Your Extraordinary Life

Communicating to Build Trust

Dissolve barriers and separation to create exceptional relationships

Course Workbook

This workbook supports understanding of content within this program

Presented by:

LIFEWORK SYSTEMS

Introduction to Emotional Intelligence

From Integro Leadership Institute

The role of the manager is changing. Self-managed teams and participative decision-making will result in a new, more effective model of being a leader.

The skills needed to create a productive, motivational workplace where employees will take responsibility for results and willingly do their best, have less to do with a manager's abilities or experience. They have more to do with *self-management* and *interpersonal skills*.

A manager who lacks *self-awareness* and *self-management* will tend to demonstrate:

- An inability to cope with stress
- Moodiness
- A tendency to react to feedback defensively
- A short fuse
- Blaming others for his or her reactions
- Punitive actions
- The assumption of negative intentions in others
- An attempt to control
- Actions that annoy, anger, hurt, discourage and deflate others
- Actions that mirror what has been done to them, what is quick but ineffective
- A focus on immediate gratification rather than long-range benefit

Since *self-awareness* and *self-management* are a prerequisite to effectively dealing with employees, this manager's relationships with others might well result in:

- A failure to invite or listen to ideas
- Being overly critical and insensitive
- A tendency to be aloof or arrogant
- Being manipulative rather than persuasive
- Being too firm or too permissive

It is easy to see a manager deficient in *emotional intelligence* could undermine attempts to get employees to give their best and take more responsibility for their results. The *emotionally intelligent* manager will:

- Deal with stressful situations in a calm and confident manner
- Accept feedback, admit mistakes and be optimistic about solving problems
- Build trust and be trustworthy
- Assume positive intentions
- Take responsibility for his or her part
- Keep long range goals in mind
- Look for positive ways to get his or her core needs met
- Be sensitive to the needs and feelings of employees
- Be comfortable letting employees take responsibility
- Learn ways to influence rather than control

Unfortunately, much of the education or training for managers has, until recently, ignored the importance of *emotional intelligence.*

Emotional Intelligence Competencies

From Integro Leadership Institute

"Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision or powerful ideas. But the reality is much more primal: Great work through the emotions.

No matter what managers set out to do…whether it's creating strategy, teamwork or mobilizing employees to action…their success depends on how they do it. Even if they get everything else just right, if managers fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should."

Adapted from Primal Leadership by Daniel Goleman, Richard Boyatzis and Annie McKee

In *Primal Leadership* the authors present a simple model for identifying the emotional competencies necessary for successful leadership.

1. Self-Awareness

Being aware of our own *emotions* and what *causes* them; realistic assessment of our own *strengths* and *limitations;* self-*confidence*

2. Self-Management

Emotional self-control; congruence; displaying honesty, integrity and behavioral adaptability; the drive to excel and the tendency to be optimistic rather than pessimistic

3. Social Awareness

Empathy…understanding others emotions; social interest in others… reading the social politics; service orientation and recognizing and meeting others needs

4. Relationship Management

Ability to influence and inspire; develops and encourages others; facilitates change; builds trust; collaborates with others.

5. Self-Esteem

Self-Esteem is choosing to accept yourself no matter what you become aware of in yourself

Does Emotional Intelligence Matter?

In the book *Primal Leadership,* the authors identify four basic competencies that an *emotionally intelligent* person would demonstrate. This exercise is to examine each of these four competencies and identifies the **Setbacks** of NOT being competent at the skill listed and the **Benefits** of BEING competent in each of the following four areas of emotional intelligence.

1. **Self-Awareness**

   Being aware of your emotional state, your preferences and your strengths and limitations

   Setbacks of NOT being competent at this   **Benefits** of being competent at this

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

2. **Self–Management**

   Managing your emotional state and behavioral responses

   Setbacks of NOT being competent at this   **Benefits** of being competent at this

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

3. Social Awareness

Being aware of how others feel and the impact their feelings have on their behavior…having empathy

Setbacks of NOT being competent at this

Benefits of being competent at this

_____

_____

_____

_____

_____

_____

4. Relationship Management

Having the ability to build trust with people and create productive relationships

Setbacks of NOT being competent at this

Benefits of being competent at this

_____

_____

_____

_____

_____

_____

Self-Management Competencies

"The ultimate act of personal responsibility may be in taking control of our own state of mind."

Daniel Goleman

Working with Emotional Intelligence managers who have developed competence in *Self-Management* will have:

- **Self-Awareness**
  o Show that they are aware of how their behavior affects others
  o Behave appropriately when experiencing potentially disruptive emotions
- **Personal Responsibility**
  o Accept personal responsibility for their behavior
  o Avoid taking responsibility from others by not playing autocratic roles
- **Optimism**
  o Demonstrate a positive outlook when working with others
  o Not allow problems or setbacks to deter them from achieving their goals

A key factor in determining whether a person can develop these competencies is the degree to which he or she feels in control of their own life…whether he or she is *"Other-Directed"* or *"Self-Directed".*

Skills of Emotional Intelligence

♦ Empathy	♦ Rapport	♦ Self-Management
♦ Self-Motivation	♦ Persistence	♦ Cooperation
♦ Persuasion	♦ Consensus Building	♦ Relationship Management
♦ Ability to read one's feelings	♦ Control one's impulses	♦ Calm oneself down
♦ Control one's response to anger	♦ Pays attention to others	♦ Maintain resolve and hope

Deficits in Emotional Intelligence Create

♦ Teamwork problems	♦ Work problems that ruin	♦ Poor health - Stress
♦ Sabotaged intellect	♦ Co-dependency	♦ Alienation

Risks in Employees

♦ Depression and Anxiety	♦ Eating disorders	♦ Harassment
♦ Aggressiveness	♦ Violence	♦ Substance abuse

People who Have Emotional Intelligence

♦ Excel in real life	♦ Have healthy intimacy	♦ Succeed in the workplace
♦ Exhibit altruism and compassion	♦ Are self-disciplined	♦ Demonstrate integrity/Character

Communication Realities

- You cannot *not* communicate
- Whenever contact is made, communication occurs
- Meanings are in people, not in words alone
- Meanings and feelings cannot be transferred by words alone
- Of all communications received, 70 to 90% are filtered or changed by the receiver

When *You* Do The Talking

Make sure when you *speak*, your words are:

Make sure when you *speak*, your words are:

- **Honest**
- **Caring**
- (Intended to create) **Harmony**
- **Useful** (the other person is *receptive*)

When *You* Do The Listening

Listen Effectively

⬇

Gain Understanding

⬇

Respond Appropriately

⬇

Communication Improves

⬇

More Support & Cooperation

⬇

Improved Morale

⬇

Increased Commitment

Focus on Opportunities

4 Reasons People Communicate

1. **Persuading**: to convince the person about an idea or course of action
2. **Informing**: to convey information and ideas to another person
3. **Self-Expressing**: to share personal feelings, values and experiences
4. **Pleasing**: to entertain, comfort or bring enjoyment to one or more people

5 Listening Styles

(There are no bad listeners, just inflexible ones)

What style is your strongest? Where does it serve you and where does it hurt you when listening to others? Which style would you benefit from practicing?

1. Appreciative 🟠

Focus

- To relax and enjoy the experience

Motivation

- To be entertained
- To be inspired
- To enjoy
- To find humor in the situation

Behavioral Indicators

- Pays attention to context and style
- Responds to color, sound, rhythm
- Finds the humor in the message
- Relaxes

2. Empathic 🔵

Focus

- To emotionally witness the sender

Motivation

- To provide an opportunity for someone to talk through feelings
- To accept message… no judgment
- To learn from others' experiences

Behavioral Indicators

- Lets sender know he or she cares
- Lets the sender do all the talking
- Shows interest
- Asks open-ended questions
- Remains relatively silent, not offering solutions immediately

3. Comprehensive ⬤

Focus
- To organize and make sense of info

Motivation
- To relate message to own experience
- To understand relationships among the ideas
- To determine the rationale
- To listen for the main idea

Behavioral Indicators
- Elaborates on what has been said
- Asks for clarification
- Brings up related issues
- Summarizes... explains in own words

4. Discerning ⬤

Focus
- To get complete information

Motivation
- To determine the main message
- To sort out the details
- To decide what's important
- To make sure nothing is missed

Behavioral Indicators
- Takes notes
- Asks for clarification
- Concentrates
- Eliminates distractions
- Repeats to confirm accuracy

5. Evaluative ⬤ ⬤

Focus
- To make a decision

Motivation
- To relate message to own beliefs
- To question senders motives
- To support message with facts
- To accept or reject the message

Behavioral Indicators
- Actively agrees or disagrees
- Responds selectively
- Expresses skepticism
- Gives the sender advice
- Quits listening

5 Listening Styles

(There are no bad listeners, just inflexible ones)

What style is your strongest? Where does it serve you and where does it hurt you when listening to others? Which style would you benefit from practicing?

4 Reasons We Speak

1. Persuade
2. Inform
3. Self Express
4. Please, inspire, comfort

5 Listening Styles

1. **Appreciative**: To relax and enjoy the experience 🔴
2. **Empathic**: To emotionally support the sender 🔵
3. **Comprehensive**: To organize and make sense of info 🟢
4. **Discerning**: To get complete information 🟡
5. **Evaluative**: To make a decision 🔴 🟡

Predominant Listening Style		Weakest Listening Style	
Reasons We Communicate	**Possible Strength**	**Possible Challenges**	**What Style Might Be Better and Why?**
Persuade			
Inform			
Self-Express			
Please, Inspire, Comfort/Entertain			

Strength: How might my predominant style **enhance** listening to this person?

Challenge 1: How might my predominant listening style **detract** from listening to this person?

Challenge 2: How might my weakest listening style **detract** from listening to this person?

What listening style might be better to flex to and why?

4 Qualities of Empathy

1. Taking the perspective of the other
2. Staying out of judgment
3. Recognizing emotions in others
4. Effectively communicating you recognize emotions in others

Thermometer Exercise

You may often think that just because you are doing your best to communicate, the messages you are sending are effective and respectful. For numerous reasons, you don't often want to take immediate notice or responsibility for what occurs in the moment. The best indicator to help you determine the quality of your communication and your ability to influence effectively is right in front of you. You don't have to invite or ask for feedback. It's always there in your results and in the face and behavior of the other person. It's in the responses you get from others that you can either choose to pay close attention to or ignore.

Some things to consider when you have asked for something and don't seem to gain the cooperation or the "accountable" agreement you want:

1. Have I asked directly for what I want?
2. Have I asked without putting undue pressure on this person using my emotions or by using comments designed to engender guilt or fear?
3. Am I making room for the other person to have another option and/or viewpoint?
4. Did I actually have a full agreement? Did this person make eye contact, and/or say yes without resistance?
5. If I'm speaking firmly, am I being respectful?
6. Am I willing to influence this person or do I just want to control?
7. What am I feeling?
8. Would it help for me to be vulnerable and share my feelings?
9. What does it appear that this person is feeling?
10. What do I see in their body language?
11. What is this person's body language saying to me?
12. If I don't take his or her response as a personal attack, what else might be going on?
13. What are the words this person is using in speaking to me?
14. What tone of voice am I using?
15. What tone of voice is this other person using?
16. Am I creating closeness or distance?
17. Am I moving closer to cooperation or further away?
18. How can I build trust?
19. Do I need to slow down and take a breath?
20. How am I judging this person right at this moment?
21. How can I shift my judgments to acceptance?
22. Do I believe he or she has an overall positive intention to be caring to himself/herself and me?
23. If I don't have cooperation and accountability, what can I change in my delivery?
24. If I tried anything different, what are just a few of the things I could do instead?
25. What can I do to encourage myself no matter what is happening rather than feel burdened and discouraged?
26. What would _____ (someone whom you admire) do with this type of person or in this type of situation?
27. How can I change the energy of this moment to one that is lighter and more relaxed?

Dialogue Tool (Based on works of Harville Hendrix and Helen LaKelly Hunt)

1.Mirroring   2.Validating   3.Empathizing

Mirroring has to do with what the word suggests. When one person talks, the other listens and mirrors (reflects) back the words and even the body posture, facial expression, and tone of voice.

To mirror might begin like this, "If I heard you correctly, you said..." or "What I hear you saying is..." Mirroring simply says that *what you said is important to me, and I have heard the* **content** *of your words, without judging you, blaming you, or finding solutions for you.* It's helpful to say, "Did I get it right?" and "Is there more?" It's also helpful that the person speaking try to give the content in as concise a manner as possible or break up the message into smaller pieces so the listener can mirror a reasonable amount of content at a time. As the listener, you can always put your hands into some signal (like time out) to pause the speaker when you get as much content as you feel capable of mirroring back.

Mirroring is the essential skill for people to learn, especially when there are charged issues. Many issues are solved with mirroring alone. Mirroring encourages the talker to continue since the *listener is hearing accurately the words that are spoken*. When the listener also mirrors the tone of voice and posture of the talker, he or she *feels safe and risks revealing what is inside.*

Validation is a process of letting your partner know you understand *the meaning (thought process, reasoning, rationale)* behind her/his words. To validate, you might say, "What you said makes sense to me," or "I can understand your point of view." It may mean that you, as the listener, have to stretch to understand the meaning, but it is worth doing and becomes an act of compassionate caring toward the other person. Make sure you back up your statement, sharing a little bit about how you understand that the speaker makes sense. Again, if you are not certain you are right, it helps to ask, "Did I get that right?" And, "Is there more?"

Validation is an advanced competency for effective relationships. T*o understand the message and its meaning <u>is not the same as to agree with the message or its meaning</u>*. Validation means to *setting aside one's own opinions while stretching to understand the meaning and private logic of the other person's message*. The result is reaching for the possibility of real individuation— respecting the free will and process in each person. Validation is about growing up and respecting that each person has his or her own unique, subjective reality (beliefs).

Empathy is the concept of understanding and acknowledging the *feelings* being expressed. It usually can be stated by saying, "I can imagine you are…" and filling in the feeling word. **Feelings are usually one word**: mad, sad, glad, afraid, ashamed, guilty, and versions of those emotions. *To empathize with the talker is to understand the feelings behind the words and meaning.*

One observation to be aware of is that many people respond with, "I feel that…" which means you are giving your opinion and ideas, not empathizing. The subtlety of empathy rests in the loving detachment from judgment, criticism, blame, self-pity, evaluation or "fixing" the other person. *To find a solution or to explain why or what you think they are feeling in this manner sends the message, "You are weak…I am superior"; "I know better than you and am telling you what's what."* Keep asking, "Did I get that right?" "Is there more?" until you are clear you have.

This dialogue is the core to a strong relationship. While it may seem simple, it is a skill that takes a lot of practice to really learn and make a habit. You may need a coach. It works, and it is worth learning.

Three parts compose this Dialogue:
1. **Mirroring** for the *content* of the verbal and non-verbal messages
2. **Validation** for the *meaning* of the messages
3. **Empathy** for the *feelings* underneath the message

The listener (or receiver) is giving the gift of full attention and listening without an agenda or reaction.

Dialogue Tool (Continued)

1.Mirroring   2.Validating   3.Empathizing
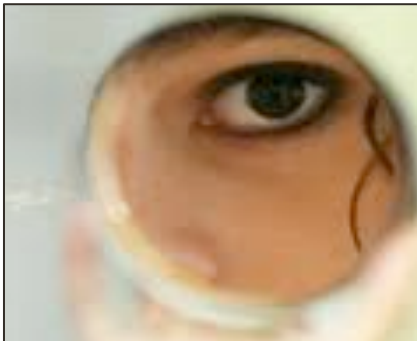
Mirroring   Validating   Empathizing

Dialogue Tool

1. **Mirroring** is about __content__ - "What I hear you **saying** is…" "Did I get it right?" "Is there more?"

2. **Validating** is about __logic__ - "I get it. You **think**…" "Did I get it right?" "Is there more?"

3. **Empathizing** is about __feelings__ (do not qualify or explain) - "I imagine you might be **feeling**…(e.g. mad, sad, glad, afraid)" "Did I get it right?" "Is there more?"

Restructuring Frustrations (Based on works of Harville Hendrix and Helen LaKelly Hunt)

Step 1: State specific __behavior__*(s)* you don't like.

"I don't like it when you… are late."

Step 2: State your overall __desire__ (unmet need and what you DO want).

"What I most want is… respect, caring, trustworthiness."

Step 3: State specific __behavior(s) changes__.

"What I want is…for you to call if you'll be late." **Are you willing?**

"What I want is…for you to arrive at the theatre in time for the previews." **Are you willing?**

Restructuring Frustrations

Objective: Educate each other about your deepest needs; replace criticisms and complaints about the other person with positively expressed requests for behavior changes; heal the other person by changing to meet his or her deepest needs; recover your essential wholeness by stretching to meet the other person's deepest needs. The very ways the other person needs you to stretch is what brings you to your own wholeness. **Behavior Change Request**: A positively phrased, very specific, measurable, doable behavior. Give enough info that there is no guessing or room for misinterpretation.

Exercise 1: **Stretching (out of your comfort zone; for the highest good)**

1. **Chronic Frustrations/Complaints -** List them (in column 1) concerning the other person. Complete the sentence; "I don't like it when…" (i.e. "…you drive too fast."…"you are always late." - Describe behaviors.)

   Example of **correct** way: " I don't like it when you *spend money outside of our budget*."

   Example of **incorrect** way: I don't like it when you are *impulsive* (even if you included "*in your spending*").

2. **Desires -** Identify one for each Frustration (the deep, unmet need that lies hidden behind each) and write down these desires (column 2) For example, **Frustration** - "I don't like it when you drive too fast." **Desire** - "I would like to feel safe and relaxed when you are driving." Phrase each of your desires *positively.* Write what you **do** want rather than what you **don't want**.

   Example of **correct** way: "I would like to feel safe and relaxed when you are driving."

   Example of **incorrect** way: "I don't want to feel scared when you drive."

   Think of each desire as an unmet need. Ask *why do I want this*? What is the *deeper need below the complaint*?

3. **Behavior Change Request -Describe very *specific* ways the other person can help satisfy that desire.**

   Example of **correct** way**: Frustration - "**I don't like it when you are frequently late for events."

   Desire - "I want you to be reliable about time."

   Behavior change request - "I want you to call me as soon as you know you are going to be more than 15 minutes late for any appointment or date we make."   "Are you willing?"

   When possible, quantify, how much, how long, how many, exactly when. There may be more than one for one desire. Record all the related change requests, writing each request on its own line. Remember to write what you *do* want rather than what you *don't* want.

4. **Repeat step 3 until you have translated all of your Desires into specific Behavior Change Requests.**

5. **Share this information** with the other person**,** either by exchanging lists and reading to yourself or reading them aloud to one another**.**

6. **Use mirroring and simple validation to clarify any desires or behavior change requests you do not understand,**

   Re-write any requests (if necessary), until each behavior is so clear, the other person completely gets it.

7. **Indicate how important each Behavior Change Request** is to you on a scale of 1 to 5 (in column 3) 1 = Very Important, 5 = Not so Important. Rank them all, even when several apply to the same desire.

8. I**ndicate on the other person's form how difficult each behavior change would be for you to make**. Exchange sheets and on the other person's list, in column 5, use the numbers to indicate; 1=Very Difficult, 5=Easy.

9. **Pick the easiest request to do, and grant it this week.** Remember, behavior changes are gifts. Grant them regardless of how you feel about the other person and regardless of how many changes the other

person is making. You are not obligated to grant them, but remember, each one you make will help *you* become whole and will help heal the other person's wounds. You may feel a lot of resistance, because the new choices are not familiar or comfortable. The more difficult the stretch, the more potential it contains for growth. This exercise is very difficult, but important in creating conscious relationships. Continue, over time, to grant at least one change per week until you have granted them all.

10. **Continue to translate Frustrations into Desires and then into specific Behavior Change Requests.** Add new desires and requests to your list as they occur. In column 3, indicate the importance, and be sure to share any new desires and requests with the other person.

11. **Acknowledge others appreciatively when they stretch and grant you one of your requests.**

Exercise 2: **Translating a Frustration into a Behavior Change Request**

This exercise is to help you learn how to verbally translate complaints or criticisms into a **Desire** and then a **Behavior Change Request**, so this becomes more automatic.

1. **Pick one of your Frustrations** with the other person

2. **Translate the Frustration** into a positive **Behavior Change Request** (BCR),

3. **Practice translating directly from a Frustration to a BCR.** (use blank diagrams below to practice all).

Restructuring Frustrations

1 Frustration *I don't like it when…*	2 Desire	3 Importance (to me) 1= Very 5=Not so	4 Behavior Change Request	5 Difficulty (to other) 1= Very 5=Not too
…you are always late	I want you to be more reliable about time.	1	When you are going to be more than 15 minutes late, I want you to call me. Are you willing?	3

Accountable Requests and Agreements

Accountable Requests

People are often uncomfortable stating clear requests. It's common to think or speak indirectly about behavior, even that which you don't like, and perhaps express feelings about it. Getting clear and direct about what you want and putting requests forth directly and specifically is critical, as is making certain an "accountable" agreement has been obtained.

A request is not a demand, complaint or opportunity to criticize. It is not even dependent upon an actual agreement, which in fact, could be withheld, despite an effective model for asking. Ideally, requests and responses should be reasonable, related and respectful.

Requests focus on what you or the other person may want. Requests should be negotiable whenever possible in terms of the manner in which it may be fulfilled. Requests should be based on what you want, not on what you pre-determine is possible or probable. That way requests are fully straightforward and honest.

Teaching people how to make direct requests, ask for what they want, and make "accountable" agreements is a very powerful practice. It can impact their autonomy and ability to say yes *and no* when faced with requests (e.g. kids can't say no to drugs if they don't have opportunities to ask for what they want and say yes or no).

Making a Request
What *I want* is...
Are you willing...?

Accountable Agreements

Giving a Response
### What you want is...
Is that right...?
My response is...

The following **Response to a Request** model will help you to model respectful and "accountable" responses to the requests of others.

When you work with people and make a request, make sure to watch for body language to make sure you have their attention and a response from all of them. It is crucial to offer an opportunity to discuss the discomfort and other options if they are not fully aligned with a commitment. An agreement is a very important and necessary step in responsibility, and a cooperative and understanding agreement in which each person has bought into the decision, is key. Whenever possible, allow for "no" as a response. We are often uncomfortable in the specific use of these phrases. We have childhood messages that:

- We are *selfish* or *bad* when we openly express "I want."
- We are emotionally uncomfortable, and we fear *rejection, punishment* and/or a "*no*."
- As kids, we were often *rejected* or *punished* for persisting in asking for agreement from adults who were uncomfortable about their own wants and needs or saying no.
- In time, we lack trust in ourselves to say *yes* or *no* honestly, so we fear others won't either. We take too much responsibility for *others* and not enough for *ourselves*.
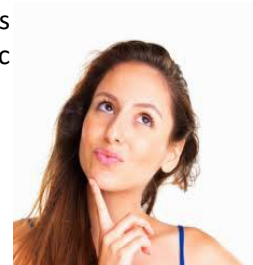
Encouragement Strategies

The Babemba Tribe

The next article, taken from a Peace Pilgrim Journal describes the Babemba tribe of southern Africa, whose social structure includes an elementary code for dealing with antisocial or delinquent behaviors, both of which are exceedingly rare. This code and their close community living make harshness unnecessary. These people practice the art of being helpful and harmless. If we apply their principles to our culture, the form might change drastically. But observe how you feel about their justice system. Ask yourself how the world might be if enough of us embraced the wisdom of the Babemba tribe.

"In the Babemba tribe, when a person acts irresponsible or unjustly, he or she is placed in the center of the village, alone, unfettered. All work ceases. The entire village gathers around the accused individual. Then each person of every age begins to talk out loud to the accused. One at a time, each person tells ALL THE GOOD THINGS the one in the center ever did in his or her lifetime.

Every incident, every experience that can be recalled with any detail and accuracy, is recounted. All positive attributes, good deeds, strengths, and acts of kindness are recited carefully and at length. No one is permitted to fabricate, exaggerate or be facetious about the accomplishments or positive aspects of the accused person.

The tribal ceremony often lasts several days, not ceasing until everyone is drained of every positive comment that can be mustered. At the end, the tribal circle is broken, a joyous celebration takes place, and the person is symbolically welcomed back into the tribe. Necessity for such ceremonies is rare."

Encouragement Flooding

Pick a person who needs encouragement, place him in the center of the circle and let everyone go around the circle taking turns saying encouraging words to this person.

Encouragement Feast

This exercise is designed to help practice ways to create an encouraging atmosphere and to stretch each person's comfort zone through listening and sharing.

1. Have groups of 3 – 5 or 6 form small circles

2. Have one person be chosen as "it".

3. Have the person to the right of him or her begin by saying "What I love (or appreciate) about you is..." or "What I want to thank you for is..." or "What I noticed you did well was..."

4. Each person goes around the circle and shares positive comments about the person; and then he or she ends the turn by saying, "What I love about me is..."

5. Once the first person is done, the person to the right is "it" until the whole group has had a turn.