

# Behavior Based Strategies to Improve Leadership

## Emotional Intelligence

### Plutchik, Ekman, Goleman Pyramid

#### Self-Regulation



Ability to control effects of emotion

#### Self - Motivation



Willingness and desire to do a good job.

#### Self-Awareness



Understand how to recognize your own motivations and their effect on your emotions.

Fear Less

Social Awareness

Joy

Self - Motivation

Social Skills

Self-Awareness

Self-Regulation

Joy



Happiness and Gratitude.

Social Skills



Open and honest communication without judgement.

Social Awareness



Understand the emotional needs and motivations of those around you.

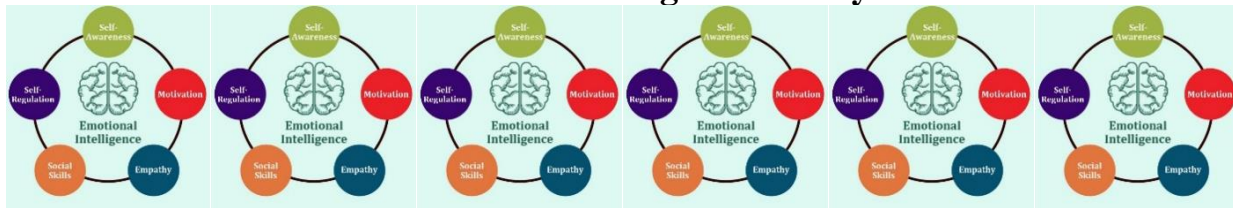
Fear



Do not let Fear hinder your success.

Written by: Sarah Travagline

## Emotional Intelligence Survey



In the space provided next to each of the following statements, please check or circle the number which best describes your agreement with the item, using the scale immediately below.

Male\_\_\_\_\_ Female\_\_\_\_\_

Age: 18-24    25-35    36-46    47-57    58-68    69 +

1 = Disagree Very Much      2 = Disagree Moderately      3 = Disagree Slightly  
4 = Agree Slightly          5 = Agree Moderately          6 = Agrees Very Much

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| 1.  | I use both negative and positive emotions as a source of wisdom about how to navigate my life.                | 1 | 2 | 3 | 4 | 5 | 6 |
| 2.  | Negative feelings help me to address what I need to change in my life.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 3.  | I am calm under pressure.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 4.  | I can monitor my feelings from moment to moment   | 1 | 2 | 3 | 4 | 5 | 6 |
| 5.  | When challenged, I am good at getting calm and focused to flow with life's demands.                           | 1 | 2 | 3 | 4 | 5 | 6 |
| 6.  | When challenged, I can summon a wide range of positive emotions such as fun, joy, fighting spirit, and humor. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7.  | I oversee how I feel.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 8.  | After something has upset me, I find it easy to regain my composure.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 9.  | I am effective at listening to other people's problems.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | I do not recycle and dwell on negative emotions.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | I am sensitive to the emotional needs of others.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | I have a calming influence on other people.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | I can motivate myself to try and try again in the face of setbacks.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | I try to be creative with life's challenges.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | I respond appropriately to other people's moods, motivations, and desires.                                    | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | I can easily enter a "zone" state, or a state characterized by calmness, alertness, and focus.                | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | When the time is right, I face my negative feelings and work through what the issue is.                       | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | I can soothe myself after an upsetting event.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. | Knowing my true feelings is crucial to my well-being.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. | I am good at understanding the emotions of other people, even when the emotions are not directly expressed.   | 1 | 2 | 3 | 4 | 5 | 6 |

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| 21. | I am adept at readings people's feelings by their facial expressions.         | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. | I can easily set negative feelings aside when called upon to perform.         | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. | I am aware of subtle social signals that indicate what others need.           | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. | People view me as an effective coach for others' emotions.                    | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. | People who are aware of their true feelings are better pilots of their lives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. | I am often able to improve the moods of others.                               | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. | I am a good person to come to for advice about handling relationships.        | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. | I am strongly attuned to others' feelings.                                    | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. | I help others use their motivations to achieve their personal goals.          | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. | I can easily shake off negative feelings.                                     | 1 | 2 | 3 | 4 | 5 | 6 |

For each Emotional Competency add your item numbers for your score

| Emotional Competency      | Item Numbers                | Your Score |
|---------------------------|-----------------------------|------------|
| Emotional Awareness       | Items: 1+2+4+17+19+25       |            |
| Managing One's Emotions   | Items: 3+7+8+10+18+30       |            |
| Self-Motivation           | Items: 5+6+13+14+16+22      |            |
| Empathy                   | Items: 9+11+20+21+23+28     |            |
| Coaching Others' Emotions | Items:<br>12+15+24+26+27+29 |            |

| Emotional Competency      | Define Strength | Needs Development | Some Development | Needs Substantial Development |
|---------------------------|-----------------|-------------------|------------------|-------------------------------|
| Emotional Awareness       | 31 or above     | 26-30             |                  | 25 or below                   |
| Managing One's Emotions   | 32 or above     | 27-31             |                  | 26 or below                   |
| Self-Motivation           | 31 or above     | 27-31             |                  | 26 or below                   |
| Empathy                   | 31 or above     | 27-30             |                  | 25 or below                   |
| Coaching Others' Emotions | 30 or above     | 25-29             |                  | 24 or below                   |

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# Chapter 1: Understanding Emotional Intelligence

## What is emotional intelligence?

### Assessing your emotional intelligence

Instructions: Read the definition of each competency and take notes on how you currently practice each one.

| Personal Competence<br>(Manage Ourselves)  | Social Competence<br>(Manage Relationships)   |
|--|---|
| <b>Self-Awareness</b><br><br><b>Knowledge of self</b><br><b>Accurate self-assessment</b><br><b>Self-confidence</b>   | <b>Awareness of Others</b><br><br><b>Empathy</b><br><b>Service orientation</b><br><b>Organizational acumen</b><br><b>Appreciating diversity</b>   |
| <b>Motivation</b>  |   |
| <b>Achievement drive</b><br><b>Commitment</b><br><b>Initiative</b><br><b>Optimism</b>  |   |
|  |   |
| <b>Self-Regulation</b><br><br><b>Emotional self-control</b><br><b>Conscientiousness</b><br><b>Trustworthiness</b><br><b>Adaptability</b><br><b>Initiative and Innovation</b> | <b>Building Relationships</b><br><br><b>Communication</b><br><b>Developing others</b><br><b>Facilitating team performance</b><br><b>Managing conflict</b><br><b>Building influence</b><br><b>Catalyzing change</b><br><b>Inspirational leadership</b> |

| <b><u>Competency</u></b>                           | <b><u>Definition</u></b>   | <b><u>Notes on Current Practice</u></b> |
|--|--|---|
| <b>Knowledge of self<br/>(Emotional awareness)</b> | <b>Knowing one's emotions, values, and personality, and recognizing their impact; using "gut instincts" to guide actions</b> |   |
| <b>Accurate self-assessment</b>                    | <b>Knowing one's strengths and limits</b>  |   |
| <b>Self-confidence</b>                             | <b>Strong sense of one's self-worth and capabilities</b>   |   |

| <b><u>Competency</u></b>         | <b><u>Definition</u></b>   | <b><u>Notes on Current Practice</u></b> |
|----------------------------------|--|---|
| <b>Emotional self-control</b>    | <b>Managing one's managing impulsive or distressing feelings so that they don't impact others negatively</b>   |   |
| <b>Integrity</b>                 | <b>Maintaining standards of honesty; speaking and acting in alignment with values; taking responsibility for personal performance; being trustworthy</b> |   |
| <b>Achievement drive</b>         | <b>Striving to meet a standard of excellence; having the ability to set and achieve goals; persistence and sustainability</b>                            |   |
| <b>Adaptability</b>              | <b>Flexibility in adapting to changing situations or overcoming obstacles; resilience</b>  |   |
| <b>Initiative and innovation</b> | <b>Being comfortable with novel Ideas, approaches, and new ideas</b>   |   |
| <b>Learning orientation</b>      | <b>Commitment to continual learning and improvement</b>  |   |
| <b>Empathy</b>                   | <b>Accurately sensing and understanding others' emotions; taking active interest in their needs and concerns</b>   |   |
| <b>Service orientation</b>       | <b>Anticipating and meeting the needs of others (followers, employees, and customers); contributing to the common good</b>                               |   |
| <b>Organizational acumen</b>     | <b>Reading the forces that shape the organization, including power, influence, values, and external pressures</b>  |   |
| <b>Appreciating diversity</b>    | <b>Valuing the contributions of a wide range of people; understanding the influences of various factors including race, gender, economic background,</b> |   |

| Competency                       | Definition  | Notes on Current Practice |
|----------------------------------|---|---------------------------|
| <b>Building Relationships</b>    |   |                           |
| Communication                    | <b>Hearing and listening to others;<br/>sending and receiving messages<br/>accurately</b>   |                           |
| Developing others                | <b>Sensing others' developmental<br/>needs; enhancing others' abilities<br/>through feedback and coaching</b>                       |                           |
| Facilitating team<br>performance | <b>Creating group synergy by pursuing<br/>collective goals through<br/>collaboration and cooperation</b>                            |                           |
| Managing conflict                | <b>Negotiating and resolving<br/>disagreements; facilitating others to<br/>move through conflict</b>                                |                           |
| Building influence               | <b>Identifying and nurturing<br/>instrumental relationships;<br/>effectively persuading others</b>                                  |                           |
| Catalyzing change                | <b>Initiating, designing, and<br/>facilitating change and new<br/>directions</b>  |                           |
| Inspiration leadership           | <b>Guiding and motivating others<br/>through a compelling vision;<br/>aligning the goals and<br/>strategies of the organization</b> |                           |



# Emotional intelligence at work

Assessing self and organization

Instructions: Rate the proficiency for each skill (low, medium, high) and the frequency (percent) at which it's practiced. Assess yourself and your organization.

| <u>Competency</u>        | <u>Self</u>          |                | <u>Organization</u>  |                | <u>Notes</u> |
|--------------------------|----------------------|----------------|----------------------|----------------|--------------|
|                          | Proficiency<br>L M H | Frequency<br>% | Proficiency<br>L M H | Frequency<br>% |              |
| Self-awareness           |                      |                |                      |                |              |
| Emotional awareness      |                      |                |                      |                |              |
| Accurate self-assessment |                      |                |                      |                |              |
| Self-confidence          |                      |                |                      |                |              |
| Self-regulation          |                      |                |                      |                |              |
| Self-Control             |                      |                |                      |                |              |
| Trustworthiness          |                      |                |                      |                |              |
| Conscientiousness        |                      |                |                      |                |              |
| Adaptability             |                      |                |                      |                |              |
| Innovation               |                      |                |                      |                |              |

| Competency        | Self Proficiency |   |   | Frequency % | Organization Proficiency |   |   | Frequency % | Notes |
|-------------------|------------------|---|---|-------------|--------------------------|---|---|-------------|-------|
|                   | L                | M | H |             | L                        | M | H |             |       |
| Motivation        |                  |   |   |             |                          |   |   |             |       |
| Achievement drive |                  |   |   |             |                          |   |   |             |       |
| Commitment        |                  |   |   |             |                          |   |   |             |       |
| Initiative        |                  |   |   |             |                          |   |   |             |       |
| Optimism          |                  |   |   |             |                          |   |   |             |       |

| Competency                  | Self                 |                | Organization         |                | Notes |
|-----------------------------|----------------------|----------------|----------------------|----------------|-------|
|                             | Proficiency<br>L M H | Frequency<br>% | Proficiency<br>L M H | Frequency<br>% |       |
| <b>Empathy</b>              |                      |                |                      |                |       |
| Understanding Others        |                      |                |                      |                |       |
| Developing Others           |                      |                |                      |                |       |
| Service Orientation         |                      |                |                      |                |       |
| Leveraging Diversity        |                      |                |                      |                |       |
| Political Awareness         |                      |                |                      |                |       |
| <b>Social Skills</b>        |                      |                |                      |                |       |
| Influence                   |                      |                |                      |                |       |
| Communication               |                      |                |                      |                |       |
| Conflict Management         |                      |                |                      |                |       |
| Leadership                  |                      |                |                      |                |       |
| Change catalyst             |                      |                |                      |                |       |
| Building bonds              |                      |                |                      |                |       |
| Collaboration & Cooperation |                      |                |                      |                |       |
| Team Capabilities           |                      |                |                      |                |       |

## **Chapter 2: Developing Self-Awareness**

### **Getting to know yourself**

#### **Identify your values**

Instructions: List your top 5 core values.

1.

2.

3.

4.

5.

#### **Mini life story**

Write down a brief review of your life story. Consider how you have been shaped by your family life, education, cultural heritage, major successes and failures, traumatic events, and your hopes and aspirations.

# Identify your skills

List and assess your skills in foundational areas like time management, communicating effectively, and setting and achieving goals.

Use the scale of 1 = need improvement, 2 = stays the same, and 3 = exceptional.

Jot down any notes for how you can improve in this area.

| Skills | Assessment 1 2 3 | Notes |
|--------|------------------|-------|
|        |                  |       |

List and assess the technical skills specific to your current job.

| Skills | Assessment 1 2 3 | Notes |
|--------|------------------|-------|
|        |                  |       |

# Identify your communication style

Assess your communication style on the continuum below.

| <u>Passive</u>   | <u>Assertive</u>   | <u>Aggressive</u>  |
|--|--|--|
| A pattern of not expressing my needs, wants, and opinions, and putting others before myself. | A pattern of clearly expressing my needs, wants, and opinions in ways that is considerate of others. | A pattern of forcefully expressing my needs, wants, and opinions in ways that violate the needs of others. |

Use the form below to assess how you organize and convey information to others.

These are some of the markers that differentiate cultural communication styles.

|  |   |
|--|---|
| <b>Linear</b><br>Message moves step by step, in linear way, toward the main point. "Getting to the point" is very important, and the point of the message is clearly stated. | <b>Circular</b><br>Message moves around the main point. Verbal and nonverbal information is assumed to convey meaning. Stating the point is seen as insulting the other person.                     |
| <b>Direct</b><br>Meaning is stated in a very direct manner and expressed precisely. Directness is equated with honesty and respect for the other person.                     | <b>Indirect</b><br>Meaning is conveyed by subtle means such as nonverbal cues, stories, and implication. Indirectness is considered respectful of the other person.                                 |
| <b>Low Context</b><br>The context of the communication is not assumed to be known. Meaning is explained clearly and unambiguously. Meaning must be expressed precisely.      | <b>High Context</b><br>The context for communication is assumed to be known. Hence it is unnecessary, even insulting, to explain things and state meaning precisely. Meaning is taken from context. |

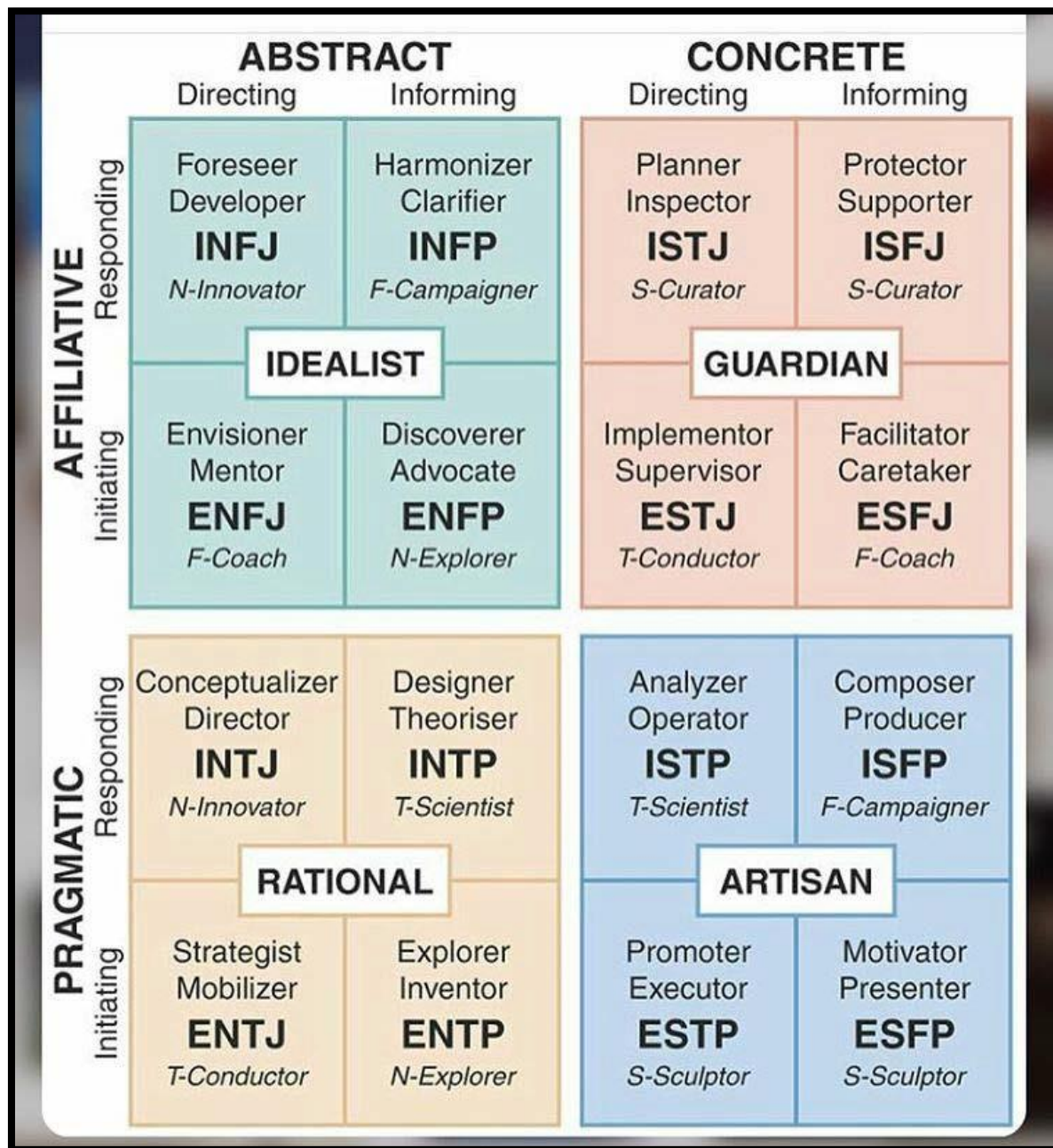
# Identify your personality or temperament

Complete the Myers-Briggs Type Indicator assessment at:

[www.mbticomplete.com](http://www.mbticomplete.com) or the Keirsey Temperament Sorter (KTS) at

<http://www.keirsey.com>.

Identify your 4- letter code:



# Identify your workstyle

Complete the Disc Work Profile at <http://www.everythingdisc.com/>

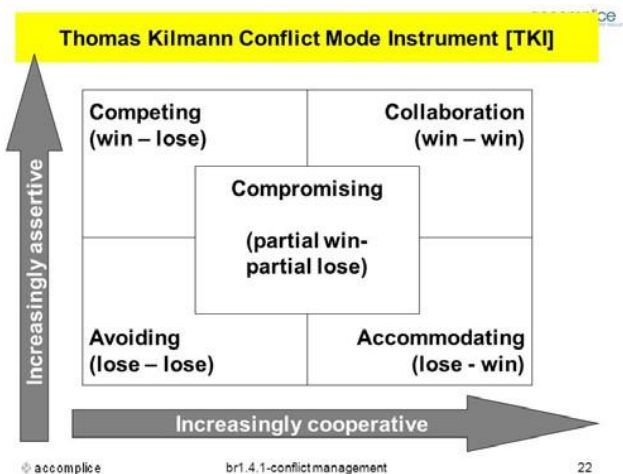
## Dominance Influence Steadiness Conscientiousness



# Identify your conflict style

Complete the Thomas-Kilmann Conflict Style at <https://www.cpp.com/products/tki/index.aspx>.

## Avoiding Accommodating Compromising Competing Collaborating

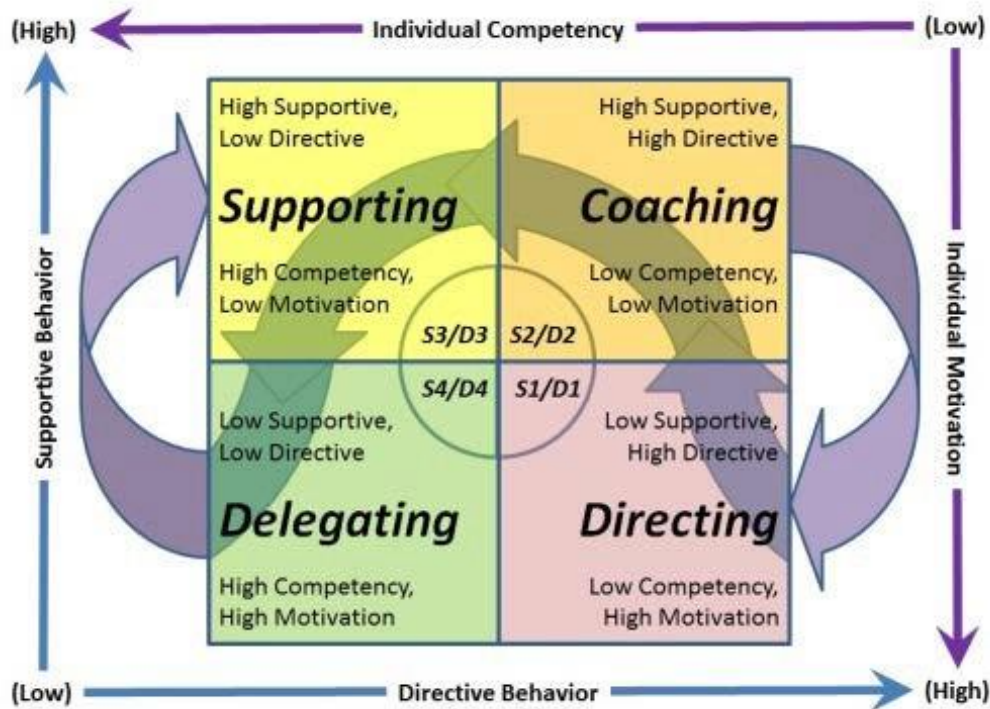




# Identify your leadership style

Take the Situational Leadership II at [www.kenblanchard.com](http://www.kenblanchard.com).

Directing ➡ Coaching ➡ Supporting ➡ Delegating



Take the Leadership Practices Inventory (LPI) at [www.TheLeadershipChallenge.com](http://www.TheLeadershipChallenge.com).

|                         |  |
|-------------------------|--|
| Model the Way           | <ul style="list-style-type: none"> <li>Clarify Values</li> <li>Set the Example</li> </ul>                            |
| Inspire a Shared Vision | <ul style="list-style-type: none"> <li>Envision the Future</li> <li>Enlist Others</li> </ul>                         |
| Challenge the Process   | <ul style="list-style-type: none"> <li>Search for Opportunities</li> <li>Experiment and Take Risks</li> </ul>        |
| Enable Others to Act    | <ul style="list-style-type: none"> <li>Foster Collaboration</li> <li>Strengthen Others</li> </ul>                    |
| Encourage the Heart     | <ul style="list-style-type: none"> <li>Recognize Contributions</li> <li>Celebrate the Value and Victories</li> </ul> |

# Understanding feelings

Download the “Feelings Inventory” page from  
[http://www.cnvc.org/sites/cnvc.org/files/feelings\\_inventory.pdf](http://www.cnvc.org/sites/cnvc.org/files/feelings_inventory.pdf).

Use it to identify your feelings. Using this chart, mark down brief notes about what you are feeling and why.

|           | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------|--------|---------|-----------|----------|--------|----------|--------|
| Morning   |        |         |           |          |        |          |        |
| Midday    |        |         |           |          |        |          |        |
| Afternoon |        |         |           |          |        |          |        |
| Evening   |        |         |           |          |        |          |        |

# Understanding Feelings

Looking over the week, what do you notice?

Are there any patterns that you see?

Are you experiencing the full spectrum of emotions (i.e. across the range of categories on the handout)? Why or why not?

How can you build more opportunities for feeling your feelings, such as setting a time each day to sit quietly or to go for a walk?

Which feelings are you most comfortable allowing yourself to truly feel?

Which feelings are the most uncomfortable? What do you typically do to distract yourself from those feelings (e.g. eat, watch TV, clean, work, etc.)?

What support can you seek for working with your more challenging feelings (such as a therapist or coach)?

Explore the appropriateness of how you express different feelings. Are there any changes you would like to make? How can you develop new patterns for expressing your feelings?

# Chapter 4: Building Awareness of Others

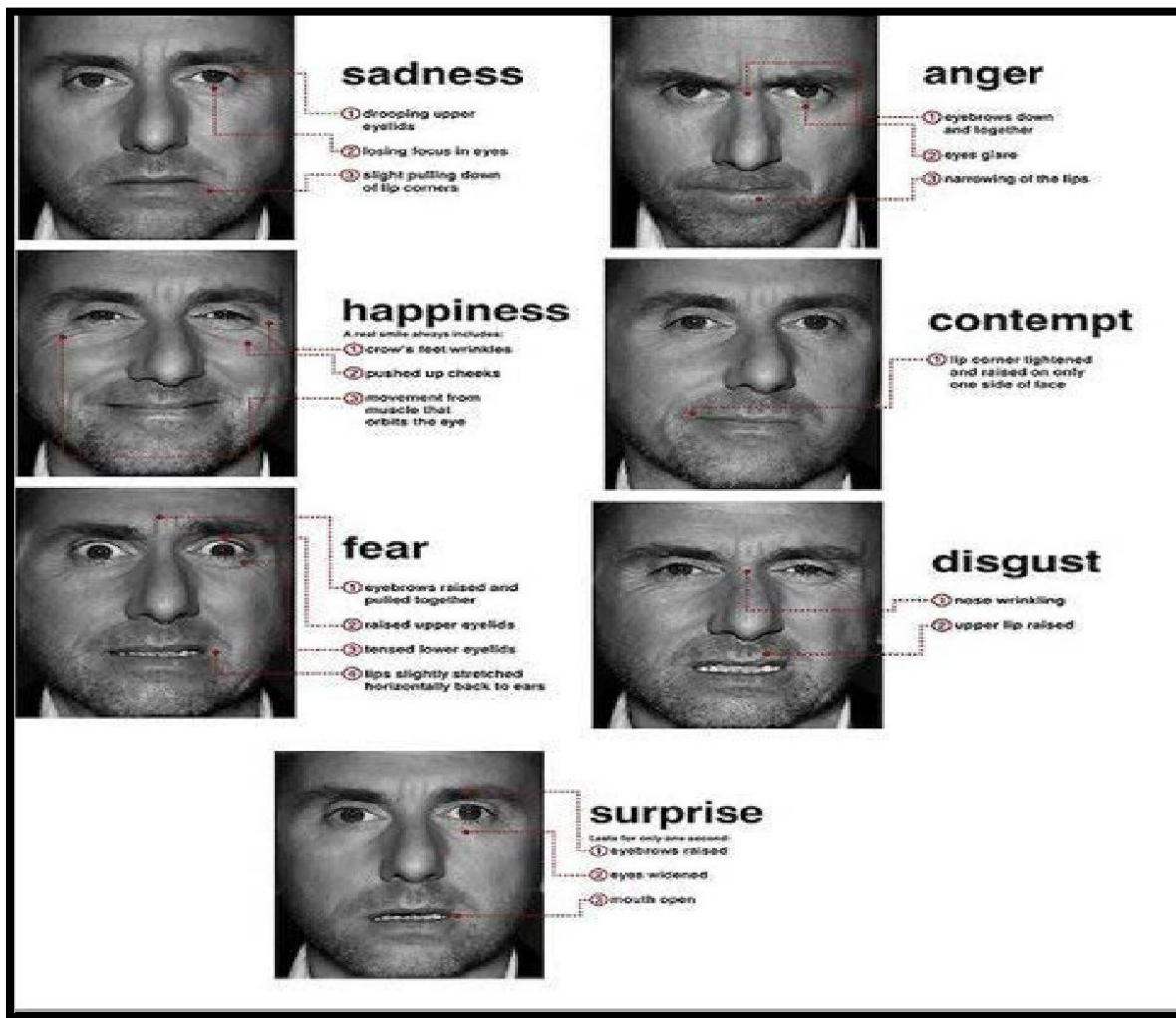
## Developing empathy

### Reading emotions

The Greater Good Science Center at the University of California at Berkeley has a great online quiz to help you read the emotions of others.

[http://greatergood.berkeley.edu/ei\\_quiz/](http://greatergood.berkeley.edu/ei_quiz/)

It will show you how to read the key zones of the face (eyes, nose, mouth, head tilt) to correctly read and identify emotions in others.



# Listen to the vocal cues to understand emotions

Vocal cues = Consider how the following vocal cues affect the meaning of a person's communication:

Intensity = volume or loudness

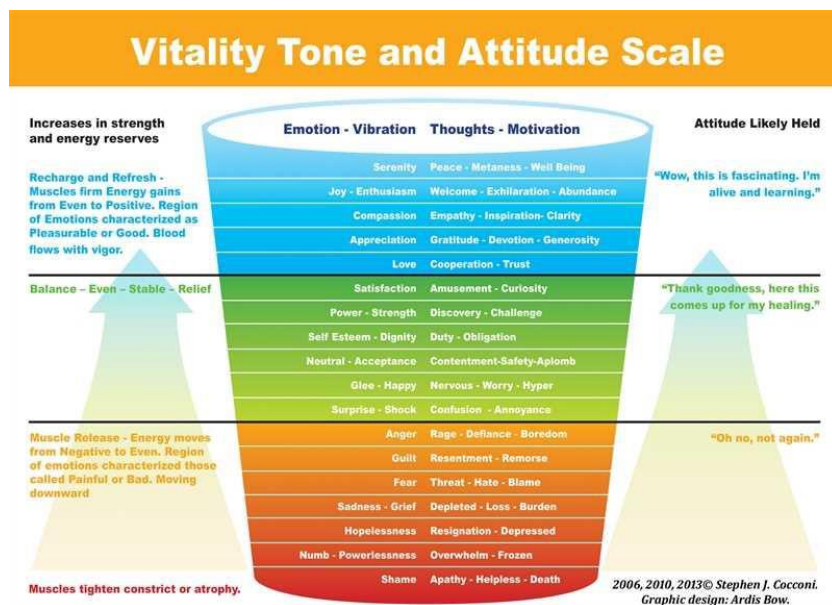
Pitch = how high or low the sound equates to the frequency on a musical scale.

Intonation = how our voice rises and falls with certain words or meanings

Pace = rate of talking or the speed

Enunciation = how clearly syllables are spoken or articulated

Silence = non-vocal aspects like pauses, sighs, and gasps

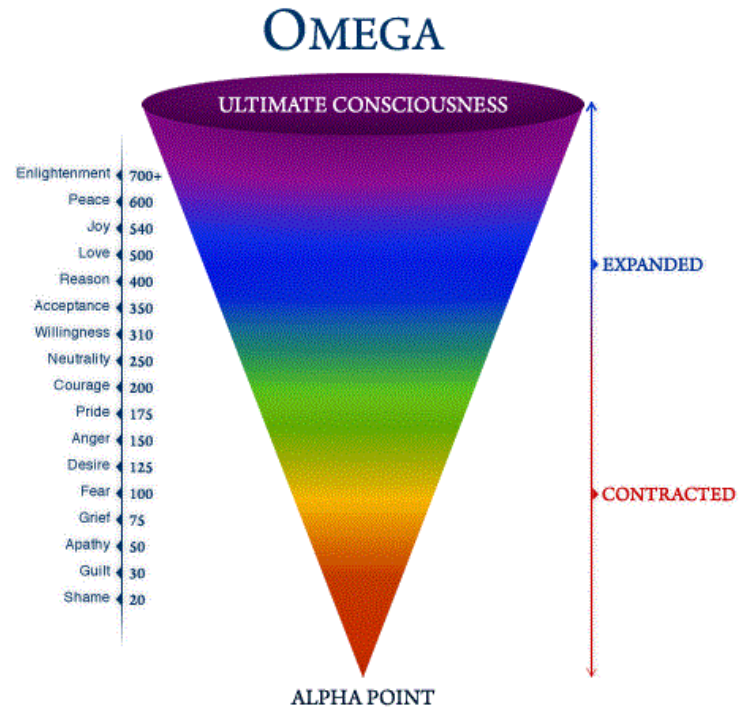






# Positive and Negative Emotions and Frequencies

|                                  | Level         | Scale<br>(Log of) | Emotion         | Process            | Life-View           |
|----------------------------------|---------------|-------------------|-----------------|--------------------|---------------------|
| <b>P<br/>O<br/>W<br/>E<br/>R</b> | Enlightenment | 700-1,000         | Ineffable       | Pure Consciousness | Is                  |
|                                  | Peace         | 600               | Bliss           | Illumination       | Perfect             |
|                                  | Joy           | 540               | Serenity        | Transfiguration    | Complete            |
|                                  | Love          | 500               | Reverence       | Revelation         | Benign              |
|                                  | Reason        | 400               | Understanding   | Abstraction        | Meaningful          |
|                                  | Acceptance    | 350               | Forgiveness     | Transcendence      | Harmonious          |
|                                  | Willingness   | 310               | Optimism        | Intention          | Hopeful             |
|                                  | Neutrality    | 250               | Trust           | Release            | Satisfactory        |
|                                  | Courage       | 200               | Affirmation     | Empowerment        | Feasible            |
| <b>F<br/>O<br/>R<br/>C<br/>E</b> | Pride         | 175               | Dignity (Scorn) | Inflation          | Demanding           |
|                                  | Anger         | 150               | Hate            | Aggression         | Antagonistic        |
|                                  | Desire        | 125               | Craving         | Enslavement        | Disappointing       |
|                                  | Fear          | 100               | Anxiety         | Withdrawal         | Frightening         |
|                                  | Grief         | 75                | Regret          | Despondency        | Tragic              |
|                                  | Apathy        | 50                | Despire         | Abdication         | Hopeless            |
|                                  | Guilt         | 30                | Blame           | Destruction        | Condemnation (Evil) |
|                                  | Shame         | 20                | Humiliation     | Elimination        | Miserable           |



## COLOUR & SOUND SUPER TUNING FREQUENCIES

|  |   |                   |                 |   |                     |
|--|---|-------------------|-----------------|---|---------------------|
| Immune System                              | Detoxification                              | Inspiration       | Light &         | Relaxation &                                  | Communication       |
| DNA Activation                             | Lymphatic Syst.                             |                   | Luminosity      | Stress Relief                                 |                     |
| Earth Day<br>194.18Hz                      | Synodic Moon<br>210.42Hz                    | Venus<br>221.23Hz | Sun<br>126.22Hz | Earth Year<br>136.10Hz                        | Mercury<br>141.27Hz |
| 388.36Hz                                   | 420.84Hz                                    | 442.46Hz          | 252.44Hz        | 272.20Hz                                      | 282.54Hz            |
| 776.72Hz                                   | 841.68Hz                                    | 884.92Hz          | 504.88Hz        | 544.40Hz                                      | 565.08Hz            |
| 1553.44Hz                                  | 1683.36Hz                                   | 1769.84Hz         | 1009.76Hz       | 1088.80Hz                                     | 1130.16Hz           |
| Chakra 1                                   | Chakra 2                                    | Chakra 3          | Chakra 4        | Chakra 5                                      | Chakra 6            |
| Reproduction<br>Bones, Cells<br>metabolism | Adrenal Gland,<br>Digestive org.,<br>Kidney | Pancreas          | Thymus          | Heart, Lungs<br>Thyroid Gland,<br>Circulation | Pituitary Gland     |

# Developing empathy

Ask yourself these questions?

How can I listen more attentively to people's words and assess their non-verbal cues?

How can I become more attuned to the moods of others? How can I better understand what motivates other people?

When someone has a different background or experience, how can I learn more about their views, needs and concerns?

In what ways can I become more sensitive to others' needs?

| Who?   | What?  | Where?   |
|--|--|--|
| <ol style="list-style-type: none"><li>1. Who does it?</li><li>2. Who is doing it?</li><li>3. Who should be doing it?</li><li>4. Who else can do it?</li><li>5. Who else should do it?</li><li>6. Who is doing 3-Mus?</li></ol>                                 | <ol style="list-style-type: none"><li>1. What to do?</li><li>2. What is being done?</li><li>3. What should be done?</li><li>4. What else can be done?</li><li>5. What else should be done?</li><li>6. What 3-Mus are being done?</li></ol> | <ol style="list-style-type: none"><li>1. Where to do it?</li><li>2. Where is it done?</li><li>3. Where should it be done?</li><li>4. Where else can it be done?</li><li>5. Where else should it be done?</li><li>6. Where are 3-Mus being done?</li></ol>                  |
| When?  | Why?   | How?   |
| <ol style="list-style-type: none"><li>1. When to do it?</li><li>2. When is it done?</li><li>3. When should it be done?</li><li>4. What other time can it be done?</li><li>5. What other time should it be done?</li><li>6. Are there any time 3-Mus?</li></ol> | <ol style="list-style-type: none"><li>1. Why does he do it?</li><li>2. Why do it?</li><li>3. Why do it there?</li><li>4. Why do it then?</li><li>5. Why do it that way?</li><li>6. Are there 3-Mus in the way of thinking?</li></ol>       | <ol style="list-style-type: none"><li>1. How to do it?</li><li>2. How is it done?</li><li>3. How should it be done?</li><li>4. Can this method be used in other areas?</li><li>5. Is there any other way to do it?</li><li>6. Are there any 3-Mus in the method?</li></ol> |



# Chapter 5: Building Relationships

## Facilitating team performance

Instructions: Using Tuckman's Model, reflect on either the development of a past group or identify which stage your group or team is currently in.

| Stage 1: Forming                                | Stage 2: Storming                                    | Stage 3: Norming                                      | Stage 4: Performing                               | Stage 5: Adjourning                              |
|---|--|---|---|--|
| <b>Objective:</b><br>Learn and get acquainted.  | <b>Objective:</b><br>Sort out differences.           | <b>Objective:</b><br>Become cohesive.                 | <b>Objective:</b><br>Grow and improve.            | <b>Objective:</b><br>Make meaning of experience. |
| <b>Task:</b><br>Learn about the task and rules. | <b>Task:</b><br>Organize goals and ideas.            | <b>Task:</b><br>Contribute to groups' goals.          | <b>Task:</b><br>Focus on high achievement.        | <b>Task:</b><br>Task wraps up and ends.          |
| <b>Relationships:</b><br>Getting acquainted.    | <b>Relationship:</b><br>Testing limits and conflict. | <b>Relationships:</b><br>Building deeper connections. | <b>Relationships:</b><br>Working collaboratively. | <b>Relationships:</b><br>Celebrating successes.  |
| <b>Notes:</b>                                   | <b>Notes:</b>  | <b>Notes:</b>   | <b>Notes:</b>                                     | <b>Notes:</b>                                    |

# **Recommended Resources and References for Behavioral strategies to improve Emotional Intelligence to be a more effective leader and person.**

## **Books:**

Leading with Emotional Intelligence by Redlan Nadler

Working with Emotional Intelligence by Daniel Goleman

Social Intelligence by Daniel Goleman

The Emotionally Intelligent Manager by Caruso and Salovey

Emotions Revealed by Paul Ekman

Unmasking the Face by Paul Ekman and Wallace V. Friesen

Resonant Leadership by Boyatzis and McKee

Quiet Leadership by David Rock

Daring Greatly by Brené Brown

Intuition at Work by Gary Klein

Super Brain by Rudolph E. Tanzi and Deepak Chopra

Good to Great by Jim Collins

The Power of Habit by Charles Duhigg

Leading at a Higher Level by Ken Blanchard

The Leadership Challenge by Kouzes and Posner

StrengthsFinder 2.0 by Tom Rath (includes online assessment)

Drive and A Whole New Mind by Dan Pink

Privilege, Power and Difference by Allan Johnson

Purpose Driven Life by Rick Warren

# Assessments:

Myers Brigg Type Indicator (MBTI) at [www.mbticomplete.com](http://www.mbticomplete.com)

Keirsey Temperament Sorter (KTS) at <http://www.keirsey.com>

DiSC Work Profile at <http://www.everythingdisc.com/>

Thomas-Kilmann Type Indicator (TKI) at <https://www.cpp.com/products/tki/index.aspx>

Leadership Practices Inventory (LPI) at [www.theleadershipchallenge.com](http://www.theleadershipchallenge.com)

Change Style Indicator (CSI) at <https://www.discoverylearning.com/c-6-individual-assessments.aspx>

## **Films:**

Greater Good Science Center at UC Berkeley <http://greatergood.berkeley.edu/topic/empathy>

Daniel Goleman <http://danielgoleman.info/topics/emotional-intelligence/>

## **Internet:**

<https://bombardsbodylanguage.com/>

<https://paulekman.com/>

<https://danielgoleman.info>