachville.com](http://www.coachville.com) - numerous resources
[www.marshallgoldsmithlibrary.com](http://www.marshallgoldsmithlibrary.com) - Marshall Goldsmith’s library of articles and coaching and leadership resources
PERSUASION and COMMUNICATION SKILLS Resources


*Crucial Conversations: Tools for Talking When Stakes are High, Patterson, Grenny, McMillan & Switzler; McGraw-Hill, 2002

*Crucial Confrontations, Patterson, Grenny, McMillan & Switzler; McGraw-Hill, 2004

*Difficult Conversations, Stone, Patton & Heen; Penguin Books, 1999

Getting Past No: Negotiating With Difficult People, Ury; Bantam Books, 1991


How to Win Friends and Influence People, Carnegie; Simon & Schuster, 1936

*I Hate Conflict, Raffel, McGraw Hill, 2008

Influencing with Integrity, LaBorde


The Power of a Positive No, Ury, Bantam, 2007

The Win-Win Negotiator, Reck & Long; Simon & Schuster, 1985

Joe Navarro’s multiple books on non-verbal communication – www.inforensics.com

CHANGE MANAGEMENT Resources


Empowerment Takes More Than a Minute, Blanchard, Carlos & Randoph; Berrett-Koehler Publishers, 1996

Leading Change, Kotter


LEADERSHIP and Management Resources

Accountability Leadership, Krain, Career Press, 2001

*The Accountable Organization: Reclaiming Integrity, Restoring Trust, Marchica, Davis-Black, 2004

The Answer to How is Yes, Berrett-Koehler, 2001, Sinetar, St. Martin's Griffin, 1998

Beyond Race & Gender, Thomas; AMACOM, 1991

*Connecting Leadership to the Brain, Dickmann & Stanford-Blair; Corwin Press, 2001

The Dilbert Principle, Adams; HarperCollins, 1996

*The Eighth Habit: From Effectiveness to Greatness, Covey, Free Press, 2004

*Ethical Virtuosity, Larimer; Louie Larimer, 1997

The Extraordinary Leader: Turning Good Managers into Great Leaders, Zenger & Folkman; McGraw Hill, 2002

First, Break All the Rules, Buckingham, Coffman, Simon & Schuster, 1999

How to Win Friends and Influence People, Carnegie; Simon & Schuster, 1964


Leadership and the One Minute Manager, Blanchard & Zigarmi; Wm Morrow & Co., 1985

Leadership is an Art, DePree, Dell, 1990


Leading Business Teams, Johansen, Sibbet, Benson, Martin, Mittman & Saffo; Addison-Wesley Publishing Co., 1991

Living the 7 Habits, Covey, Simon & Schuster, 1999

Man's Search for Meaning, Frankl; Washington Square Press, 1984

*Now Discover Your Strengths, Buckingham, Clifton, Free Press, 2001

Partnering: The New Face of Leadership, Segil, Goldsmith, Belasco, Amacom, 2002

*Principle - Centered Leadership, Covey; Fireside, 1990

The Power of Vision, (Video Tape) Barker; Chart House International, 1993

TEAM Resources

*The Five Dysfunctions of Team* (and Field Guide), Lencioni, Jossey Bass, 2002


*Managing Teams*, Holpp; McGraw-Hill, 1999

*Mastering Virtual Teams*, Duarte & Snyder, Jossey Bass, 2006


ACCOUNTABILITY Resources

Accountability: *The Key to Driving a High-Performance Culture*, Bustin, McGrawHill, 2014


Accountability: Freedom and Responsibility without Control, LeBow and Spitzer, Berrett-Koehler, 2002

*The Accountable Organization: Reclaiming Integrity, Restoring Trust*, Marchica, Davis-Black, 2004


MOTIVATING OTHERS Resources

*1001 Ways to Reward Employees* and *1001 Ways to Energize Employees* and *1001 Ways to Take Initiative*, Nelson; Workman Publishing, 1-800-575-5521

*The Art of Possibility*, Stone-Zander; Penguin, 2000

*Gung Ho*, Blanchard & Bowles; Morrow, 1998

*How Full is Your Bucket?*, Rath

*Positive Discipline for Teenagers*, Nelson & Lott; Prima Publishing, 2000

*Rewards that Drive High Performance: Success Stories from Leading Organizations*, Wilson; AMACOM, 1999


*Winning the Talent Wars and Managing Generation X*, Tulgan; W. W. Norton & Co, 2000

*Authentic Happiness*, Dr. Martin Seligman -also website has assessments
  http://www.authentichappiness.com

*Virtual Thank You’s*      http://www.cartoonmotivators.com
GENERATIONAL DIFFERENCES  Resources

From Boomers to Bloggers  Misti Burmeister
Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in your Workplace, Zemke, Raines and Filipczak, 1999

Live First, Work Second: Getting Inside the Head of the Next Generation Rebecca Ryan
Managing the Generation Mix: From Urgency to Opportunity Carolyn Martin and Bruce Tulgan

Millennial Leaders Bea Fields, Scott Wilder, Jim Bunch & Rob Newbold


The Generational Imperative: Understanding Generational Differences in the Workplace, Marketplace and Living Room, Chuck Underwood

When Generations Collide: Who They Are, Why They Clash, How to Solve the Puzzle at Work, Lancaster, Stillman, 2003

ENGAGEMENT Resources

Brag: The Art of Tooting Your Own Horn without Blowing It, Klaus, Warner, 2003

Closing the Engagement Gap, Gebauer and Lowman

Drive, Dan Pink


First, Break All the Rules: What the World’s Greatest Managers do Differently, Marcus Buckingham and Curt Coffman, Simon & Schuster, 1999

FISH! A Remarkable Way to Boost Morale and Improve Results (and many other FISH titles), Lundin, Paul, Christensen, and Blanchard, Hyperion, 2000

Online Resources

http://www.engagementexchange.com/search?category=0&searchfrom=09

SHRM report with bibliography at the end:

Free Engagement Assessments:
Gallup Q12, Leader’s Assessment, Employee’s Assessment
http://www.leadingforloyalty.com/free_employee_assessments.html
EMOTIONAL INTELLIGENCE Resources

*At the Heart of Leadership, How to Get Results with Emotional Intelligence, Freedman, Six Seconds, 2007

Don’t Eat the Marshmallow Yet! dePosada and Singer, Berkely Books, 2005

Emotional Equations, Conley, Free Press 2012

*Emotional Intelligence at Work, Weisinger; Jossey-Bass, 1998

The Emotional Intelligence Quick Book, Bradberry, Greaves, Lencioni, Simon & Schuster, 2005

Emotional Intelligence 2.0, Bradberry, Greaves, TalentSmart, 2009

*Emotional Intelligence: Why It Can Matter More Than IQ, Goleman; Bantam Books, 1995

Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership, Caruso and Salovey, Jossey-Bass, 2004

*Emotions Revealed: Recognizing Faces and Feelings to Improve Communications and Emotional Life, www.mettonline.com

Empathy: Why It Matters and How to Get It, Krznaric, Perigee Books, 2014

*Executive EQ: Emotional Intelligence in Leadership and Organizations, Cooper; Putnam Publications Group, 1997

Forgiveness; A Gift You Give Yourself, Bums; Empey Enterprises, 1992

Full Catastrophe Living, Kabat-Zinn; Delta / Dell, 1990

*High Energy Living, Cooper; New American Library Trade, 2002

How We Decide, Jonah Lehrer, Mariner, 2010

Learned Optimism; How to Change Your Mind and Your Life, Seligman; Simon & Schuster, 1998

Lion Taming: The Courage to Deal With Difficult People Including Yourself, Perkins; SacraTzedakah Publications, 1995


Managing Your Mind; The Mental Fitness Guide, Butler & Hope; Oxford University Press, 1995
Managing Your Self; Management by Detached Involvement, Parikh; Blackwell, 1991

Mind Over Mood; Change The Way You Feel by Changing the Way You Think, Greenberger & Padesky; Gilford Press, 1995

Mind Reading: The Interactive Guide to Emotions, Baron-Cohen, 2004

*The Other 90%, Cooper; Crown Publications, 2001

Positive Discipline for Teenagers, Nelsen & Lott; Prima Publishing, 2000

*Social Intelligence, Goleman, 2007
The EQ Interview: Finding Employees with High Emotional Intelligence, Lynn, Amacom, 2008

*Working with Emotional Intelligence*, Goleman; Bantam Books, 1998

**STRESS MANAGEMENT Resources**

**Emotional Energy Factor**, Kirshenbaum; Delacorte, 2003

*High Energy Living*, Cooper; New American Library Trade, 2002

*Quick Fixes to Change Your Life*, Walz; Creative Health Services, 1995

*Stand Like Mountain, Flow Like Water*, Seaward; Health Communications, 1997

**Stress Management for Wellness**, Schaefer; Harcourt Brace, 1992

**Taming Your Gremlin**, Carson; Quill, 2003

**Time Shifting**, Rechtschaffen; Doubleday, 1997

**Transforming Stress**, Childre, Rozman, New Harbinger, 2005

**Web Links for Stress Tests and Resources**

**Solutions for Stress from Heartmath.com**


Extensive links to articles, research, symptoms, treatment


Full spectrum lighting: [http://www.fullspectrumsolutions.com/cmenuitem_12.htm#Schools](http://www.fullspectrumsolutions.com/cmenuitem_12.htm#Schools)

Dr. Martin Seligman’s website on Authentic Happiness has assessments on emotions, acceptance of the past, optimism, purpose and much more.

  [http://www.authentichappiness.com](http://www.authentichappiness.com)

TIME MASTERY  Resources


First Things First, Covey, Simon & Schuster

Four Hour Work Week, Ferris, Crown 2009

Getting Organized (home office), Winston, Grand Central 2006

Getting Things Done: The Art of Stress-Free Productivity, David Allen, Penguin 2002

Organizing from Inside Out, Morgenstern, Holt 2004

Seven Habits of Highly Successful People, Covey, Simon & Schuster

Take Time for Your Life, Richardson, Broadway 1999

The Organized Executive, Winston, Business Plus 2001

The Time Bandit Solution: Recovering Stolen Time You Never Knew You Had, Brown, 2014

The Time Trap, MacKenzie, McGraw Hill 2009


Time Management from the Inside Out, Morgenstern, Holt 2004

Wishcraft (on goals), Sher, Ballantine 2003

Zen of Organizing, Leeds, Alpha 2002

Think TQ  TQ is an acronym for Time Quotient, a measurement of the actions you take to produce the Results you get over Time.  TQ measures how smart you ACT, not how smart you ARE.  A web-based program with daily time reminders and programs you can purchase to analyze your time effectiveness and build a success plan  
http://www.thinktq.com/index.cfm?sa=110592

Time Mastery Assessment Profile / Time Management Effectiveness Profile  
Self-administered diagnostic profiles on time management issues and solutions  
Available through Center Creative Learning
WEB based resources

- TQ is an acronym for Time Quotient, a measurement of the actions you take to produce the Results you get over Time. TQ measures how smart you ACT, not how smart you ARE.

[http://betweenfriends.org](http://betweenfriends.org)  non-profit strategic planning, time management tips for moms/families

[http://www.messies.com](http://www.messies.com)
  - Sandra Felton's Messies Anonymous. M.A. is dedicated to bringing harmony in the home through understanding and aiding the Messie mindset.

[http://www.flylady.net](http://www.flylady.net)
  - housecleaning and organizing tips, the Sidetracked Home Executives (SHE™) system

[http://www.mindtools.com](http://www.mindtools.com)
  - LOTS of articles on many aspects of time management

[http://www.pmi.org](http://www.pmi.org)
  - Project Management Institute

[http://www.michaelgreer.com](http://www.michaelgreer.com)
  - Project Management Bibliography, articles, freebies and more

[http://www.gettingthingsdone.com](http://www.gettingthingsdone.com)
  - David Allen's Productivity Newsletter (free email newsletter)

[http://www.e-projectmanagers.com](http://www.e-projectmanagers.com)
  - Great Project Management info - free templates

  - free project management online course

[http://www.basecamphq.com](http://www.basecamphq.com)
  - web-based project management - fee based, free trial

[http://functionfox.com](http://functionfox.com)
  - online project management system - free newsletter "About Time"

[http://getmoredone.com](http://getmoredone.com)
  - research, interactive tool on time management
Patricia was invited by Insight Publishing to join Stephen Covey (Seven Habits of Highly Effective People), Jack Canfield (Chicken Soup for the Soul), and Ken Blanchard (Raving Fans) to share her view on success, what it means and what it takes to be successful. Speaking of Success contains fifteen interviews, providing you with inspiration based on each author’s experience that will motivate you to create more success in your life. A soft-cover book you can carry with you anywhere, you are sure to find plenty of wisdom whether you read a full chapter, or open to page to find a great idea.

Patricia will be happy to dedicate the book with a personal autograph upon request. Speaking of Success will be a great gift for graduations, birthdays or congratulations on a new job or promotion.

The **Claim Your Unlimited Potential** (CUP) course by Patricia Clason really works!

- It is a 12 chapter reprogramming process that will take you past blocks to your success and replace them with your natural ability to succeed.

Each CUP chapter contains an MP3 and PDF workbook/guide designed to be used for 30 days. This course is uniquely designed to provide the most direct route to achieving your ambitions and desires. You will begin to feel and experience change with the first chapter. Improvements and accomplishments in your life will become more apparent with each successive chapter.

http://www.potentialsunlimited.com/subliminal-products.cfm?id=40&resellerid=262

"I’m proud to have my story in this book, compiled by NY Times Best Selling author Joel Comm. These stories will inspire you and give new meaning to the question "So What Do You Do?"

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**For other recommendations, assessments and resources:**

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