NEXT LEAD

COMPETENCY DEVELOPMENT

SECTION TWO:

- Foundational Competencies
- Leading Change
- Leading People
- Results Driven
- Business Acumen
- Building Coalitions

EXECUTIVE CORE QUALIFICATIONS (ECQ'S)

ECQ's are defined by 29 competencies critical to the development and success of both senior and aspiring executives. ECQ's are used in performance management and leadership development, as they build the expertise needed to engender a corporate culture that drives results, serves customers, and builds successful teams and coalitions. ECQ's consists of five Meta-Core Qualifications: Leading Change, Leading People, Results Driven, Business Acumen and Building Coalitions.

FOUNDATIONAL COMPETENCIES

- Interpersonal Skills
- Written Communication
- Continual Learning
- Integrity & Honesty
- Oral Communication
- Service Motivation

BUILDING COALITIONS

- Partnering
- Political Savvy
- Influencing/Negotiating
- Cross-Cultural Interaction

LEADING CHANGE

- Vision
- Creativity & Innovation
- External Awareness
- Adaptability & Flexibility
- Resilience
- Strategic Thinking

BUSINESS ACUMEN

- Financial Management
- Human Capital Management
- Technology Management

LEADING PEOPLE

- Conflict Management
- Leveraging Diversity
- Developing Others
- Team Building

RESULTS DRIVEN

- Accountability
- Entrepreneurship
- Decisiveness
- Problem Solving
- Customer Service
- Technical Credibility

FOUNDATIONAL COMPETENCIES

Fundamental Competencies form the foundation for success in each of the ECQ's. These fundamentals enhance Personal Effectiveness, Presentation Skills and Public Speaking, Leadership Development Planning, Trust Building and demonstrate Corporate Social Responsibility.

- **Interpersonal Skills:** Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

- **Continual Learning:** Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others ..

- **Oral Communication:** Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information; facilitates open exchange of ideas and fosters an atmosphere of open communication.

- **Written Communication:** Express facts and ideas in writing in a clear, convincing, and organized manner that is appropriate to the audience and occasion.

- **Integrity/Honesty:** Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

- **Service Motivation:** Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Committed to public service. Influence others toward a spirit of service and meaningful contributions to mission accomplishment.

LEADING CHANGE

To develop and implement an organizational vision which integrates key goals, priorities, and values. It is the ability to balance change and continuity; to continually strive to improve customer service and program performance; to encourage creative thinking, and to maintain focus, intensity and persistence, even under adversity.

- **Vision:** Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

- **Creativity and Innovation:** Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

- **External Awareness:** Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage.

- **Adaptability & Flexibility:** Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

- **Resilience:** Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

- **Strategic Thinking:** Formulates effective strategies consistent with the business and competitive strategy of the organization. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

LEADING PEOPLE

This core qualification involves the ability to lead people toward meeting the organization's vision, mission and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

- **Conflict Management:** Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

- **Leveraging Diversity:** Initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.

- **Developing Others:** Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and providing developmental opportunities to learn through formal and informal methods. Develops leadership in others through coaching, mentoring, rewarding and guiding employees.

- **Team Building:** Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develop leadership in others through coaching, mentoring, rewarding, and guiding employees.

RESULTS DRIVEN

This core competency stresses accountability and continuous improvement. It includes the ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies.

- **Accountability:** Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

- **Decisiveness:** Exercises good judgment by making sound and well-informed decision; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

- **Customer Service:** Balancing interests of a variety of clients; readily readjust priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.

- **Entrepreneurship:** Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

- **Problem Solving:** Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

- **Technical Credibility:** Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understand linkages between administrative competencies and mission needs.

BUSINESS ACUMEN

This core competency involves the ability to acquire and administer human, financial, material, and information resources in a manner which instills public trust and accomplishes the organization's mission, and to use new technology to enhance decision making.

- **Financial Management:** Prepares, justifies, and administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches.

- **Human Resource Management:** Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensure staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.

- **Technological Management:** Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.
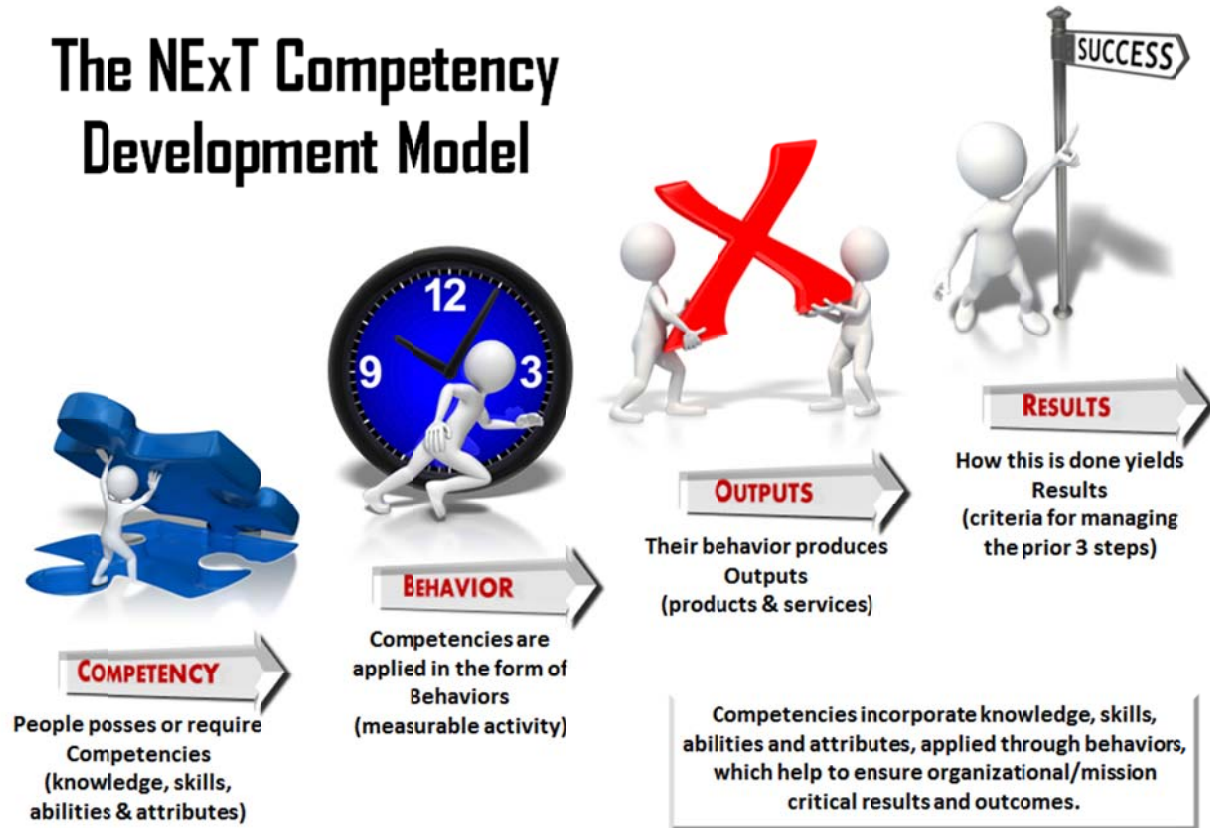
BUILDING COALITIONS/COMMUNICATION

This core qualification involves the ability to explain, advocate, and express facts and ideas in a convincing manner, and negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations, and to identify the internal and external politics that impact the work of the organization.

- **Partnering:** Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

- **Political Savvy:** Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

- **Influencing/Negotiating:** Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

The NExT Competency Development Model

COMPETENCY — People posses or require Competencies (knowledge, skills, abilities & attributes)

BEHAVIOR — Competencies are applied in the form of Behaviors (measurable activity)

OUTPUTS — Their behavior produces Outputs (products & services)

RESULTS — How this is done yields Results (criteria for managing the prior 3 steps)

Competencies incorporate knowledge, skills, abilities and attributes, applied through behaviors, which help to ensure organizational/mission critical results and outcomes.

KSAO's: Knowledge, Skills, Abilities & Other Characteristics

KSAOs describe the skills and attributes required for a particular position in an organization.

Knowledge refers to a formally organized body of information that usually consists of facts and procedures. For instance, knowledge of engines could be considered for the role of a maintenance engineer. It is advisable to further explain the knowledge in detail such as the types of engines you have worked on. It is also necessary that you explain how you used this knowledge in your work environment.

Skills involve the abilities related to the verbal, manual and mental processing of data and information. For instance, proficiency in the use of computers can be shown as a skill when applying for an office automation position. However, you must explain the types of computers you have operated and list the different types of programs you have used and how they were applied in your specific work environment.

Ability refers to the capacity to effectively engage in an activity. For instance, the skill in using diagnostic instruments could be shown as ability when applying for the post of a technician in a hospital. It is essential to list the types of diagnostic instruments you have used and elaborate on the different assignments you have finished using the mentioned instruments.

Other characteristics include attributes that do not fall under knowledge, skills, ability but are nevertheless vital for a position such as politeness, courteousness and good listening skills.

The development of KSAOs involves detailed analysis of the functions and the needs of the position. The first step is to identify the attributes that are crucial to the successful performance of the functions related to the job. From these attributes, the KSAOs are identified.

EXECUTIVE LEADERSHIP COMPETENCY MODEL

The NExT challenge is to create a model that establishes …and then support the replication of those characteristics across the entire sales force. The objective of this sales competency model is to integrate three dimensions into one holistic model—personality, skills and behavior. A model broad enough to capture everything a good sales person thinks and does, yet still focused enough to apply to specific business environments or even explain the differences between sales roles.

Through a combination of research and practical experience, NExT has developed a model—what we believe to be a novel approach to integrating the sales competencies, personality traits and behaviors of a specific organization's top performers into a usable model that can improve the effectiveness of every member of the sales team. The foundation of our approach is a proprietary instrument that characterizes a company's highest sales performers, assesses the entire sales force against that "gold standard," and enables the company to close the gaps through targeted improvement programs.

PERSONAL LEADERSHIP

Has a sense of presence and self-assurance; recognizes how his/her emotions and moods affect the organization and adapts accordingly; sets a personal example of what he/she expects from others; readily shares credit and gives opportunities for visibility of others.

INTERPERSONAL SKILLS

Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

ENTREPRENEURSHIP

Identifies opportunities to develop and market new products and services within or outside of the organization. Initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

ORAL COMMUNICATION

Uses language as a flexible tool to share and collect information, to exchange ideas and to openly explore a variety of perspectives adjusting style and content to each unique individual, audience and circumstance.

DEVELOPING OTHERS

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and developmental opportunities to learn through formal and informal methods. Develops leadership in others.

VISION

Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

FOUNDATIONAL COMPETENCIES

Emphasis is placed on the Fundamental Competencies which form the foundation for success in each of the Executive Core Qualifications.

COMPETENCY MODULES:

- **Interpersonal Skills**
- **Continual Learning**
- **Oral Communication**
- **Written Communication**
- **Integrity & Honesty**
- **Service Motivation**

FOUNDATIONAL COMPETENCIES:
CORE COMPETENCY MODULES

Emphasis is placed on the Fundamental Competencies which form the foundation for success in each of the Executive Core Qualifications.

FOUNDATIONAL COMPETENCIES			
COMPETENCY	TRAINING & DEVELOPMENT	ASSIGNMENT	STATUS
INTERPERSONAL SKILLS	Emotional Intelligence	Individual Development Plan	Recommend
	Personality Profile (DiSC)	Feedback Exercise	
	Personal Values Assessment		
CONTINUAL LEARNING			
ORAL COMMUNICATION			
WRITTEN COMMUNICATION			
INTEGRITY & HONESTY			
SERVICE MOTIVATION			

FOUNDATIONAL COMPETENCY:
INTERPERSONAL SKILLS

Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

Behavior Indicators
- Builds consensus through give and take.
- Builds trust through reliability and authenticity.
- Demonstrates understanding, tact, and concern for others.
- Considers and appropriately responds to the needs, feelings, and capabilities of different people in different situations.
- Seeks to understand the culture, beliefs, values, biases, preferences, feelings, and other drivers of behavior—both conscious and unconscious—in oneself and others.
- Demonstrates discretion and tact when correcting or questioning another's idea or action.
- Seeks feedback from others to avoid blind spots that can cause misunderstandings.
- Demonstrates respect for the values and ideas of others, even while not agreeing with them.

Learning Objectives:
- **Self-Awareness:** Recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.
- **Self-Management:** Control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social Awareness:** Understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship Management:** Know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

LEADERSHIP ESSENTIAL: PERSONAL LEADERSHIP
Has a sense of presence and self-assurance; recognizes how his/her emotions and moods affect the organization and adapts accordingly; sets a personal example of what he/she expects from others; readily shares credit and gives opportunities for visibility of others

EMOTIONAL INTELLIGENCE

Emotional Intelligence is "a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges and use information in an effective and meaningful way"

Emotion exists almost everywhere in our daily life these may include feelings, reactions, control of situations, interactions with the environment both positive and negatively, spontaneous events/triggers etc. Some people show more of these emotions than others, however, understanding such emotions can help us recognize and direct emotions to a powerful outcome.

As a tool to promote personal and professional development the EQ-i has the potential to educate and create awareness about facets of your emotional and social functioning to enhance your ability to interact with others and deal with challenging situations.

The EQ-i Model

The EQ-i model is made up of 5 composite Scales: Self-Perception; Self-Expression; Interpersonal; Decision Making; Stress Management. Within each scale there are a set of subscales that help define that category.

Self-Perception
- **Self-Regard:** Respecting oneself while understanding and accepting one's strengths and weaknesses. Self-Regard is often associated with feelings of inner strength and self-confidence.
- **Self-Actualization:** Persistently trying to improve one-self and engage in the pursuit of personally relevant and meaningful objectives that lead to a rich and enjoyable life.
- **Emotional Self-Awareness:** Recognizing and understanding one's emotions. This includes the ability to differentiate between subtleties in one's own emotions while understanding the cause of these emotions and the impact that they have on thoughts and actions of one-self and others.

Self-Expression
- **Emotional Expression:** Openly expressing one's feelings verbally and non-verbally.
- **Assertiveness:** Communicating feelings, beliefs and thoughts openly, and defending personal rights and values in a socially acceptable, non-offensive, and non-destructive manner.
- **Independence:** Being self-directed and free from emotional dependency on others. Decision-making, planning, and daily tasks are completed autonomously.

Inter-Personal
- **Interpersonal Relationships:** Developing and maintaining mutually satisfying relationships that are characterized by trust and compassion.
- **Empathy:** Recognizing, understanding, and appreciating how other people feel. Empathy involves being able to articulate your understanding of another person's perspective and behaving in a way that respects others' feelings.
- **Social Responsibility:** Willingly contributing to society, to one's social groups, and generally to the welfare of others. Social Responsibility involves acting responsibly, having social consciousness, and showing concern for the greater community.

Decision-Making
- **Problem Solving:** Finding solutions to problems in situations where emotions are involved. Problem solving includes the ability to understand how emotions impact decision making.
- **Reality Testing:** Remaining objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias can cause one to be less objective.
- **Impulse Control:** Resisting or delaying an impulse, drive or temptation to act and involves avoiding rash behaviors and decision making.

Stress Management
- **Flexibility:** Adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas.
- **Stress Tolerance:** Coping with stressful or difficult situations and believing that one can manage or influence situations in a positive manner.
- **Optimism:** Remaining hopeful and resilient, despite occasional setbacks. It is an indicator of one's positive attitude and outlook on life.

EMOTIONAL INTELLIGENCE IN LEADERSHIP

Source: MindTools.com; by Bruna Martinuzzi

When you think of a "perfect leader," what comes to mind?
You might picture someone who never lets his temper get out of control, no matter what problems he's facing. Or you might think of someone who has the complete trust of her staff, listens to her team, is easy to talk to, and always makes careful, informed decisions.

These are qualities of someone with a high degree of **Emotional Intelligence**.

People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

For leaders, having emotional intelligence is essential for success. After all, who is more likely to succeed – a leader who shouts at his team when he's under stress, or a leader who stay in control, and calmly assesses the situation?

According to Daniel Goleman, an American psychologist who helped to popularize EI, there are five main elements of emotional intelligence:

1. Self-awareness,
2. Self-regulation,
3. Motivation,
4. Empathy,
5. Social skills.

As a leader, the more you manage each of these areas, the higher your emotional intelligence. Look at each element in more detail and examine how you can grow as a leader.

How to raise your Emotional Intelligence

All information to the brain comes through our senses, and when this information is overwhelmingly stressful or emotional, instinct will take over and our ability to act will be limited to the flight, fight, or freeze response. Therefore, to have access to the wide range of choices and the ability to make good decisions, we need to be able to bring our emotions into balance at will.

Memory is also strongly linked to emotion. By learning to use the emotional part of your brain as well as the rational, you'll not only expand your range of choices when it comes to responding to a new event, but you'll also factor emotional memory into your decision-making process. This will help prevent you from continually repeating earlier mistakes.

To improve your emotional intelligence—and your decision-making abilities—you need to understand and control the emotional side of your brain. This is done by developing five key skills

ONE: SELF-AWARENESS

If you're self-aware, you always know how you feel, and you know how your emotions and your actions can affect the people around you. Being self-aware when you're in a leadership position also means having a clear picture of your **strengths and weaknesses**, and it means behaving with **humility**. What you can do to improve your self-awareness:

Observe

Observation requires us to gain a complete understanding of how we think, feel and behave and how we impact others. By understanding ourselves and our impact on others, we are better able to determine how we interact with others and we can determine if those interactions could be improved. Many times, team members or leaders are unaware of how others perceive their actions. This is an important step to improve self-awareness.

By Adele B. Lynn, Founder and Owner of The Adele Lynn Leadership Group

Stress Management

High levels of stress can overwhelm the mind and body, getting in the way of your ability to accurately "read" a situation, hear what someone else is saying, be aware of your own feelings and needs, and communicate clearly. **Slow down** –When you experience anger or other strong emotions, slow down to examine why. Remember, no matter what the situation, you can always choose how you react to it.

Being able to quickly calm yourself down and relieve stress helps you stay balanced, focused, and in control—no matter what challenges you face or how stressful a situation becomes. Develop your stress-busting skills by working through the following three steps:

▪ **Realize when you're stressed** – The first step to reducing stress is recognizing what stress feels like. How does your body feel when you're stressed? Are your muscles or stomach tight or sore? Are your hands clenched? Is your breath shallow? Being aware of your physical response to stress will help regulate tension when it occurs.

▪ **Identify your stress response** – Everyone reacts differently to stress. If you tend to become angry or agitated under stress, you will respond best to stress-relieving activities that quiet you down. If you tend to become depressed or withdrawn, you will respond best to stress-relieving activities that are stimulating. If you tend to freeze—speeding up in some ways while slowing down in others—you need stress-relieving activities that provide both comfort and stimulation.

▪ **Discover the stress-busting techniques that work for you** – The best way to reduce stress quickly is by engaging one or more of your senses: sight, sound, smell, taste, and touch. Each person responds differently to sensory input, so you need to find things that are soothing and/or energizing to you. For example, if you're a visual person you can relieve stress by surrounding yourself with uplifting images. If you respond more to sound, you may find a wind chime, a favorite piece of music, or the sound of a water fountain helps to quickly reduce your stress levels.

Source: HelpGuide.com

Emotional Awareness

Being able to connect to your emotions—having a moment-to-moment awareness of your emotions and how they influence your thoughts and actions—is the key to understanding yourself and others.

Many people are disconnected from their emotions—especially strong core emotions such as anger, sadness, fear, and joy. This may be the result of negative childhood experiences that taught you to try to shut off your feelings. But although we can distort, deny, or numb our feelings, we can't eliminate them. They're still there, whether we're aware of them or not. Unfortunately, without emotional awareness, we are unable to fully understand our own motivations and needs, or to communicate effectively with others.

What kind of a relationship do you have with your emotions?

- **Do you experience feelings that flow,** encountering one emotion after another as your experiences change from moment to moment?

- **Are your emotions accompanied by physical sensations that you experience** in places like your stomach or chest?

- **Do you experience discrete feelings and emotions,** such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?

- **Can you experience intense feelings** that are strong enough to capture both your attention and that of others?

- **Do you pay attention to your emotions?** Do they factor into your decision making?

If any of these experiences are unfamiliar, your emotions may be turned down or turned off. In order to be emotionally healthy and emotionally intelligent, you must reconnect to your core emotions, accept them, and become comfortable with them.

Source: HelpGuide.com

Keep a Journal

Expand Self-Awareness with These Journal Writing Tips
By: Julianna Gauthier

Are you feeling overwhelmed by complicated or confusing emotions? In order to increase your self-awareness and gain an understanding of why it is you feel the way you do, or react in certain ways, journaling could be the answer for you. Through journaling, you can expand self-awareness by identifying and expressing your feelings in writing.

The process of writing down your feelings and what is going on in your mind is not only a very cathartic exercise; it also allows you to get a grip on emotions. Self-Awareness begins with identifying and learning to deal with your feelings in appropriate ways in order to determine why it is that you do what you do.

Journal writing helps to expand your self-awareness in these four ways:

1. **Journaling increases your insight into a situation.** Writing about a situation will help you to put it into perspective after the event has taken place. This allows you to process the emotions you experienced because of the event and notice details you may have overlooked when it was taking place.

   It is important to be able to focus on what it is you are journaling about. Make sure you can set aside some time where you will be undisturbed in a space that is quiet.

2. **Journaling allows you to reflect on your feelings.** As you go through the day, there isn't time to step back and analyze every situation that is taking place. Once you begin the process of journaling, you will have the time to look back and identify feelings about an occurrence and consider why you felt that way.
   - When you put a label to what it is you are feeling it provides you with a better understanding of how to react during certain situations.
   - Make it a point to use words that describe feelings when you are pinpointing your emotions. Words such as "angry", "disappointed", "aggravated", and "thrilled" are all good examples.
   - If you are feeling stuck, follow this simple sentence structure to help prompt your writing: "When _____ happened, I felt _____."

3. **Journaling helps to shed light on why it is you felt a certain way.** You will find that when you write about your feelings and discover the reasoning behind the way you felt, it can make you aware of when your negative feelings creep up and help you to change them in the future.
   - Becoming more self-aware is about understanding why it is you responded a certain way and provides an opportunity for you to change that reaction in future situations.
   - While journaling, take the time to ponder the reasons behind why you responded the way you did, or why you felt a certain way. Is there something that happened in your past that triggers this reaction?

4. **Regularly reviewing previous journal entries helps you see your progress.** Usually there is a pattern behind the way we act. Certain situations give rise to an emotional response and journaling helps to document these patterns and bring them to light.
   - Once you see an unhealthy pattern in your responses you can commit to making a change to more healthy and positive reactions.
   - Make sure to notice and celebrate your progress as you move towards increasing your self-awareness.

It's not unusual to experience confusion and lack of understanding in the way you respond or behave from time to time. Journaling can help to improve your insight into these times, and provide a tool for reflection to change your response in future situations.

NEXT LEAD

Self-Awareness Questions to Get You Thinking

Listed are questions for building awareness about how we limit ourselves with our ways of thinking and being. Some of them may be uncomfortable to think about, but this kind of discomfort is usually a sign of growth:

1. **What quality in other people irritates you most?** (ambition, shyness, laziness) How do you have this quality in the way you live your own life?

2. **What quality in other people do you envy the most?** How do you already have this quality in the way you live your own life?

3. **What emotions do you least want to feel?** Is it fear, anger, sadness, or something else? What do you do in your life to avoid feeling it?

4. **What do you most want people to think about you?** What do you do in your life to make sure others think that? What is that costing you?

5. **What do you least want people to think about you?** What do you do in your life to make sure others don't think that? What is that costing you?

6. **What have you done that you least want people to know about?** What do you do in your life to make sure no one finds out about what you did?

7. **What have you done that you most want people to know about?** How do you go out of your way to make sure people know you did it?

8. **If you knew, beyond a doubt, that the only reason you're alive is to enjoy every moment**, would you change the way you live? How?

9. **If you knew that, no matter what you did or didn't do, you would love and respect yourself,** how would you live your life?

10. **What would you create if you knew no one would ever see it?** In other words, if you were 100% certain that your work would never make you famous or rich, and the only thing you'd ever get out of it was personal satisfaction, what would you choose to do?

11. Here's another interesting way to put Question # 10: **How would you live if you knew that no one would ever approve of you?** If you knew that nobody would ever be happy with the way you live, and that you might as well do whatever fulfills you, what would you do?

12. **If you knew that you were 100% forgiven for everything you think you've done wrong,** how would that change the way you live?

13. **In what situations do you try to look happy when you really aren't?**

14. **In what situations do you hold back from speaking the truth** to avoid hurting someone's feelings?

15. **If you're a man, how do you think a man is supposed to act?** How do you make an effort to act that way?

16. **If you're a woman, how do you think a woman is supposed to act?** How do you make an effort to act that way?

17. **How is the "public you" different from the "private you"?**

Source: purposepowercoaching.com

SELF-AWARENESS DEVELOPMENTAL TOOLS

EQ Self-Assessment:
The EQ self-assessment questionnaire is designed to get you thinking about the various competencies of emotional intelligence as they apply in your life.

To access your EQ Self-Assessment, click link below or turn pages to Attachment B.

EQ SELF-ASSESSMENT

Personality Profile:
The DiSC Personality Profile shows strengths, weaknesses, motivation, behavioral tendencies, and strategies to increase your daily effectiveness in your personal life and career pursuits. Awareness of your behavioral tendencies, and the tendencies of others, gives you and your organizational teams a competitive edge.

To access your DiSC Personality Profile: refer to your resource pockets located in your hard-copy manual, or click link below or turn pages to the DiSC Training component.

PERSONALITY PROFILE

A 360⁰ Feedback:
The JOHARI Window provides a useful format for representing personal and/or group information such as feelings, experiences, views, attitudes, skills, intentions, motivation, from four perspectives. It is an excellent tool for comparing self-perception to public perception and becoming a guide map developmental improvements.

To access your DiSC Personality Profile, click link below or turn pages to Attachment C.

JOHARI WINDOW

TWO: SELF-REGULATION

Leaders who regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control. This element of emotional intelligence, according to Goleman, also covers a leader's flexibility and commitment to personal accountability. What you can do to improve your ability to self-regulate:

Interpret

Interpretation requires us to identify our common patterns of thinking, feeling, and behaving within our team/leadership environments. Over time, as people work together, interaction patterns are formed. These patterns, once established, are difficult to break. They are impossible to break if people don't understand the patterns. This step helps people think about and understand the common patterns of behavior and how those patterns may be helpful or hurtful to the desired results or intentions. This step adds a deeper level of self-awareness because it sets the process in motion for breaking patterns and establishing new goals related to one's behavior.

By Adele B. Lynn, Founder and Owner of The Adele Lynn Leadership Group

Personal Accountability

This element of emotional intelligence, according to Goleman, also covers a leader's flexibility and commitment to personal accountability.

▪ **Know your values** – Do you have a clear idea of where you absolutely will not compromise? Do you know what **values** are most important to you? Spend some time examining your "code of ethics." If you know what's most important to you, then you probably won't have to think twice when you face a moral or ethical decision – you'll make the right choice.

What *do* we mean by "Values"?

Your values are the lenses through which you view yourself and your world. As values develop, they are crystalized and prioritized to form a values system. In essence, they form your own "personal truth" from which self-esteem, fulfillment, and resilience develop.

▪ **Hold yourself accountable** – If you tend to blame others when something goes wrong, stop. Make a commitment to admit to your mistakes and to face the consequences, whatever they are. You'll probably sleep better at night, and you'll quickly earn the respect of those around you.

- **Practice being calm** – The next time you're in a challenging situation, be very aware of how you act. Do you relieve your stress by shouting at someone else? Practice deep-breathing exercises to calm yourself. Also, try to write down all of the negative things you want to say, and then rip it up and throw it away. Expressing these emotions on paper (and not showing them to anyone!) is better than speaking them aloud to your team. What's more, this helps you challenge your reactions to ensure that they're fair!

~~Powerful~~ Self-Awareness Questions

Listed are questions for building awareness about how we limit ourselves with our ways of thinking and being. Some of them may be uncomfortable to think about, but this kind of discomfort is usually a sign of growth:

18. What quality in other people irritates you most? (ambition, shyness, laziness) How do you have this quality in the way you live your own life?

19. What quality in other people do you envy the most? How do you already have this quality in the way you live your own life?

20. What emotions do you least want to feel? Is it fear, anger, sadness, or something else? What do you do in your life to avoid feeling it?

21. What do you most want people to think about you? What do you do in your life to make sure others think that? What is that costing you?

22. What do you least want people to think about you? What do you do in your life to make sure others don't think that? What is that costing you?

23. What have you done that you least want people to know about? What do you do in your life to make sure no one finds out about what you did?

24. What have you done that you most want people to know about? How do you go out of your way to make sure people know you did it?

25. If you knew, beyond a doubt, that the only reason you're alive is to enjoy every moment, would you change the way you live? How?

26. If you knew that, no matter what you did or didn't do, you would love and respect yourself, how would you live your life?

27. What would you create if you knew no one would ever see it? In other words, if you were 100% certain that your work would never make you famous or rich, and the only thing you'd ever get out of it was personal satisfaction, what would you choose to do?

28. Here's another interesting way to put Question # 10: **How would you live if you knew that no one would ever approve of you?** If you knew that nobody would ever be happy with the way you live, and that you might as well do whatever fulfills you, what would you do?

29. If you knew that you were 100% forgiven for everything you think you've done wrong, how would that change the way you live?

30. In what situations do you try to look happy when you really aren't?

31. In what situations do you hold back from speaking the truth to avoid hurting someone's feelings?

32. If you're a man, how do you think a man is supposed to act? How do you make an effort to act that way?

33. If you're a woman, how do you think a woman is supposed to act? How do you make an effort to act that way?

34. How is the "public you" different from the "private you"?

Source: purposepowercoaching.com

Values Assessment:

The EQ self-assessment questionnaire is designed to get you thinking about the various competencies of emotional intelligence as they apply in your life. It is based on the five-competency model of emotional intelligence.

To access your EQ Self-Assessment, click link below or turn pages to Attachment B.

EQ SELF-ASSESSMENT

Personality Profile:

The DiSC Personality Profile shows your strengths, weaknesses, motivation, behavioral tendencies, and strategies to increase your daily effectiveness in your personal life and career pursuits. Awareness of your behavioral tendencies, and the tendencies of others, gives you and your organizational teams a competitive edge.

To access your DiSC Personality Profile, click link below or turn pages to The DiSC Training component.

PERSONALITY PROFILE

A 360^0 Feedback:

The JOHARI Window provides a useful format for representing personal and/or group information such as feelings, experiences, views, attitudes, skills, intentions, motivation, from four perspectives. It is an excellent tool for comparing self-perception to public perception and becoming a guide map developmental improvements.

To access your DiSC Personality Profile, click link below or turn pages to Attachment B.

JOHARI WINDOW

THREE: MOTIVATION

Self-motivated leaders work consistently toward their goals, and they have extremely high standards for the quality of their work.

How can you improve your motivation?
- **Re-examine why you're doing your job** – It's easy to forget what you really love about your career. So, take some time to remember why you wanted this job. If you're unhappy in your role and you're struggling to remember why you wanted it, try the **Five Whys** technique to find the root of the problem. Starting at the root often helps you look at your situation in a new way. And make sure that your goal statements are fresh and energizing. For more on this, see our article on **Goal Setting**.
- **Know where you stand** – Determine how motivated you are to lead. Our **Leadership Motivation Assessment** can help you see clearly how motivated you are in your leadership role. If you need to increase your motivation to lead, it directs you to resources that can help.
- **Be hopeful and find something good** – Motivated leaders are usually **optimistic**, no matter what problems they face. Adopting this mindset might take practice, but it's well worth the effort.
- Every time you face a challenge, or even a failure, try to find at least one good thing about the situation. It might be something small, like a new contact, or something with long-term effects, like an important lesson learned. But there's almost always something positive, if you look for it.

DEVELOPMENTAL TOOLS
Maslow's Hierarchy:

Motivation – Applying Maslow's Hierarchy of Needs Theory

The psychologist Abraham Maslow developed a theory that suggests we, humans, are motivated to satisfy five basic needs. These needs are arranged in a hierarchy. Maslow suggests that we seek first to satisfy the lowest level of needs. Once this is done, we seek to satisfy each higher level of need until we have satisfied all five needs. While modern research shows some shortcomings with this theory, Maslow's Hierarchy of Needs Theory remains an important and simple motivation tool for managers to understand and apply. The Hierarchy of Needs is as follows:

1. Physiological Needs (basic issues of survival such as salary and stable employment)
2. Security Needs (stable physical and emotional environment issues such as benefits, pension, safe work environment, and fair work practices)
3. "Belongingness" Needs (social acceptance issues such as friendship or cooperation on the job)
4. Esteem Needs (positive self-image and respect and recognition issues such as job titles, nice work spaces, and prestigious job assignments.)
5. Self-Actualization Needs (achievement issues such as workplace autonomy, challenging work, and subject matter expert status on the job)

Leadership Motivation Assessment:
The DiSC Personality Profile …
SMART Goal Setting Model:
A 3600 Feedback Tool

FOUR: EMPATHY

For leaders, having empathy is critical to managing a successful team or organization. Leaders with empathy have the ability to put themselves in someone else's situation. They help develop the people on their team, challenge others who are acting unfairly, give constructive feedback, and listen to those who need it.

If you want to earn the respect and loyalty of your team, then show them you care by being empathic.

How can you improve your empathy?

- **Put yourself in someone else's position** – It's easy to support your own point of view. After all, it's yours! But take the time to look at situations from other people's perspectives. See our article on **Perceptual Positions** for a useful technique for doing this.
- **Pay attention to body language** – Perhaps when you listen to someone, you cross your arms, move your feet back and forth, or bite your lip. This **body language** tells others how you really feel about a situation, and the message you're giving isn't positive! Learning to read body language can be a real asset in a leadership role, because you'll be better able to determine how someone truly feels. This gives you the opportunity to respond appropriately.
- **Respond to feelings** – You ask your assistant to work late – again. And although he agrees, you can hear the disappointment in his voice. So, respond by addressing his feelings. Tell him you appreciate how willing he is to work extra hours, and that you're just as frustrated about working late. If possible, figure out a way for future late nights to be less of an issue (for example, give him Monday mornings off).

DEVELOPMENTAL TOOLS
Communication Competency, Body Language:
This Bla Bla

Personality Profile:
The DiSC Personality Profile …

Johari Window:
A 3600 Feedback Tool

FIVE: SOCIAL SKILLS

Leaders who do well in the social skills element of emotional intelligence are great communicators. They're just as open to hearing bad news as good news, and they're expert at getting their team to support them and be excited about a new mission or project.

Leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. They're rarely satisfied with leaving things as they are, but they don't sit back and make everyone else do the work: They set an example with their own behavior.

So, how can you build social skills?

* **Learn conflict resolution** – Leaders must know how to resolve conflicts between their team members, customers, or vendors. Learning **conflict resolution** skills is vital if you want to succeed.
* **Improve your communication skills** – How well do you communicate? Our **communication quiz** will help you answer this question, and it will give useful feedback on what you can do to improve.
* **Learn how to praise others** – As a leader, you can inspire the loyalty of your team simply by **giving praise** when it's earned. Learning how to praise others is a fine art, but well worth the effort.

Key Points:

To be effective, leaders must have a solid understanding of how their emotions and actions affect the people around them. The better a leader relates to and works with others, the more successful he or she will be.

Take the time to work on self-awareness, self-regulation, motivation, empathy, and social skills. Working on these areas will help you excel in the future!

For more on emotional intelligence in leadership, see the series of articles by Bruna Martinuzzi elsewhere on MindTools.com.

- See more at: http://www.mindtools.com/pages/article/newLDR_45.htm#sthash.SYnx2rE8.dpuf

Low Emotional Intelligence		High Emotional Intelligence
Aggressive Demanding Egotistical Bossy Confrontational		Assertive Ambitious Driving Strong-Willed Decisive
Easily Distracted Glib Selfish Poor Listener Impulsive		Warm Enthusiastic Sociable Charming Persuasive
Resistant to Change Passive Un-Responsive Slow Stubborn		Patient Stable Predictable Consistent Good Listener
Critical Picky Fussy Hard to Please Perfectionistic		Detailed Careful Meticulous Systematic Neat

THE DiSC PERSONALITY PROFILE

The DiSC Personality Profile explores people's behavioral style based on their personality and the situations they encounter. It reveals your behavioral tendencies under certain situations—how you and others tend to behave under stress, in a team, with conflict, when communicating, when fearful, avoiding certain activities, and problem-solving. The DiSC Profile shows your strengths, weaknesses, motivations, behavioral tendencies, and strategies to increase your daily effectiveness in your personal life and career pursuits.

Awareness of your behavioral tendencies, and the tendencies of others, gives you and your organizational teams a competitive edge. The DiSC Profile can help your group communicate better and focus on issues rather than personality conflicts. People who understand their strengths and limitations are able to adapt to the needs of others and their environment in ways that lead to maximum effectiveness.

Benefits of a DiSC Assessment

One of the greatest benefits of a DiSC Profile is the development and use of a common language for talking about feelings, thoughts and behavior in a language that is objective and nonjudgmental.

- **Understand your own style, strengths and weaknesses.**
  Before you can examine your relationships with others, you must understand how you tick and why you react certain ways in certain situations. Learn more about your personality style, and these insights will help you see what your needs are and how your behaviors come across to others.

- **Identify other people's styles for better communication.**
  The personality test will help you identify patterns and other clues to help you read people better and understand how they want to be treated. Once you figure out how others operate and what they need to feel supported and valued, your interactions with them will be much more positive and productive.

- **Avoid and resolve conflicts.**
  Learning more about behavior styles teaches you strategies for practicing adaptability in interpersonal situations. For example, if you discover an employee works best in a collaborative, team-oriented environment, but you prefer a results-driven, analytical approach, you could adapt your own style to be more participatory for her benefit. As adaptability increases in the organization, conflicts decrease and colleagues are able to work more harmoniously.

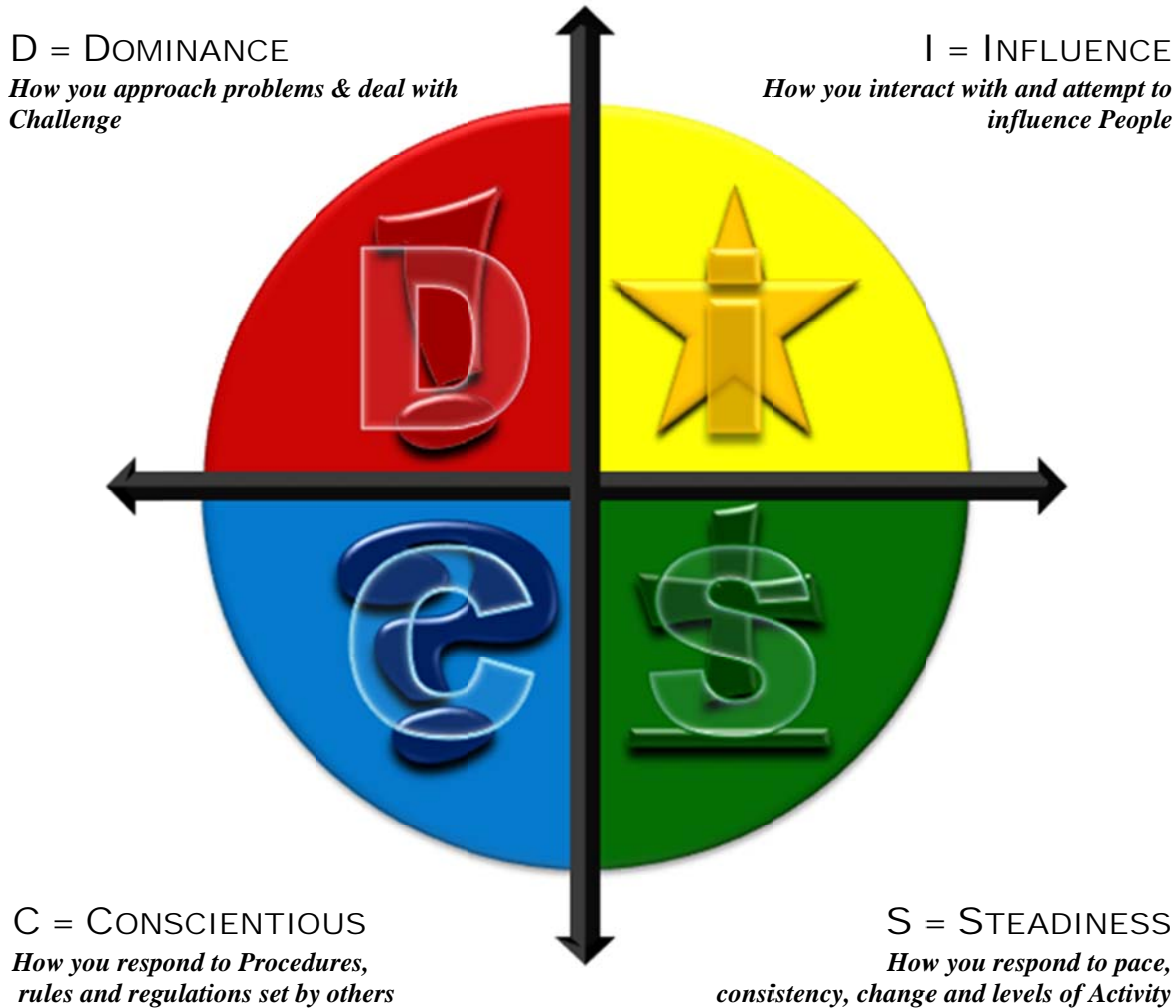- **Improve professional relationships.**
  As you become more adept at identifying personality and behavior characteristics within your organization, you will be able to build and strengthen a cohesive team. You will learn how to communicate effectively using different styles, how to balance your team based on personal strengths and weaknesses and how to prevent conflicts before they occur.

COMMUNICATION AND BEHAVIOR

DiSC is the universal language of observable human behavior. It's about how we act, communicate and understand people. Scientific research has proven that people, in terms of 'how they act' universally, have similar characteristics.

The DiSC model is a simple way for people to understand their own behavior, identify other people's style, and adapt their communication for enhanced relationships and increased effectiveness.

D = DOMINANCE
How you approach problems & deal with Challenge

I = INFLUENCE
How you interact with and attempt to influence People

C = CONSCIENTIOUS
How you respond to Procedures, rules and regulations set by others

S = STEADINESS
How you respond to pace, consistency, change and levels of Activity

LEARNING OBJECTIVES

- **Determine your behavioral style through DiSC**
- **Assess your individual strengths**
- **Identify behavioral work styles of others**
- **Communicate effectively with different behavioral styles**
- **Acknowledge individual differences**

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D PERSONALITY

- **Direct**
- **Decisive**
- **Risk Taking**
- **Self-Motivated**

**People with the D Style place an emphasis on
shaping the environment by overcoming opposition to accomplish results.**

D Style:
- Is motivated by winning, competition and success.
- Prioritizes accepting challenge, taking action and achieving immediate results.
- Is described as direct, demanding, forceful, strong-willed, driven, determined, fast-paced, and self-confident.
- May be limited by lack of concern for others, impatience and lack of concern for others.
- May fear being seen as vulnerable or being taken advantage of.
- Values competency, action, concrete results, personal freedom, and challenges.

- **Goals:**
- Unique accomplishments
- New opportunities
- Control of audience
- Independence

Needs Others Who:
- Calculates risks
- Use caution
- Research facts
- Weigh pros and cons
- Deliberate before deciding
- Recognize the needs of others

D Personalities are typically good time managers, want to know the bottom line, organized, appreciates a challenge, and they don't mind change. Are focused on goals and pursue them at all costs. Are active and outgoing and focused on tasks. They like to see instant results.

When it comes to making a decision about a proposal they often will just make it without thought or consultation, if they can see the benefit.

WHEN WORKING WITH A D PERSONALITY:
DO: Get right to the point. Highlight the logic behind your points and stress what the results can do for them in terms of saving time, and reaching goals. Make suggestions but let them be the decision maker, they need to feel that they are in control of the outcome. Make a written plan that is well thought out an organized for them to refer to, they will study it and refer to it often.

DON'T: Ramble or Repeat yourself. Try to have a personal connection to the project and over socialize. Do not make statement that you can't back up with evidence or experience.

DiSC CLASSIC PATTERNS: Developer, Results Orientated, Inspirational and Creative

I PERSONALITY

- **Talkative**
- **Impulsive**
- **Easily Influenced**
- **Very Trusting**

**People with the I Style place an emphasis on
shaping the environment by influencing or persuading others.**

I Style:
- Is motivated by social recognition, group activities, and relationships
- Prioritizes taking action, collaboration, and expressing enthusiasm
- Is described as convincing, magnetic, enthusiastic, warm, trusting and optimistic
- May be limited by being impulsive and disorganized and having lack of follow-through.
- May fear loss of influence, disapproval and being ignored
- Values coaching and counseling, freedom of expression and democratic relationships

Goals:
- Authority and prestige status symbols
- Friendship and happiness
- Victory with flair
- Popularity

Needs Others Who:
- Concentrate on the task
- Seek facts and Speak directly
- Develop systematic approaches
- Prefer to deal with things instead of people
- Take a logical approach
- Demonstrate follow-through

I Personalities typically have a good sense of humor, are creative, and a peacemaker. They are people pleasers usually. They struggle with being able to concentrate for too long. They are not normally detail oriented. They have a fear of rejection. They often try to talk over you and interrupt with personal stories and ideas. I personalities are active and outgoing and focused more on people than tasks.

When it comes to making a choice about your proposal they will normally: talk to someone about it before making a choice. They also may focus on the bigger picture and not the details of the project.

When working with an I Personality:
DO: Build a personal relationship and give them the opportunity to share ideas. Listen to their ideas and figure out ways to put them into action. Since I's are normally better at talking than doing they appreciate someone that can make it tangible. When communicating use personal stories or examples to help them see how it worked for other people.

DON'T: Stick just to business… include personal conversations and do not tell them what to do… discuss things with them. They want their ideas and thoughts to be heard and considered.

DiSC Classic Patterns: Promoter, Persuader, Counselor, Appraiser

NExT LEaD

S PERSONALITY

- **Good Listeners**
- **Compliant**
- **Patient**
- **Loyal**

**People with the S Style place an emphasis on
cooperating with others within existing circumstances to carry out the task.**

S Style:
- Is motivated by cooperation, opportunities to help and sincere appreciation
- Prioritizes giving support, collaboration and maintaining stability
- Is described as calm, patient, predictable, deliberate, stable and consistent.
- May be limited by being indecisive, overly accommodating and tendency to avoid change
- May fear change, loss of stability and offending others.
- Values loyalty, helping others and security

- **Goals:**
- Personal accomplishments
- Group acceptance
- Power through formal roles and positions of authority
- Maintenance of status quo and controlled environment

Needs Others Who:
- Work comfortably in an unpredictable environment
- React quickly to unexpected change
- Become involved in more than one thing
- Apply pressure on others
- Help to prioritize work
- Are flexible in work procedures

S Personalities normally enjoy seeing a task finished. They listen and take direction well. They struggle with change, it is hard for them. They do not like to be criticized and have a deep fear of losing their sense of security. They have a hard time setting priorities and moving too quickly.

When it comes time for them to make a choice about a proposal you are making they often times will: resist change completely or try to please you by seeming to agree but inwardly be struggling with the ideas. They are slow decision makers normally.

When working with an S Personality you should:
DO: Show genuine interest in them and their family. Understand how they do things now and why it is not working for them. Present an idea and give them time to think about it before asking for a choice. Be patient and help them set goals and make changes. Explain things to in a way that makes them see how it will make them safer and more secure.

DON'T: Be pushy or aggressive with them and force change on them before they are ready. Don't move to quick. Let a project drag out for too long. Don't confront them on their resistance to change or cause conflict in your relationship.

DiSC CLASSIC PATTERNS: Specialist, Achiever, Agent, Investigator

C PERSONALITY

- **Analytical**
- **Systematic**
- **Want facts**
- **High Standards**

People with the C Style place an emphasis on working conscientiously within existing circumstances to ensure quality and accuracy.

C Style:
- Is motivated by opportunities to gain knowledge, showing their expertise, and quality work.
- Prioritizes ensuring accuracy, maintaining stability, and challenging assumptions.
- Is described as careful, cautious, systematic, diplomatic, accurate and tactful.
- May be limited by being overcritical, overanalyzing and isolating themselves.
- May fear criticism and being wrong.
- Values quality and accuracy

Goals:
- Unique accomplishments
- Correctness
- Stability
- Predictable accomplishments
- Personal growth

Needs Others Who:
- Delegate important tasks
- Make quick decisions
- Use policies only as guidelines
- Compromise with the opposition
- State unpopular positions
- Encourage teamwork
- Initiate and facilitate discussions

C Personalities are very precise. They are careful and conscientious people who analyze problems and possible solutions to ensure they are doing the best thing. They fear someone being critical of them or their methods in anyway. Want to follow procedures and methods step by step instead of using creative solutions. They are motivated by high quality, logical information, being organized and methodical.

When they are considering your proposal they will often: want very detailed information broken down by steps. Often they will delay a decision until they analyze the information you present.

When working with a C personality:
DO: Be VERY prepared with facts, figures, stats, and the pros and cons of your ideas. Make sure you have covered all your bases… they HATE surprises. Submit a very detailed written proposal that they can analyze and check for accuracy. Focus on the task at hand rather than too much personal conversation by only asking important must know questions and avoiding personal ones. Be a professional showing your high standards and deep knowledge.

DON'T: Skip the details, get too personal, or act too causally.

DiSC Classic Patterns: Objective Thinker, Perfectionist, Practitioner

OBJECTIVE THINKER PATTERN
PURE 'C' STYLE

The Objective Thinker Pattern is the *first of three* in the Cons`tiousness Family and is a **"pure" style**. A "Pure" style has only one plotting point above the mid line. That means that the pure style is not affected significantly by other style influences – *what you see is what you get*.

People with the Objective Thinker Pattern focus on achieving complete and total accuracy in everything they do. They continually question ideas and processes to ensure that things are done properly. They are systematic, practical and efficient.

C's make decisions based upon logical analysis of observable, quantifiable information, rather than being guided by the emotions of a situation. They often prefer to work independently, yet they remain objective and diplomatic when dealing with others. Generally those with an Objective Thinker pattern emphasize the importance of facts when drawing conclusions or when planning actions. They are meticulous about advance planning so as to avoid public failure.

When working with others, they are somewhat reticent in expressing their feelings. They dislike aggression, and have a strong need to control their environment. They do this with facts, figures and accuracy. They tend to get bogged down in analysis paralysis.

People with the "C" style place emphasis on working conscientiously within existing circumstances to ensure quality and accuracy. They often exhibit the following characteristics and views.

Observable Behaviors: Critical thinking, logical, exact, reserved
Motivated By: Precision and accuracy and logic
Judges Others By: Logical thinking and factual information
Influences Others By: Logic, facts and data
Value to the Team: Fact gathering and testing information
Overuses: Tends to over analyze – analysis paralysis
When Stressed: Tends to fret and worry
Fears: Criticism and losing control of emotions

Opportunities for Effectiveness with Tasks and People:
Tasks: Minimize overuse of analysis.   Loosen up . . . no need to be right all the time.

_____
_____

People: Be more receptive and open to other people's ways . . . be more social.

_____
_____

STRENGTHS OF YOUR STYLE

List five strengths that you believe create professional success:

1. _____

2. _____

3. _____

4. _____

5. _____

STRENGTHS OVERUSED

Think about three of your strengths that create professional success. Next to each strength identified, write a word or phrase that describes how that characteristic might appear to others (your manager, or co-workers) if you overuse it.

Strength	**If Overused could be seen as:**
1. _____	_____
2. _____	_____
3. _____	_____

STRENGTH EFFECTIVENESS

Think about one strength and how you will change that strength in order to be more effective.

The Strength I most overuse is _____ and I will work to change in these ways:

OPPORTUNITIES FOR EFFECTIVENESS WITH TASKS AND PEOPLE:

Tasks: Minimize overuse of analysis. Loosen up . . . no need to be right all the time.

- _____

- _____

- _____

People: Be more receptive and open to other people's ways . . . be more social.

- _____

- _____

- _____

FOUNDATIONAL COMPETENCY:
ORAL COMMUNICATION

Uses language as a flexible tool to share and collect information, to exchange ideas and to openly explore a variety of perspectives adjusting style and content to each unique individual, audience and circumstance.

Behavior Indicators:
- Effectively communicates within a wide range of contexts.
- Effectively gains support for a position or proposal through persuasive discussion.
- Encourages employees to express their opinions, ideas, and concerns and empathetically listens.
- Influences unit's performance through effective feedback, coaching, counseling, and mentoring.
- Demonstrates sensitivity to personal space, touch, and other cultural and individual differences that affect communication.
- Actively listens to others in personal discussion or in open employee forums and responds appropriately.
- Responds appropriately to challenging questions or comments.
- Skillfully probes and asks questions that help others reflect and create insight.

Learning Objectives:
- **Clearly Presents Information:** Present information in a logical manner, using appropriate phrasing and vocabulary.
- **Foster two-way communication:** Listens/pays attention actively and objectively to maximize understanding.
- **Adapt communication:** Tailors communication to diverse audiences. Communicates equally effectively with varied organizational levels.
- **Communicate complex messages:** Overcomes resistance and secures support for ideas or initiatives through high-impact communication.

LEADERSHIP ESSENTIAL: EFFECTIVENESS

An effective leader is the one who can accurately transform his thoughts and vision into words, and able to successfully convey his/her message to a targeted group of people. Conveying a message in a way that it does not lose any of its meanings requires leaders to have an excellent grasp on overall communication skills specifically oral communication.

by Azhar Fraz "PMP"

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THE ART OF COMMUNICATION

Communication skills (or the lack of communication skills) can have a large impact on your success in both your business and personal life. Communication skills learned at an early age will provide you with the skills that you need to interact successfully with a wide variety of people and situations, while a lack of communication skills will make it more difficult for you to get what you want out of life.

Four Steps of Communication
The four steps of communication help to define how the communicative act is heavily anchored in a synergistic process that involves the mind, the body, the eyes and language. More specifically, it involves social emotional thought, the nuance of physical presence and visually processing non-verbal cues in addition to language use and interpretation. As obvious as these steps may sound to the reader, the reality is that most speech and language social treatment programs teach students to focus almost exclusively on their social language production, called 'conversational skills'. The four steps of communication strongly encourage us to recognize the social communicative act as being synergistic.

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Here are the four major communication skills and how they impact your ability to communicate effectively.

Communication Skill #1 – Thinking
Having a clear idea of symbolic internal reality you want to convey to another person or group of people is the beginning of effective communication. If you don't have the idea straight in your own mind, don't be surprised if others get a different idea from your communication than what you thought you intended to say.

Communication Skill #2 – Listening
Effective Listening allows you to enter the reality of the other person and understand what their internal symbolic reality is. Only when you do this are you able to communicate effectively by understanding what they are sharing with you, even if it is very different from your personal perspective. You can't truly communicate with someone else of you don't understand their internal reality.

Communication Skill #3 – Speaking
Effective Communication is your selection of words and the voice tones that you use when you speak them. While this may be the part that most people concentrate on, research has revealed that nonverbal communication has more impact than the actual words that you use. In fact, the nonverbal portion of the communication can actually change the meaning of the words that you say.

Communication Skill #4 – Nonverbal Communication
Nonverbal Communication is the communication skill that usually receives little thought because it happens automatically. We actually learn to communicate nonverbally at a very young age (a baby crying) and are able to communicate quite effectively using only nonverbal communication.

COMMUNICATION AND THINKING

Thinking about others and what they are thinking about us

We think about who we are near or who we want to talk to. If we are going to talk to someone, we consider what information we may already know about this person or what information we can infer based on the situation.

For example, if you want to talk to the new student in your class, you have to think about what you may know about that student even if you have never met them before. For example, I know they are new to the class, I know they are a student, I know they live in my community; I know they have been in previous school environments, etc.

"Thinking with our eyes"

As we are thinking about the person we seek to communicate with and we establish physical presence, our intention to communicate is only explicitly clear once we have established eye contact with the other person. Furthermore, our eyes help to interpret emotional responses and track shifts in thinking of our communicative partner (e.g., joint attention) while also demonstrating social expectation that we are listening to our communicative partner.

This solidifies communicative intent. As the eyes and body work in close synchronicity, observations of persons establishing communicative interactions clarify that a person will physically approach others without establishing direct eye-contact and that a new person entering a group slowly establishes eye contact only after they have established their initial physical presence in the group. There are exceptions to this scenario that also can be addressed. For example, when a person needs to communicate an urgent message, the eyes precede a person's physical presence.

Emotional Awareness: Learn to recognize & accept your emotions

Emotions play an important role in the way we communicate at home and work. It's the way you feel, more than the way you think, that motivates you to communicate or to make decisions. The way you react to emotionally driven, nonverbal cues, affects both how you understand other people and how they understand you. If you are out of touch with your feelings, and don't understand how you feel or why you feel that way, you'll have a hard time communicating your feelings and needs to others. This can result in frustration, misunderstandings, and conflict. When you don't address what's really bothering you, you often become embroiled in petty squabbles instead—arguing with your spouse about how the towels should be hung, for example, or with a coworker about whose turn it is to restock the copier.

Emotional awareness provides you the tools needed for understanding both yourself and other people, and the real messages they are communicating to you. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to communicate depends on being connected to these feelings. If you're afraid of strong emotions or if you insist on communicating only on a rational level, it will impair your ability to fully understand others, creatively problem solve, resolve conflicts, or build an affectionate connection with someone.

How emotional awareness can improve effective communication

Emotional awareness—the consciousness of your *moment-to-moment* emotional experience—and the ability to manage all of your feelings appropriately is the basis for effective communication.

Emotional awareness helps you:

- Understand and empathize with what is really troubling other people
- Understand yourself, including what's really troubling you and what you really want
- Stay motivated to understand and empathize with the person you're interacting with, even if you don't like them or their message
- Communicate clearly and effectively, even when delivering negative messages
- Build strong, trusting, and rewarding relationships, think creatively, solve problems, and resolve conflicts

Effective communication requires both thinking and feeling
When emotional awareness is strongly developed, you'll know what you're feeling without having to think about it—and you'll be able to use these emotional cues to understand what someone is really communicating to you and act accordingly. The goal of effective communication is to find a healthy balance between your intellect and your emotions, between thinking and feeling.

Emotional awareness is a skill you can learn

Emotional awareness is a skill that, with patience and practice, can be learned at any time of life. You can develop emotional awareness by learning how to get in touch with difficult emotions and manage uncomfortable feelings, including anger, sadness, fear, disgust, surprise, and joy. When you know how to do this, you can remain in control of your emotions and behavior, even in very challenging situations, and communicate more clearly and effectively.

Improve Emotional Awareness. Emotions are the foundation of your ability to understand yourself and communicate effectively with others. Emotional awareness allows you to understand what others are feeling and to empathize with them.

COMMUNICATION AND LISTENING

Listening is one of the most important aspects of effective communication. Successful listening means not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they're communicating.

Listening is not the same as hearing.
Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

If your goal is to fully understand and connect with the other person, listening effectively will often come naturally. The more you practice them, the more satisfying and rewarding your interactions with others will become.

10 PRINCIPLES OF LISTENING

1. **Stop Talking**
   Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

2. **Prepare Yourself to Listen**
   Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what's for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

3. **Put the Speaker at Ease**
   Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don't stare – show you are listening and understanding what is being said.

   Make the speaker feel heard and understood which can help build a stronger, deeper connection between you.

   Create an environment where everyone feels safe to express ideas, opinions, and feelings, or plan and problem solve in creative ways.

4. **Remove Distractions**
   Focus on what is being said: don't doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviours disrupt the listening process and send messages to the speaker that you are bored or distracted.

5. **Empathize**
   Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

6. **Be Patient**
   A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

7. **Avoid Personal Prejudice**
   Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking—some have regional accents, others pace while talking. Focus on what is being said, try to ignore delivery styles.

   Avoid seeming judgmental. In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand a person. The most difficult communication, when successfully executed, can lead to the most unlikely and profound connection with someone.

8. **Listen to the Tone**
   Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

9. **Listen for Ideas—Not Just Words**
   You need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

10. **Wait and Watch the Non-Verbal Communication**
    Gestures, facial expressions, and eye-movements can all be important. We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

    Focus fully on the speaker, his or her body language, and other nonverbal cues. If you're daydreaming, checking text messages, or doodling, you're almost certain to miss nonverbal cues in the conversation. If you find it hard to concentrate on some speakers, try repeating their words over in your head—it'll reinforce their message and help you stay focused.

TEN PRINCIPLES OF LISTENING
1. **Stop Talking**
2. **Prepare Yourself to Listen**
3. **Put the Speaker at Ease**
4. **Remove Distractions**
5. **Empathize**
6. **Be Patient**
7. **Avoid Personal Prejudice**
8. **Listen to the Tone**
9. **Listen for Ideas—Not Just Words**
10. **Watch Non-Verbal Communication**

"The most basic and powerful way to connect to another person is to listen.
Just listen.
Perhaps the most important thing we ever give each other is our attention."
—Rachel Naomi Remen

COMMUNICATION AND NON-VERBAL

Step 2: Establishing a physical presence

When we desire to communicate or 'hang out' with another, or just need to communicate with another person, we have to establish a physical presence to show the person that we desire their company or intend to speak to them. The reverse is also true, if we want to avoid another person, we actively avoid establishing a physical presence. If we seek social interaction, our physical presence can include standing close enough to the person (often about an arm's length away in the American culture), having our shoulders turned towards the other person(s) and keeping our body relaxed to move easily to include other people, or to move away from a person as needed.

Our physical presence is a non-verbal way to signal possible communicative intentionality. For example, if you are thinking about me, and you want to hang out with me but you are standing about four feet away and looking elsewhere, even if you are wishing I would talk to you, you are failing to convince me you desire to communicate with me. If you stand four feet away from me and attempt to converse with me, I am now confused since you have not first established physical presence, and now I just have a weird thought about you unless the context dictates you stand this distance from me (e.g., a physical barrier keeps you from moving closer).

One of the most consistent problems of persons with ASD and related disabilities in the school environment is that they fail to be able to spontaneously find groups of students to work with during group time in the classroom because they do not quickly and efficiently establish their physical presence with desired student workmates when the teacher tells them to go find a group to work with. Physical presence also includes the non-verbal physical attributes of communication including voice intensity, prosody and your ability to appear relaxed in another's presence. However, the decision to target these even more abstract physical communication skills in treatment is highly dependent upon the student's self- awareness and ability to self-monitor their own skill set. These later named physical communication skills require more sophisticated self-monitoring lacking in many of our school-aged students. It is this author's hypothesis that our language provides content around which we relate, but it is our physicality that helps to relax and emotionally engage communicative partners.

Effective communication skills #2: Nonverbal communication

When we communicate things that we care about, we do so mainly using nonverbal signals. Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can.

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work.

- You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you're talking to.

- You can also use body language to emphasize or enhance your verbal message—patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.

Tips for improving how you read nonverbal communication

- **Practice observing people** in public places, such as a shopping mall, bus, train, café, restaurant, or even on a television talk show with the sound muted. Observing how others use body language can teach you how to better receive and use nonverbal signals when conversing with others. Notice how people act and react to each other. Try to guess what their relationship is, what they're talking about, and how each feels about what is being said.

- **Be aware of individual differences.** People from different countries and cultures tend to use different nonverbal communication gestures, so it's important to take age, culture, religion, gender, and emotional state into account when reading body language signals. An American teen, a grieving widow, and an Asian businessman, for example, are likely to use nonverbal signals differently.

- **Look at nonverbal communication signals as a group.** Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you receive, from eye contact to tone of voice to body language. Anyone can slip up occasionally and let eye contact slip, for example, or briefly cross their arms without meaning to. Consider the signals as a whole to get a better "read" on a person.

Tips for improving how to deliver nonverbal communication

- **Use nonverbal signals that match up with your words.** Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel you're being dishonest. For example, you can't say "yes" while shaking your head no.

- **Adjust your nonverbal signals according to the context.** The tone of your voice, for example, should be different when you're addressing a child than when you're addressing a group of adults. Similarly, take into account the emotional state and cultural background of the person you're interacting with.

Use body language to convey positive feelings even when you're not actually experiencing them. If you're nervous about a situation—a job interview, important presentation, or first date, for example—you can use positive body language to signal confidence, even though you're not feeling it. Instead of tentatively entering a room with your head down, eyes averted, and sliding into a chair, try standing tall with your shoulders back, smiling and maintaining eye contact, and delivering a firm handshake. It will make you feel more self-confident and help to put the other person at ease.

COMMUNICATION AND SPEAKING

Step 4: Using language to relate to others

While language is central to all socially-based communication, it is often ineffective if the first three steps are not in place. For example, if a student comes up to tell you all the details about the Titanic and talks endlessly without considering what you are thinking and approaches with awkward physical presence and without establishing eye contact, the listener cannot help but experience a weird thought about the communicator even if his information may be interesting to listen to, In fact, the lack of the speaker's adjustment based on the perceived needs of the listener makes this a failed attempt at conversing. When communicating, language users must consider and possibly adjust their message based on the thoughts, feelings, prior knowledge, experiences, intentions, and needs of their communicative partner. Each partner has to work to regulate his or her language to meet the needs of the listener while also conveying the message that helps to add his or her own thoughts to the interaction. Effective social communication requires students to ask questions about other people, produce supportive responses, and add their own thoughts by connecting their experiences or thoughts to what other people are saying. Thus, students must have a strong language system to be able to carry out this complex dialogue.

It is also important for the parent/educator/counselor to understand students can be perceived as 'hanging out' with their peers if they engage well in the first three steps of communication. For highly verbal students such as those with Asperger syndrome, a strong treatment need is to teach that communication is not all about talking. The caregiver may have to spend some time with the students focusing on the first three steps while limiting student talk during their treatment time to help them become better observers of communication.

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THE COMMUNICATION PROCESS

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver. **Effective** communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are:
- the direct result of people failing to communicate
- processes that leads to confusion and can cause good plans to fail

Studying the communication process is important because you coach, coordinate, counsel, evaluate, and supervise throughout this process. It is the chain of understanding that integrates the members of an organization from top to bottom, bottom to top, and side to side.

Communicating with others involves three primary steps:
- **Thought**: First, information exists in the mind of the sender. This can be a concept, idea, information, or feelings.
- **Encoding**: Next, a message is sent to a receiver in words or other symbols.
- **Decoding**: Lastly, the receiver translates the words or symbols into a concept or information that he or she can understand.

During the transmitting of the message, two elements will be received: content and context.

Content is the actual words or symbols of the message that is known as *language* — the spoken and written words combined into phrases that make grammatical and semantic sense. We all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more.

Context is the way the message is delivered and is known as *paralanguage* — it is the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures, and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. Although paralanguage or context often cause messages to be misunderstood as we believe what we see more than what we hear; they are powerful communicators that help us to understand each other. Indeed, we often trust the accuracy of nonverbal behaviors more than verbal behaviors.

COMMUNICATION CYCLE

1. **Idea**
2. **Internal Noise**
3. **Encode Message**
4. **Transmit Message**
5. **External Noise**
6. **Receive Message**
7. **Decode Message**
8. **Internal Noise**
9. **Idea Decoded**
10. **FEEDBACK**
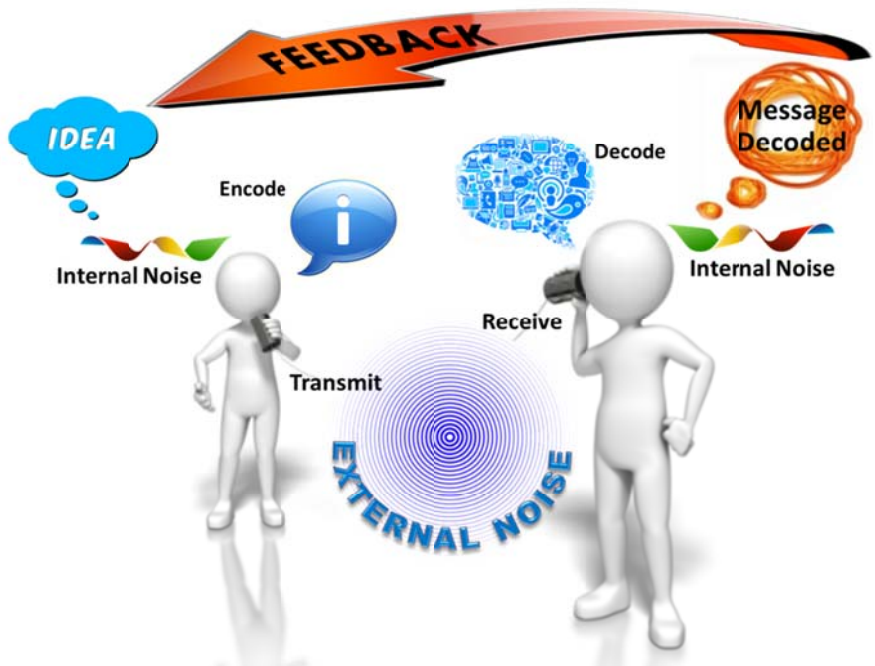
FEEDBACK

Receivers of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions. Effective communicators should pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected. Bear in mind that the extent and form of feedback will vary according to the communication channel used: for example feedback during a face-to-face or telephone conversation will be immediate and direct.

Feedback says, "I received your message and this is what I understand you're saying."

Communication Effectiveness

When the sender says exactly what he means and verifies that the receiver hears the message exactly as intended, effective communication takes place. Feedback is essential in communication so as to know whether the recipient has understood the message in the same terms as intended by the sender and whether he agrees to that message or not.

GIVING FEEDBACK EFFECTIVELY

When done in the right way and with the right intentions, feedback communication is the avenue to performance greatness. Employees have to know what they are doing well and not so well. For them to really hear your thoughts and suggestions on ways to improve, though, that feedback has to be delivered carefully and frequently.

Giving feedback effectively is a skill. And like all skills, it takes practice to build your confidence and improve. The following is a collection of "feedback giving" tips that you can start putting into practice:

Tip:
We talk generally about feedback between a manager/supervisor and employee. However, feedback can, and should, be given up, down, and laterally. The same principles apply.

Number One Rule: Try to Make it a Positive Process and Experience
Before giving feedback make sure you remind yourself why you are doing it. The purpose for giving feedback is to improve the situation or performance. You won't accomplish that by being harsh, critical, or offensive.

That's not to say you must always be positive. There is a role for negativity and even anger if someone isn't paying sufficient attention to what you're saying. However this should be used sparingly. You'll most often get much more from people when your approach is positive and focused on improvement. (Use tools like the **Feedback Matrix** and the **Losada Ratio** to help you get the balance right.)

1. **Be Timely**
   The closer to the event you address the issue, the better. Feedback isn't about surprising someone so the sooner you do it, the more the person will be expecting it.

   Well timed - Feedback is most effective when there is a short gap between the recipients' behaviour and the receipt of that feedback.

Think of it this way: It's much easier to feed back about a single one-hour job that hasn't been done properly than it is to feed back about a whole year of failed one-hour jobs.

Tip:
The exception to this is if the situation involved is highly emotional. Here, wait until everyone has calmed down before you engage in feedback. You can't risk letting yourself get worked up and risk saying something you will regret later.

2. **Make it Regular**
   Feedback is a process that requires constant attention. When something needs to be said, say it. People then know where they stand all the time and there are few surprises. Also, problems don't get out of hand. This is **not** a once-a-year or a once-every-three-month event. While this may be the timing of formal feedback, informal, simple feedback should be given much more often than this – perhaps every week or even every day, depending on the situation.

   With frequent informal feedback like this, nothing said during formal feedback sessions should be unexpected, surprising or particularly difficult.

3. **Prepare Your Comments**
   You don't want to read a script but you do need to be clear about what you are going to say. This helps you stay on track and stick to the issues.

   Ensure understanding - For feedback to be effective, the manager should make sure that the recipients understands the feedback properly.

4. **Be Specific**
   Tell the person exactly what they need to improve on. This ensures that you stick to facts and there is less room for ambiguity. If you tell someone they acted unprofessionally, what does that mean exactly? Were they too loud, too friendly, too casual, too flip or too poorly dressed?

Remember to stick to what you know first-hand: You'll quickly find yourself on shaky ground if you start giving feedback based on other people's views.

Focus on a particular behaviour - It should be specific rather than being general.

Tip:
Try not to exaggerate to make a point. Avoid words like "never", "all," and "always" because the person will get defensive. Always discuss the direct impact of the behavior and don't get personal or seek to blame.

5. **Criticize in Private**
   While public recognition is appreciated, public scrutiny is not.

   Establish a safe place to talk where you won't be interrupted or overheard.

   Give the feedback from your perspective. This way you avoid labeling the person.

   Use "I" statements – You should make use of statements with the words like "I", or "However". For example instead of saying "You were absent from work yesterday", you should say "I was annoyed when you missed your work yesterday".

   Say, "I was angry and hurt when you criticized my report in front of my boss" rather than "You were insensitive yesterday."

6. **Limit Your Focus**
   A feedback session should discuss no more than two issues. Any more than that and you risk the person feeling attacked and demoralized.

   You should also stick to behaviors the person can actually change or influence.

   Impersonal - Feedback should be job related, the manager should not criticize anyone personally.
   Goal oriented - If we have something negative to say about the person, we should always direct it to the recipients' goal.

7. **Talk about Positives Too**
   A good rule is start off with something positive. This helps put the person at ease. It also lets them "see" what success looks like and this helps them to take the right steps next time.

   As long as it's not forced, it can also help to give positive feedback at the end of a feedback session too. Otherwise, people can finish feeling despondent and worthless.

Tip:
Many people can tend to overdo this and they end up sandwiching the constructive feedback between too many positives. Then the takeaway message becomes, "Gee, I'm doing really well" instead of "I'm good at communicating with customers, but I need to bring my interpersonal skills with my co-workers up to that same level."

8. **Provide Specific Suggestions**
   Make sure you both know what needs to be done to improve the situation. The main message should be that you care and want to help the person grow and develop. Set goals and make plans to monitor and evaluate progress. Use the **SMART** acronym and define specific steps and milestones, or the **GROW model** to motivate people to deliver the change you want.

   While giving negative feedback to the recipient, the manager should not mention the factors which are not in control of the recipient.

Tip:

You may not agree on everything so it is a good idea to ask the person to provide their perspective. Use phrases like, "What is your reaction to this?" or "Is this a fair representation of what happened?" Listen actively to what he or she has to say and try to get him or her to offer some suggestions for improvement. This way they have an opportunity to own the solution and are much more likely to follow through with it. To avoid sounding like you're preaching, stay away from words like "good," "bad," "must," "need to," etc.

9. Follow Up

The whole purpose of feedback is to improve performance. You need to measure whether or not that is happening and then make adjustments as you go. Be sure to document your conversations and discuss what is working and what needs to be modified.

Tip:

It's also important that you actively seek feedback from your boss, colleagues, and customers. See our article on **Getting Feedback** for more on this.

Key Points

Feedback is a two way street. You need to know how to give it effectively and at the same time model how to receive it constructively.

When you make a conscious choice to give and receive feedback on a regular basis you demonstrate that feedback is a powerful means of personal development. Done properly, feedback need not be agonizing, demoralizing, or daunting and the more practice you get the better you will become at it. It may never be your favorite means of communicating with employees, co-workers, or bosses but it does have the potential to make your workplace a much more productive and harmonious place to be.

Source: Mind Tools.com

THE ART OF COMMUNICATION

6 PRINCIPLES OF COMMUNICATION:

1. **Principle of Liking**: People look to those who are like them.
   Uncover real similarities and offer genuine praise.

2. **Principle of Reciprocity**: People repay in kind.
   Give what you want to receive.

3. **Principle of Social proof**: People follow the lead of similar others.
   Use peer power whenever it is available.

4. **Principle of Consistency**: People align with their clear commitment.
   Make their commitment active, public and voluntary.

5. **Principle of Authority**: People defer to experts.
   Expose your expertise, don't assume it is self-evident.

6. **Principle of Scarcity**: People want more of what they can have less of.
   Highlight unique benefits and exclusive information.

Source: JAYESH
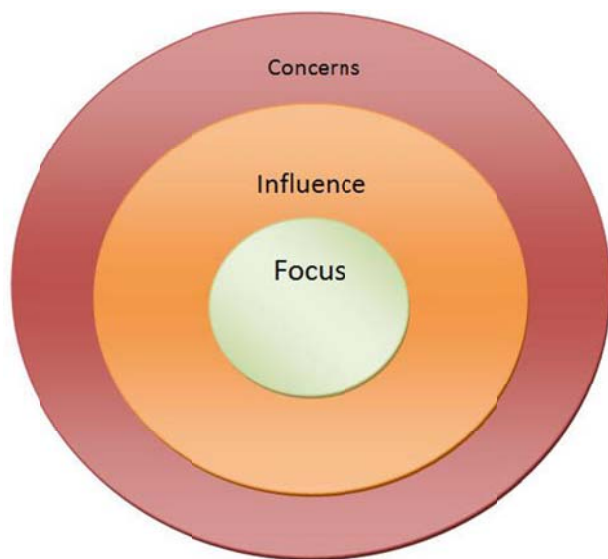
LEADING CHANGE

This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

COMPETENCY MODULES:

- Vision
- Creativity & Innovation
- External Awareness
- Adaptability & Flexibility
- Resilience
- Strategic Thinking

LEADING CHANGE:

CORE COMPETENCY MODULES

This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

LEADING CHANGE			
COMPETENCY	TRAINING & DEVELOPMENT	ASSIGNMENT	STATUS
VISION	Emotional Intelligence	Individual Development Plan	Recommend
	Personality Profile (DiSC)	Feedback Exercise	
	Personal Values Assessment		
CREATIVITY & INNOVATION			
EXTERNAL AWARENESS			
ADAPTABILITY & FLEXIBILITY			
RESILIENCE			
STRATEGIC THINKING			

LEADING PEOPLE

This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

COMPETENCY MODULES:

- **Conflict Management**
- **Leveraging Diversity**
- **Developing Others**
- **Team Building**

LEADING PEOPLE:

CORE COMPETENCY MODULES

This core qualification involves the ability to lead people toward meeting the organization's vision, mission and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

LEADING PEOPLE			
COMPETENCY	**TRAINING & DEVELOPMENT**	**ASSIGNMENT**	**STATUS**
CONFLICT MANAGEMENT	**Emotional Intelligence**	Individual Development Plan	Recommend
	Personality Profile (DiSC)	Feedback Exercise	
	Personal Values Assessment		
LEVERAGING DIVERSITY			
DEVELOPING OTHERS			
TEAM BUILDING			

RESULTS DRIVEN

This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems and calculating risks.

COMPETENCY MODULES:

- Vision
- Creativity & Innovation
- External Awareness
- Adaptability & Flexibility
- Resilience
- Strategic Thinking

RESULTS DRIVEN:

CORE COMPETENCY MODULES

This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems and calculating risks.

RESULTS DRIVEN			
COMPETENCY	TRAINING & DEVELOPMENT	ASSIGNMENT	STATUS
VISION	Emotional Intelligence	Individual Development Plan	Recommend
	Personality Profile (DiSC)	Feedback Exercise	
	Personal Values Assessment		
CREATIVITY & INNOVATION			
EXTERNAL AWARENESS			
ADAPTABILITY & FLEXIBILITY			
RESILIENCE			
STRATEGIC THINKING			

EXECUTIVE CORE COMPETENCY BUILDER 2014

RESULTS DRIVEN			
COMPETENCY	**TRAINING & DEVELOPMENT**	**ASSIGNMENT**	**STATUS**
ACCOUNTABILITY	**Emotional Intelligence**	Individual Development Plan	
DECISIVENESS			
CUSTOMER SERVICE			
ENTREPRENEURSHIP			
PROBLEM SOLVING			
TECHNICAL CREDIBILITY			

BUSINESS ACUMEN			
COMPETENCY	**TRAINING & DEVELOPMENT**	**ASSIGNMENT**	**STATUS**
FINANCIAL MANAGEMENT	**Emotional Intelligence**	Individual Development Plan	
HUMAN CAPITAL MANAGEMENT			
TECHNOLOGY MANAGEMENT			

BUILDING COALITIONS			
COMPETENCY	**TRAINING & DEVELOPMENT**	**ASSIGNMENT**	**STATUS**
PARTNERING	**Emotional Intelligence**	Individual Development Plan	
POLITICAL SAVVY			
INFLUENCING & NEGOTIATING			
CROSS-CULTURAL INTERACTION			
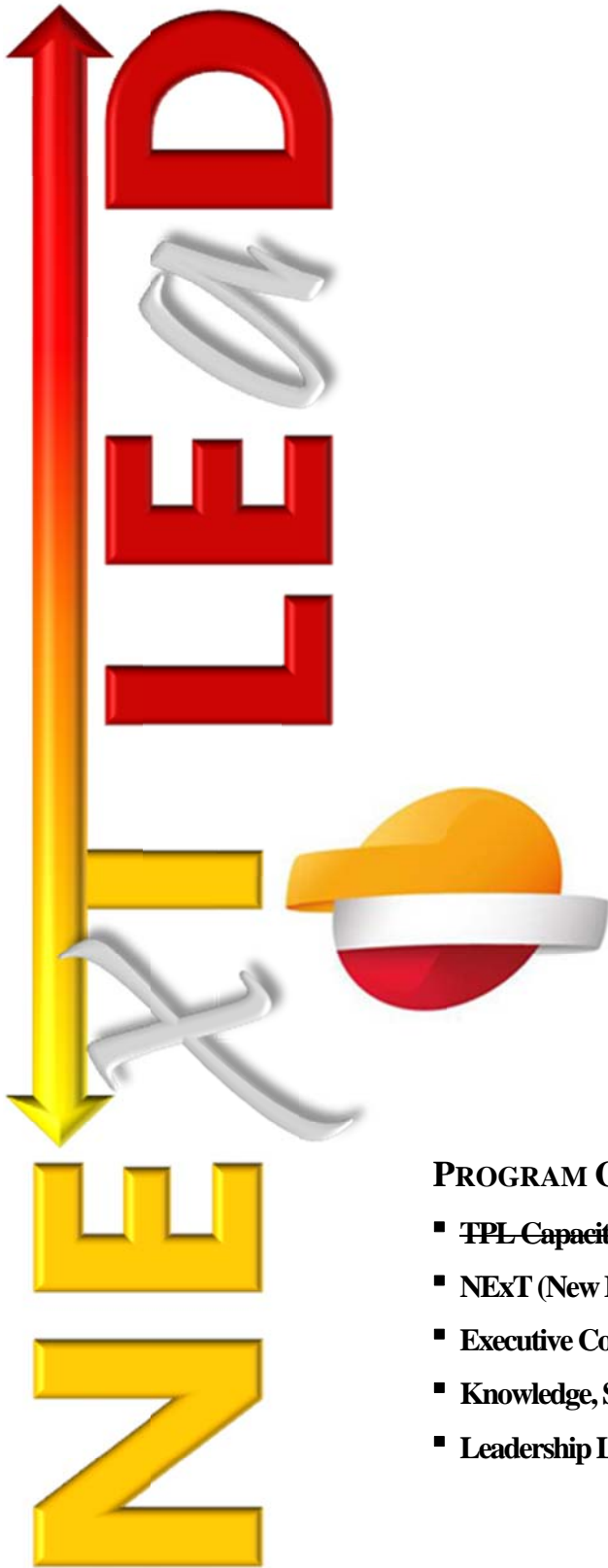
PROFESSIONAL DEVELOPMENT

PROGRAM GUIDE:

- ~~TPL Capacity Building Initiative~~
- NExT (New Executive Training)
- Executive Core Qualifications (ECQ's)
- Knowledge, Skills Abilities & Other Attributes (KSAO's)
- Leadership Level

NExT LeaD

Core Competency Builder

The NExT *My Plan* Competency Builder is an experiential competency development program that is continuously updated to adapt to the evolving challenges of career transition and leadership.

- My Plan Capacity Building
- NExT (New Executive Training)
- Executive Core Qualifications (ECQ's)
- Knowledge, Skills Abilities & Other Attributes (KSAO's)
- Leadership Level

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Atlantic LNG Technical and Operations Subcomittee Chairman since November 2012

March 2005 to April 2009:
Persian LNG Midstream Repsol Commercial Manager, based in Madrid until April 2005 and in Dubai from May 2006.

Joint Venture (NIOC-Shell-Repsol) Leader for Midstream Company Incorporation.Persian LNG.

Repsol Head for Midstream Commercial Agreements and Marketing Activities.

Acting Deputy Repsol Director for governance, technical and finance activities coordination, Midstream Economic Model and Integrated Economic Model Coordination.

March 2005 – July 2006: Negotiation and signature of Persian LNG Co Shareholders Agreement

September 2006 – June 2007: Resources Control Manager at Repsol Dubai (Planning, Controller, P&C and Finance)

July 2002 – February 2005: Middle East Market Development Manager, Madrid.
Repsol Head for Commercial and Marketing at Persian LNG Midstream Project, Project Framework Agreement Negotiation and Signature, Persian LNG Gas SPA and LNG SPA Negotiation

May 2004 – January 2005: Hazira Project, Deputy Director and Commercial Head, on negotiation with Shell for a partial acquisition of Hazira entities.

August 2003 – May 2004: Management of LNG SPA with Bahia de Bizkaia Electricidad (BBE): start up and supplies management, negotiation and back fill supply with Gas Natural.

August 2003: LNG Operations: ALNG 2/3 LNG SPA management during Train 3 start up.

February 2000 – June 2002: Bahia de Bizkaia (BBE & BBG) Project Governance Manager, Madrid.
BBE and BBG governance activities during EPC negotiation and construction phase.

February 2000 – June 2000: Negotiation and Signature of BBG EPC.

Repsol Regas Contract (ATR) with BBG negotiation and signature.
- Contract termination implementation.
- Repsol LNG SPA with BBE negotiation.

July 1997 – January 2000: Gas and Power Business Development Advisor, ASTRA CAPSA, Buenos Aires.

Filo Morado Power Plant Operating Agreement: Negotiation and signatur.

Eletricity and Gas Distribution, and Power Generation Assets Acquisitions. Gas Supply Agreement with Gas Atacama.

Pluspetrol Energy Governance

January 1996 – June 1997: Senior Planning Analyst, Repsol Derivados, Madrid.
Planning, Logistics and Purchases Budget. Paraffin wax production optimization through Lineal Programme (PIMS).

December 1990 – 1995: Junior Production Analyst / Production Analyst, Madrid.
Production Plan with own factories and Maquilas (Tolling Companies), coordination with Commercial Department and Products Supplier (Repsol refineries).

Work experience before Repsol: Empresarios Agrupados (Nuclear Power Plant Engineering Company)

December 1987 – July 1988: Intership at I&C Department.

Languages: Spanish and English, Intermediate level in French

Strengths
- People oriented manager
- Team motivator
- Easy adaptation to different cultural environments

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