THE EMOTIONALLY INTELLIGENT LEADER PROGRAM WORKBOOK

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1 January 2020
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ABOUT GENOS

We help professionals improve emotional intelligence in order to enhance their impact, influence, and resilience. To learn more about our unique approach, and the improvements we are generating in terms of productivity, profitability, and customer loyalty, visit our website:

www.genosinternational.com

ABOUT THIS PROGRAM

Leadership is fundamentally about facilitating high performance, thereby motivating others to do things effectively and efficiently. Emotional intelligence is a key attribute that helps leaders achieve this function. There is a wealth of literature detailing the impact emotion has on individuals' performance. This research has shown, for example, that people perform their best at work when they feel involved in purposeful work that develops who they are, and when they feel valued, cared for, consulted, respected, informed and understood. This research has also shown that people often perform their worst when they feel unproductive feelings, such as feeling overly worried, frustrated, concerned, stressed, inadequate and fearful.

During this program, you will improve your understanding of emotions and emotional intelligence. You will also explore and practise tools and techniques for applying emotional intelligence in leadership, and creating high performance in others on that basis.

IN THIS PROGRAM WE WILL:

o   explore the neuroscience of emotions and emotional intelligence,

o   examine tools and techniques for effectively asking for, and responding to, feedback,

o   explore techniques for developing self and other awareness,

o   examine how we can use reactive and proactive techniques to build our resilience and effectively manage strong emotions, and

o   explore an approach for facilitating engagement discussions with staff members.

GETTING THE MOST OUT OF THIS PROGRAM

To achieve the most out of this program, participate openly and freely, be respectful of others' opinions and feelings, and be open to the new ideas and concepts being explored. After the program, practise applying the tools, techniques and concepts as quickly and as often as possible in your workplace. We hope you find the program an enjoyable and valuable experience.

THE 24-HOUR EMOTIONS ACTIVITY

In the space below, write down as many feelings you can recall experiencing during the last 24 hours.	Using the feelings words list prompt, write down as many feelings you can recall experiencing during the last 24 hours.
Total number recalled:	Total number recalled:
Total number productive:	
Total number unproductive:	

Reflecting on your responses to the 24-hour emotions activity, how emotionally aware would you say you have been during this time?

Was the ratio of positive to negative emotional experiences over the last 24 hours typical?

What might the average ratio of positive to negative emotional experiences be across your team? What outcomes could this ratio be causing?

THE SCIENCE OF EMOTIONS

Neuroscience, the study of the biological mechanisms of the brain, has shown that whenever an event around us occurs (such as the way someone is talking to us in a meeting), the first thing that happens is our so-called Emotional Brain, which involves structures such as the amygdala, tags that event as either a reward or a threat; or friend or foe. The job of the Emotional Brain is to make very quick, unconscious determinations about whether something or someone is safe or not. The tag, which is in fact an emotion, is communicated to the so-called Thinking Brain, which involves structures such as the prefrontal cortex. The prefrontal cortex is involved in helping us determine good from bad and better from best. It helps us anticipate behaviour and determine the best behavioural response to make to events.
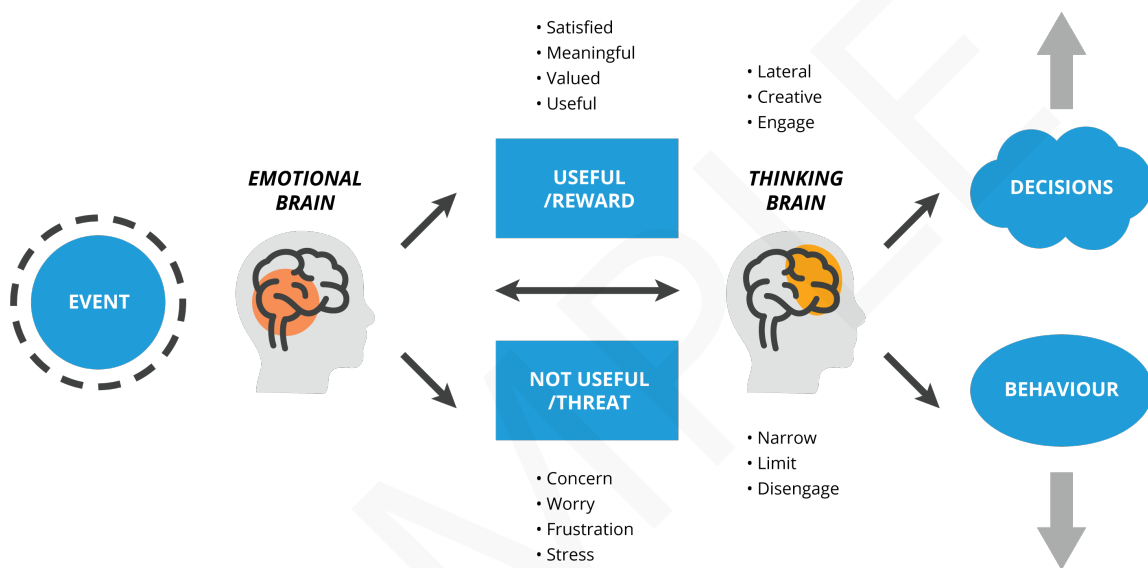
Neuroscience has also shown us that positive emotions tend to enhance the functioning of our prefrontal cortex having, what social psychologist Barbara Fredrickson termed, a "broaden and build" effect. That is, positive emotions help us think more openly, creatively and laterally. With positive emotions we tend to be more open to new ideas. We also tend to think more deeply about issues and see more options. Positive emotions also increase dopamine levels, which are important for interest in things and learning. Conversely, negative emotions limit the functioning of our prefrontal cortex, narrowing our thinking and limiting our interpretation of events. Negative emotions tend to diminish our cognitive resources. Thus, we can become biased in our views, lose our capacity to objectively evaluate situations and conceptualise our best responses to them. You may have experienced this in a verbal conflict with someone where you felt threatened and thought about all the best or "smartest" things to say once you'd walked away from it.

While the effects of emotions are obvious when we are <u>consciously</u> experiencing them (e.g., we do our best thinking when we feel relaxed and commonly do things we later regret when angry), emotions are constantly and powerfully affecting our decisions, behaviour and performance <u>unconsciously</u> as well. As previously stated, the job of the Emotional Brain is to make very quick, unconscious determinations about whether something or someone is safe or not. **This automatic, unconscious decision-making is what psychologist Joseph LeDoux calls our "danger detector"**. We are, in fact, hard-wired to evaluate the world and make unconscious decisions about events and the people in them, based upon what feels safe, likable, valuable, comfortable, meaningful, just, correct, and so on.
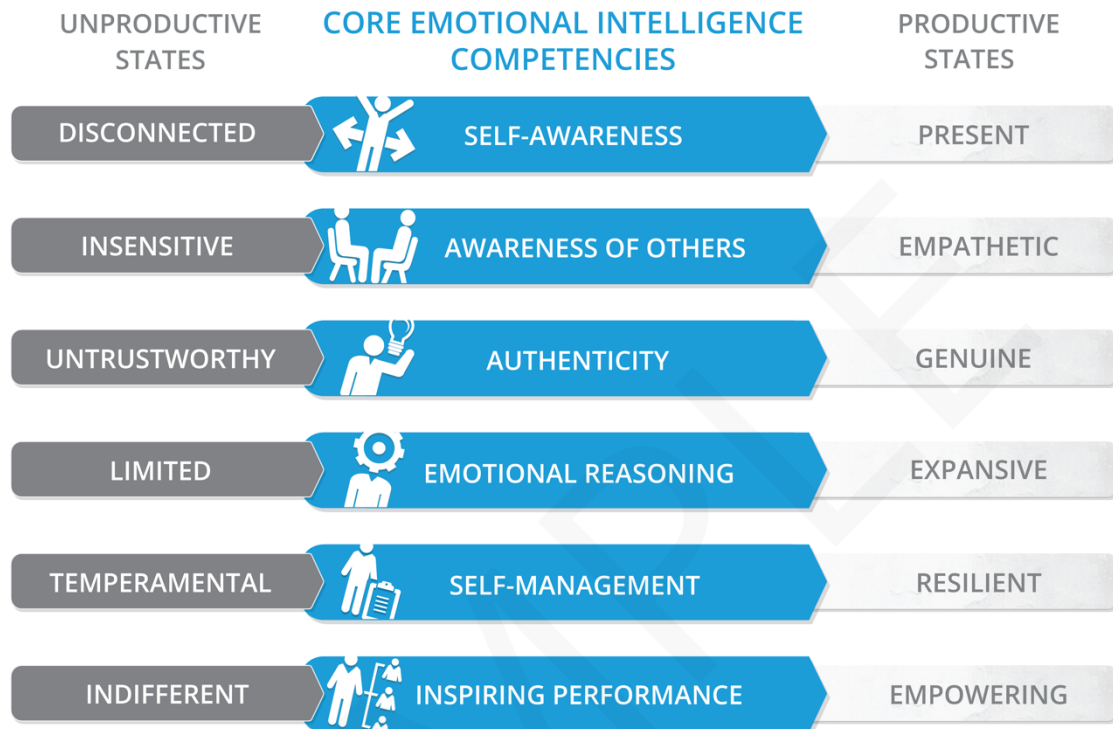
This process is very important, particularly from a survival point of view. It's the reason the axiom "it's better to be safe than sorry," came into being. However, in the modern workplace, it can also cause us to think and behave in ways that are counterproductive to our performance and relationships. Consider how differently you think, behave, and interact with others at work when you feel overly stressed or worried, juxtaposed to when you feel relaxed and happy.

EMOTIONS, DECISIONS, BEHAVIOUR AND PERFORMANCE

EFFECTS OF NEGATIVE EMOTIONS	EFFECTS OF POSITIVE EMOTIONS
o Narrow our thinking	o More rational creative problem solving
o Limit our interpretation of events	o More open to new ideas
o Reduce linear conscious processing	o More willing to try difficult things and develop new solutions
o Cause reactionary behaviour (fight or flight)	
o Shrink from opportunities	o Cause engagement behaviour (interest and input)
o Demonstrate disengagement behaviours	
o More easily triggered	o Take more risks
o More lasting effects	o Cause us to think more deeply about issues
o Reduce performance	o See more options
	o Increase dopamine levels, which are important for interest and learning

EMOTIONALLY INTELLIGENT LEADERSHIP

So what does emotional intelligence look like when applied to leadership? Emotionally intelligent leadership competencies reflect what leaders do with their emotional intelligence in the leadership of people. The Genos model of emotionally intelligent leadership competencies is shown below.

UNPRODUCTIVE STATES	CORE EMOTIONAL INTELLIGENCE COMPETENCIES	PRODUCTIVE STATES
DISCONNECTED	SELF-AWARENESS	PRESENT
INSENSITIVE	AWARENESS OF OTHERS	EMPATHETIC
UNTRUSTWORTHY	AUTHENTICITY	GENUINE
LIMITED	EMOTIONAL REASONING	EXPANSIVE
TEMPERAMENTAL	SELF-MANAGEMENT	RESILIENT
INDIFFERENT	INSPIRING PERFORMANCE	EMPOWERING

The competencies, in blue on the model above, help leaders "be" the productive being states on the right side of the model, as opposed to the unproductive being states, that we can all be at times, on the left side of the model.

SELF-AWARENESS = THE AWARE LEADER

Self-awareness is about being aware of the behaviour you demonstrate, your strengths and limitations, and the impact you have on others. Leaders high in this skill are often said to be **present** rather than **disconnected** with who they are.

Self-awareness is important in leadership because of the following:

o   A leader's behaviour can positively or negatively impact the performance and engagement of colleagues.

o   Leaders need to know their strengths and limitations so as to continuously improve and maintain success.

o   A leader's interpretation of events at work is both made by, and limited by, their intelligence, personality, values, and beliefs. To objectively evaluate events, leaders must know how they interpret the world and how this can help or limit them.

AWARE LEADERS:

o   understand the impact their behaviour has on others,

o   are aware of their strengths and limitations,

o   ask others for feedback on their leadership,

o   respond effectively to feedback provided to them,

o   are consistent in what they say and do,

o   behave in a way that is consistent with how they expect others to behave, and

o   demonstrate awareness of their mood and emotions.

AWARENESS OF OTHERS = THE EMPATHETIC LEADER

Awareness of others is about noticing and acknowledging others, ensuring others feel valued, and adjusting your leadership style to best fit with others. Leaders high in this skill are often described as **empathetic** rather than **insensitive** to others and their feelings.

Awareness of others is important in leadership because of the following:

o   Leadership is fundamentally about facilitating performance, and the way others feel is directly linked to the way they perform.

o   Awareness of others is necessary to take effective steps to influence and facilitate others' performance.

o   To get the best out of people, leaders need to adjust their leadership style to best fit with the people and situation they are leading.

EMPATHETIC LEADERS:

o   make others feel appreciated,

o   adjust their style so that it fits well with others,

o   notice when someone needs support and respond effectively,

o   accurately view situations from the perspective of others,

o   acknowledge the views and opinions of others,

o   accurately anticipate responses or reactions from others, and

o   balance achieving results with others' needs.

AUTHENTICITY = THE GENUINE LEADER

Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others. It involves appropriately expressing specific feelings at work, such as happiness and frustration, providing feedback to colleagues about the way you feel, and expressing emotions at the right time, to the right degree and to the right people. Leaders high in this skill are often described as **genuine**, whereas leaders low in this skill are often described as **untrustworthy**.

Authenticity is important in leadership because of the following:

o   Authenticity helps leaders create understanding, openness, and feelings of trust in others.

o   Leaders who are guarded, avoid conflict, or are inappropriately blunt about the way they feel, can create mistrust, artificial harmony, and misunderstandings with those around them.

o   Leaders need their people to be open with them. If, as a leader, you do not role-model this behaviour, your direct reports will be guarded with you.

GENUINE LEADERS:

o   are open about their thoughts, feelings, and opinions,

o   express thoughts and feelings in a way that is sensitive to those of others,

o   facilitate robust, open debate,

o   are open and honest about mistakes,

o   honour commitments and keep promises,

o   encourage others to put forward their thoughts, feelings, and opinions, and

o   respond effectively when challenged.

EMOTIONAL REASONING = THE EXPANSIVE LEADER

Emotional reasoning is the skill of using emotional information (from yourself and others) and combining it with other facts and information when decision-making. Leaders high in this skill make **expansive** decisions, whereas leaders who are low in this skill often make more **limited** decisions based on facts and technical data only.

Emotional reasoning is important in leadership because of the following:

o   Feelings and emotions contain important information. For example, if a colleague is demonstrating frustration or stress, these feelings provide insight that they are going to be less open and supportive of new ideas and information.

o   The workplace is becoming more complex and fast-paced. This requires quick, good decision-making where all the facts and technical data might not be available. Gut feel and intuition are important in these environments.

o   People are influenced by emotion. If you fail to consider how people are likely to feel and react to decisions that are made, you may not achieve the appropriate buy-in or support for your decisions.

EXPANSIVE LEADERS:

o   consult others in decision-making,

o   explain the rationale behind decisions made,

o   involve team members in decisions that affect your work,

o   consider issues from multiple perspectives,

o   take the bigger picture into account when decision-making,

o   reflect on feelings when decision-making, and

o   make ethical decisions.

SELF-MANAGEMENT = THE RESILIENT LEADER

Self-management is about managing one's own mood and emotions; time and behaviour; and continuously improving oneself. This emotionally intelligent leadership competency is particularly important. Leaders high in this skill are often described as **resilient** rather than **temperamental** in the workplace. The modern workplace is one of high work demands and stress, which can cause negative emotions and outcomes.

Self-management is important in leadership because of the following:

o   A leader's mood can be very infectious and can therefore be a powerful force in the workplace; one that can be either productive or unproductive.

o   Self-management helps leaders be resilient and manage high work demands and stress.

o   To achieve, maintain, and enhance success, leaders need to pay conscious attention to the way they manage time, how they behave, and to continuously improve how they lead others.

RESILIENT LEADERS:

o   manage their emotions effectively in difficult situations,

o   demonstrate a positive, energising demeanour,

o   manage their time effectively,

o   learn from mistakes,

o   keep up to date with industry trends and market conditions,

o   strive to improve their own performance, and

o   quickly adapt to new circumstances.

INSPIRING PERFORMANCE = THE EMPOWERING LEADER

Inspiring performance is about facilitating high performance in others through problem solving, promoting, recognising and supporting others' work. An individual's performance can be managed with key performance indicators; however, research has shown that this 'compliance' style often fails to drive discretionary effort and high performance. Leaders who adopt a more inspiring style often **empower** others to perform above and beyond what is expected of them.

Inspiring performance is important in leadership because of the following:

o   Leadership is fundamentally about facilitating the performance of others.

o   Managing performance with rules and key performance indicators usually produces an 'expected' result, rather than an 'unexpected' high-performance result.

o   People often learn and develop more with this type of leadership style, resulting in continuous enhancements to performance year on year.

EMPOWERING LEADERS:

o   provide useful support and guidance,

o   provide constructive feedback on behaviour and performance,

o   help team members understand their purpose and contribution to the organisation,

o   notice inappropriate behaviour in others and respond effectively,

o   maintain a positive work environment,

o   help facilitate team member development and career advancement, and

o   recognise others' hard work and achievements.

THREE COMMON FEEDBACK EXPERIENCES

The model below is an adaptation of the Johari Window model, first developed in the 1950s by American psychologists Joseph Luft and Harry Ingham. It is a useful metaphor for understanding the different experiences people commonly have with feedback and the importance of it.

As the model shows, the first common experience people have with feedback is the **expected** experience; seeing results you expected to get and readily identify with. In the original Johari Window model, this was referred to as the "open area"; things we know about ourselves that others also know of us. The second common experience people have with feedback is the **surprised** experience; seeing results that surprise you. In the original Johari Window model, this was referred to as the "blind area". Everyone has blind spots and people aren't always good at giving us feedback on them. As a result, when we get feedback sometimes we get surprises. The final common experience people have with feedback is the **unclear** experience; seeing results that don't just surprise us – it's hard for us to understand where the feedback is coming from, what it means and what should be done with it. For this type of result, you often have to conceptualise questions to ask "raters" so as to help become clear and understand what to do to address the feedback. The original Johari Window model has a fourth quadrant called "unknown". Here we've replaced it with the words "questions & actions", and encourage you to conceptualise actions you can take to address clear feedback, as well as questions you can ask to become clear about results that aren't clear.

INSIGHT FROM YOUR RESULTS

Your Genos emotional intelligence assessment report has been designed to provide insight into how well you currently demonstrate emotionally intelligent leadership behaviours, as aligned to the six competencies of the Genos model. Several variables influence how well you demonstrate such behaviours, including the following:

o **YOUR PERSONAL CONTEXT** – extenuating circumstances, such as the sickness or loss of a loved one, low physical or mental health, or other difficult circumstances that place significant stress on us. These types of circumstances can impact on our capacity to demonstrate emotionally intelligent leadership behaviour.

o **CULTURE** – the extent to which the culture of the organisation you work in supports and promotes the demonstration of emotionally intelligent leadership behaviour.

o **NATURE** – your underlying innate level of emotional intelligence.

o **NURTURE** – the extent to which you have either implicitly or explicitly been taught or shown to demonstrate emotionally intelligent leadership behaviour.

o **MOTIVATION** – whether you value and are self-motivated to demonstrate emotionally intelligent leadership behaviour.

o **RELATIONSHIPS** – the quality of your relationships with your raters. It can be harder to be emotionally intelligent with people we find "difficult".

You should take account of, and explore, these so-called "influencing" variables when interpreting your results.

INSIGHT FROM YOUR RESULTS

INSIGHTS

ACTIONS

QUESTIONS

INSIGHT FROM YOUR RESULTS

RESPONDING TO YOUR FEEDBACK

It is not recommended that you show your report to your raters. The feedback was given with the understanding that it was to be private and confidential, and this should always be respected.

Responding to your feedback is best done in one-on-one meetings with your raters. Having seen some, or all of them, you can then respond to your raters as a group if you feel that would be a good final step. The intention and feel of these one-on-one meetings should be one of **validation** and to "seek further input" on actions to take to address your feedback.

To respond to your feedback, please consider following these steps (you might need to adapt them to fit within your specific context):

1. Thank your raters for completing the assessment.
2. Outline the insights you gained and the actions you are intending to take.
3. Ask for their feedback and input on these actions. It is validation and/or refinement you are hoping to achieve from the dialogue.
4. Ask questions about any parts of your results that weren't clear or require further input/explanation.
5. Ask the person to be specific, where possible, and to provide examples to support their comments.
6. Ask open, probing questions so as to clarify responses that are unclear. Sometimes in these types of meetings people make ambiguous statements like, "You could be better at dealing with people." If you hear similar statements, ask probing questions like, "When you say I could be better at dealing with people, what are some specific things I could be doing?" Or, "Could you please give me a specific example when I have not managed a situation as well as I might otherwise have done?"
7. Be careful not to justify or attempt to put things into context by saying things like, "Yes, but, because…" Putting things into context can sound defensive and hinder the conversation. Remember, their perception is their truth. It is not about whether it is right or wrong, it is about understanding how others perceive you. Therefore, you need to be empathetic and willing to listen.
8. Where necessary, ask for their support in implementing the actions you decide to adopt.
9. Be authentic about what you will and will not address. It is important to hear all feedback and not to justify. Equally, you may not agree with everything said, or think all things are relevant or possible. Just remember to be authentic about what you will do and what you will not do. Whether you provide rationales for your decisions/intentions should be considered within the specific context of the relationship with the person providing the feedback.
10. Set follow-ups to establish progress and review actions taken. Meeting again with the person two to three months later is usually a good timeframe to do this.

SCARF: 5 CAUSES OF NEGATIVE EMOTIONS

Factor	Example causes of negative emotions
STATUS – how important we are made to feel	o Suggestions from someone that you could improve in specific areas o Someone diminishing your thoughts or ideas o People "going over the top of you" to get things they need or want
CERTAINTY – our capacity to predict the future	o People not telling the truth or acting incongruously o Colleagues who do not keep promises, miss deadlines or fail to do what they said they would o Unknown expectations, responsibilities, or a lack of feedback on the quality of work
AUTONOMY – a sense of control or choice	o Being micromanaged and given little choice in how to complete your work o Not being consulted on decisions that affect your work o Inflexible work practices (e.g., not being able to set up your own desk, take leave when you need to or organise your workflow)
RELATEDNESS – how we relate to each other	o Different employee types (e.g., contractor or permanent) o Silo culture and mentality o Colleagues who are guarded about their thoughts and feelings
FAIRNESS – fair exchanges between people	o Different sets of rules seemingly apply for different people o Different people doing very similar work being paid different amounts o Inequalities such as a higher percentage of men being promoted to senior positions

SCARF: 5 CAUSES OF POSITIVE EMOTIONS

| Factor	Example causes of positive emotions
STATUS – how important we are made to feel	o Stating mutual needs and acknowledging the importance of the relationship o Seeking to understand other parties' points of view and reflecting that understanding o Drawing on others' thoughts and ideas
CERTAINTY – our capacity to predict the future	o Being consistent in what you say and do o Clearly defining expectations, responsibilities, milestones for actions o Continually communicating on progress and keeping promises
AUTONOMY – a sense of control or choice	o Conceptualising different courses of action that the different parties could take to resolve conflict o Generally being consultative and exploratory o Being flexible and open to others' ideas
RELATEDNESS – how we relate to each other	o Being authentic o Establishing shared needs or goals o Building rapport and common ground
FAIRNESS – fair exchanges between people	o Establishing win–win outcomes o Taking appropriate ownership and responsibility for issues o Ensuring both parties are happy with negotiated outcomes

APPLICATION DISCUSSION

What could we do around this model to help facilitate more positive emotional experiences amongst our staff?

Factor	Stop	Start/do more of
STATUS – how important we are made to feel		
CERTAINTY – our capacity to predict the future		
AUTONOMY – a sense of control or choice		
RELATEDNESS – how we relate to each other		
FAIRNESS – fair exchanges between people		

THE LADDER OF INFERENCE

The ladder of inference is a concept often used to help people become more aware of the power of emotional reflection in the present moment, as a way of enhancing self–other awareness. It was initially developed by American business theorist Chris Argyris, and later presented in Peter Senge's book *The Fifth Discipline: The Art & Practice of The Learning Organization*.
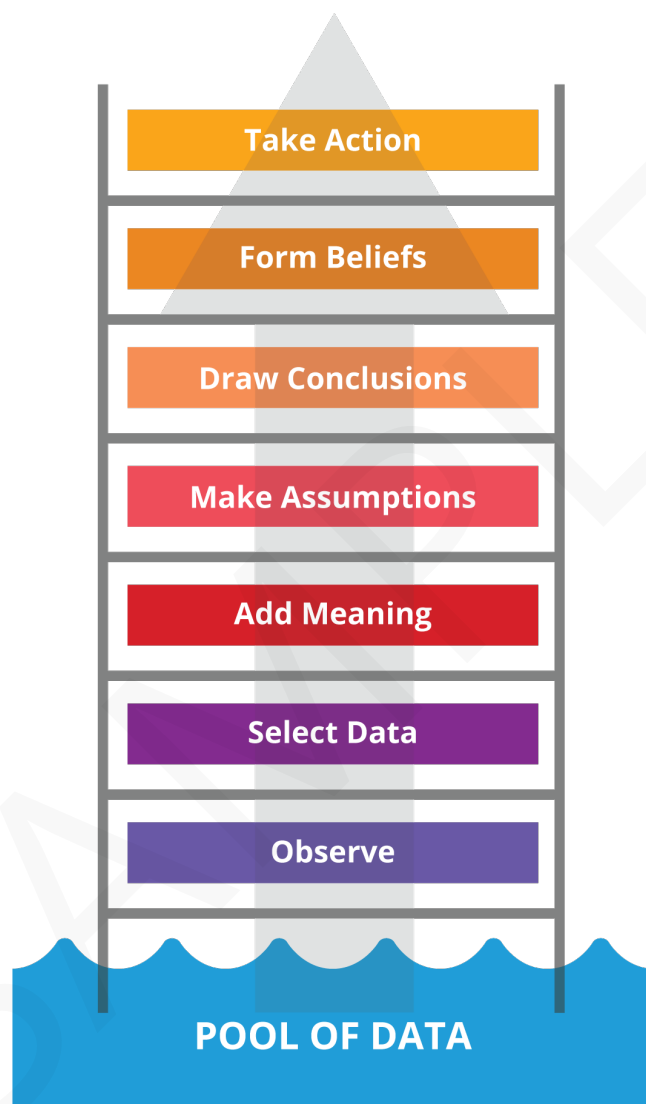
The concept implies that we begin with the "pool of data"; an irrefutable capsule of reality akin to the kind that would be captured by a movie camera; without lies or falsehoods. Unconscious emotions initially cause us to pay attention to a set of selected data. To this selected data we add meaning, make assumptions, draw conclusions, develop (or reaffirm) beliefs and take action. Existing beliefs we hold are like filters that also play a role, causing us to pay attention to a set of selected data. This process is often referred to as a "reflective loop".

MARK'S TEAM SCENARIO

"I am making a presentation to the team. They all seem engaged with what I am saying except for Sarah, at the end of the table, who seems bored out of her mind. Her behaviour is making me feel more and more anxious. She turns her eyes away from me and puts her hand to her mouth. She doesn't ask any questions until I'm almost done, when she breaks in with, 'Why don't you send us a report on it.' I shift from feeling anxious to angry and I can feel my face blush. With this person this typically means, 'We know this stuff, we aren't interested.' Everyone starts to shuffle their papers and put their notes away. Sarah obviously thinks that I'm incompetent, which is a shame because these ideas are exactly what her department needs. Now that I think of it, she's never liked my ideas. By the time I've returned to my seat, I've made a decision: I'm not going to include anything in my report that Sarah can use. She wouldn't read it, or, worse still, she'd just use it against me."

DECONSTRUCTING THE LADDER CLIMBED

What were some of the assumptions Mark made about Sarah's behaviour?

How did these assumptions influence his thinking and behaviour?

What could Mark have done differently in this situation?

In our scenario, Sarah might indeed have been bored by Mark's presentation – or she might have been eager to read the report on paper. Perhaps she is more a visual than aural person? She might think that Mark is incompetent, that he might be shy, or she might be reluctant to embarrass him. We can't know until we find a way to check our conclusions. You can't collaborate effectively without adding meaning or drawing conclusions when interacting with others. But you can improve your thoughts, feelings and actions through reflection and by using the ladder of inference.

The point of this concept is to reflect and identify our assumptions and how these are influencing our thinking and behaviour. And then, if necessary, to check our assumptions by asking others in an open way for their perspective on what's going on. This can help us adjust our thoughts, feelings and responses to events where necessary.

What type of assumptions tend to be made in your workplace?

✏️

How do these assumptions impact others' thoughts, feelings and behaviour?

✏️

Considering the ladder of inference concept, what could be done to help others uncover different thoughts, feelings and behaviours in these situations?

✏️

ENHANCING SELF–OTHER AWARENESS
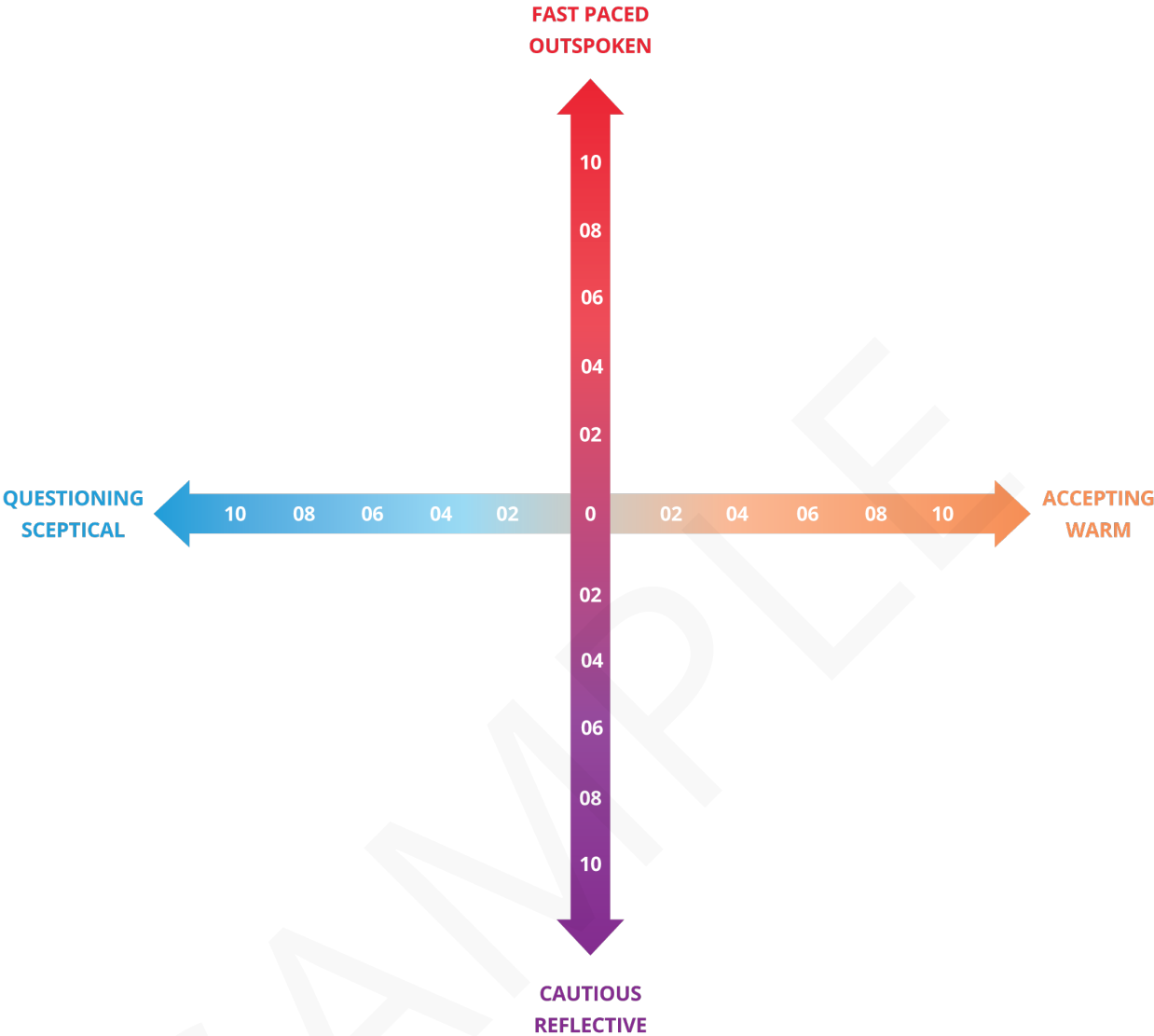
To enhance your self–other awareness, you can:

o   seek feedback from others,

o   get to know the type of events that typically cause positive and negative emotions (e.g., SCARF),

o   get to know the psychological variables that shape your interpretation of events and the feelings you have about them; these include your values/beliefs and behavioural preferences (or personality), and

o   stop and reflect on the way you are thinking and feeling in the present moment.

In this section of the program we are going to draw upon the theory of behavioural styles first developed by Dr William Marston, a professor at Columbia University in the 1920s. Marston wrote a book titled *Emotions of Normal People*, in which he theorised that the behavioural expression of emotions could be categorised into major styles. These styles were subsequently developed by other academics and researchers into what today is commonly known as the DISC behavioural model. The DISC model describes how different people tend to feel, think and behave, providing a common language that can be used to discuss similarities and differences we share with others.
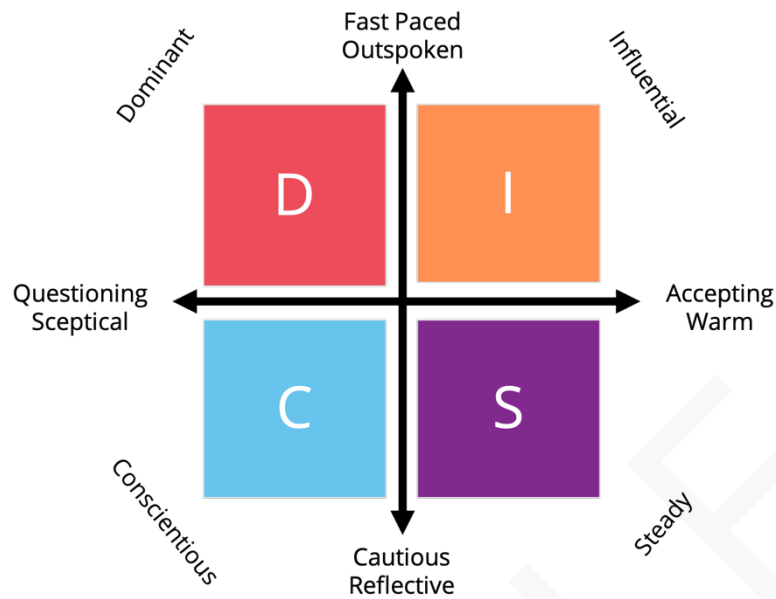
Through better understanding behavioural styles, we can build a clearer picture of workplace events that cause us to feel productive and unproductive emotions, and how we tend to respond to them. This insight, in turn, helps us make better choices about how to think and behave with others in order to best connect, collaborate and influence them. By understanding our own and others' behavioural styles, we can be more behaviourally agile and demonstrate situational leadership where we adjust our approach to best suit the situation and person.
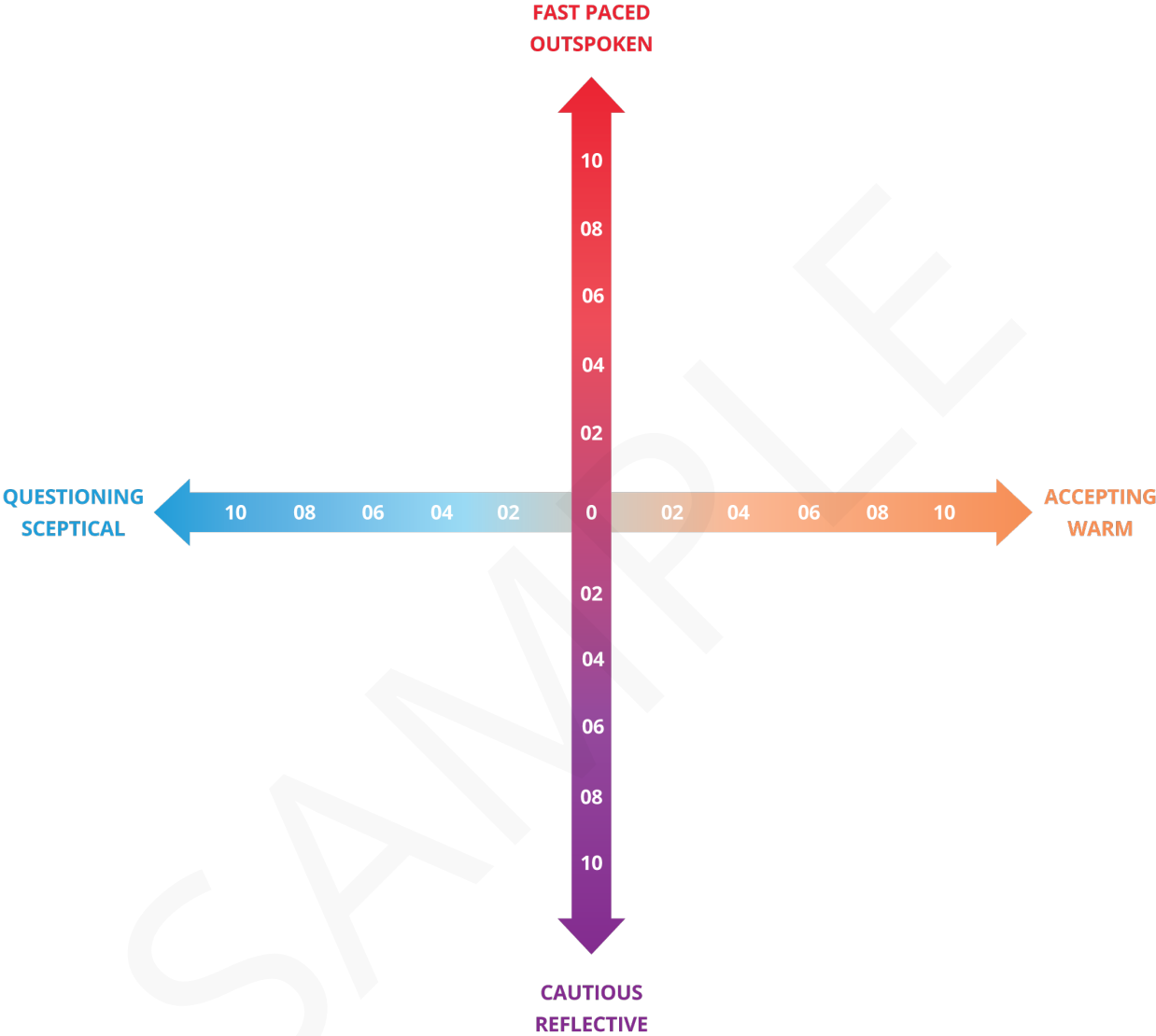
SELF-MAPPING EXERCISE

FAST PACED
OUTSPOKEN

10

08

06

04

02

QUESTIONING   10   08   06   04   02   **0**   02   04   06   08   10   **ACCEPTING**
SCEPTICAL   **WARM**

02

04

06

08

10

CAUTIOUS
REFLECTIVE

DISC BEHAVIOURAL STYLES

DOMINANCE	INFLUENCE
First impressions: Direct, strong-willed and assertive	**First impressions:** Sociable, talkative and lively
Priorities: Getting immediate results, taking action, and challenging self and others	**Priorities:** Expressing enthusiasm, taking action and encouraging collaboration
Motivated by: Power and authority, competition, and winning and success	**Motivated by:** Social recognition, group activities and relationships
You will see: Self-confidence, directness and risk-taking	**You will see:** Charm, enthusiasm, sociability, optimism and talkativeness
CONSCIENTIOUSNESS	**STEADINESS**
First impressions: Private, analytical and logical	**First impressions:** Gentle, accommodating and soft-hearted
Priorities: Ensuring accuracy, maintaining stability and challenging assumptions	**Priorities:** Giving support, maintaining stability and enjoying collaboration
Motivated by: Opportunities to use expertise or gain knowledge, and attention to quality	**Motivated by:** Stable environments, sincere appreciation, cooperation and helping others
You will see: Precision, analysis, scepticism, reserve and quietness	**You will see:** Patience, team player, calm approach, good listener and humility

COLLEAGUE MAPPING EXERCISE

Identify a colleague who works in a distinctly different way to you, is challenging to work with, and is someone you'd like to build a better working relationship with. Allocate 10 points across each axis of the diagram below based on the degree to which you experience this person's style.

FAST PACED
OUTSPOKEN

10
08
06
04
02

QUESTIONING
SCEPTICAL ← 10 08 06 04 02 0 02 04 06 08 10 → **ACCEPTING**
WARM

02
04
06
08
10

CAUTIOUS
REFLECTIVE

What are some of the things this colleague does that can cause unproductive emotions for you at work?

How could you create greater awareness with this person about the things that they do to make you feel productive and unproductive emotions at work?

What adjustments could you make to your behaviour to facilitate better collaboration and productive emotions when working with this colleague?

THOUGHTS FOR ADJUST BEHAVIOURS

PEOPLE WITH A DOMINANCE STYLE		PEOPLE WITH AN INFLUENCING STYLE	
Respond positively to...	Get frustrated by...	Respond positively to...	Get frustrated by...
Clear and concise communication	Slow-paced work	Conversations focused on future possibilities	Sticking too rigidly to business as usual
Directness	Avoidance of key issues	Fast-paced, busy work environments	Focus on small detail
A sense of progress	Lack of clarity	Networking and collaboration	Playing it safe
Opportunities to make decisions	Feeling disempowered	Change	Perceived lost opportunities
PEOPLE WITH A CONSCIENTIOUS STYLE		**PEOPLE WITH A STEADINESS STYLE**	
Respond positively to...	Get frustrated by...	Respond positively to...	Get frustrated by...
A detailed plan	A lack of organisation	Working collaboratively	Moving straight to business
Logic and critical thinking	Vagueness and lack of surety	Accommodating others' needs	Siloed work groups
Research and analysis	Limited time to plan	Close working relationships	Being pressurised for quick responses
Accuracy and rigour	Lack of focus on systems and procedures	A supportive work environment	Pushing hard for results

DEFINING PERSONAL RESILIENCE

Resilience is defined as an individual's ability to adapt to stress and adversity. Your level of resilience is defined as your capacity to bounce back from a negative experience to your normal state of functioning. Resilience is not a trait or ability you either have or don't have. Although levels of resilience differ from person to person, everyone is resilient and can improve their level of resilience. Resilience is typically enhanced by systematically engaging in activities or techniques that help facilitate good physical and mental health. Highly resilient people do experience negative emotions and thoughts and aren't always optimistic. However, they are able to effectively balance negative emotions with positive ones, and make effective responses to emotions.

1.   What stands out to you from this definition?

2.   What things impact individuals' resilience in your workplace?

3.   What things can impact your personal resilience at work?

PROACTIVE STRATEGIES

These are often grouped into the four areas shown below. The most effective strategies are those that become a way of life, and which are applied proactively in your day-to-day activities, rather than something done reactively.

THINKING STRATEGIES – one of the most effective ways of managing emotions is to think about emotions from different perspectives. For example, exploring the benefits and consequences of them, causes of them and different ways of responding to them.

PHYSIOLOGICAL STRATEGIES – our physiology can have an impact on the way we feel and manage stress. Changing our physiology through exercise, diet, sleep and other activities can help us manage emotions more effectively and build our resilience.

RELATIONSHIP STRATEGIES – connecting and sharing with others provides us with the opportunity to express and explore our feelings and get someone else's input or support for them. Expressing how we feel can help us manage our emotions.

ENVIRONMENT STRATEGIES – factors external to us can impact how we feel at work, such as deadlines, our workload, and the environment we are working in. Changing our conditions and/or our working environment can help improve the way we feel as well as our resilience.

PROACTIVE TECHNIQUES

THINKING

- o Perspective taking
- o Setting achievable goals
- o Creating boundaries
- o Negotiating workloads
- o Gratitude reflections
- o Diarising 'think'/reflection time

NOTES:

PHYSICAL

- o Sleep 8 hours
- o Eat more whole foods
- o Exercise – something most days
- o Stand-up/sit down desks/meetings
- o Meditation

NOTES:

RELATIONSHIPS

- o Peer coaching/mentoring
- o Engaging in networks
- o Having breaks with colleagues
- o Leaning into conflict/difficult conversations
- o Asking for and effectively responding to feedback

NOTES:

ENVIRONMENTAL

- o Modifying work hours
- o Working from home or in other environments
- o Structuring email and call times
- o Doing something you love and doing it well
- o Improving your financial circumstances

NOTES:

PERSONAL RESILIENCE QUIZ

The quiz below will help you identify which resilience strategies you are currently using more and less of. Simply answer True or False to each question. If a question does not give you all the information you would like, try to respond in a way that best represents what you would most likely do. There are no right or wrong answers to these questions. The key is to be as honest as you can.

T	F	#	QUESTION
		1	When dealing with stressful situations I tend to stop, reflect and think through the causes of the stress to help me feel differently.
		2	I exercise regularly (at least 20 minutes most days).
		3	I have someone at work who I catch up with regularly to reflect on how things are going.
		4	I work eight hours or less a couple of days per week.
		5	I engage in meditation a few times a week.
		6	I am careful about my diet (e.g., eating regularly, moderately and with good nutrition in mind).
		7	When someone bothers or frustrates me, I engage that person in discussion about it as quickly as I can.
		8	I take 45 minutes or more for lunch with someone once or twice a week.
		9	Once or twice a year I set myself achievable goals to help improve myself.
		10	Most days of the week I get the amount of sleep I need (e.g., eight hours).
		11	I regularly seek feedback from colleagues on how I interact with them.
		12	I work in different environments to help me manage my mood or stress.
		13	I set boundaries for myself at work (like how much time I spend on email) and stick to them.
		14	I mix up my activities at work so that I am sitting, standing and walking around regularly.
		15	I regularly attend events with peers in my industry (e.g., webinars, conferences, learning events).
		16	I could withstand a change in my financial circumstances.

Use the scoring key below to identify which resilience strategies you are currently using more and less of. Tick a circle for each question that you answered as "true" in the quiz. It is possible to score highly in all four techniques.

THINKING		PHYSIOLOGY		RELATIONSHIP		ENVIRONMENTAL	
○	1 (T)	○	2 (T)	○	3 (T)	○	4 (T)
○	5 (T)	○	6 (T)	○	7 (T)	○	8 (T)
○	9 (T)	○	10 (T)	○	11 (T)	○	12 (T)
○	13 (T)	○	14 (T)	○	15 (T)	○	16 (T)

What strategies are you using?

🖊

What new strategies could you adopt and role-model?

🖊

What might be the benefits for you?

🖊

REACTIVE EMOTIONAL MANAGEMENT

To understand the value of the reactive techniques it is helpful to understand how strong emotions can impact us. Research has shown that strong emotions can:

o   cause flight or fight responses (withdrawal or attack),

o   cause us to respond in default ways that we are not always conscious of, and

o   narrow our thinking and limit our interpretation (or perspective) of events.

Narrowed thinking and limited interpretation of events is often evident in the following situations:

1. **PERMANENCE** – seeing the effects of an event as being permanent rather than temporary. For example, someone might say, "I will never connect with that person," rather than, "I did not connect very well with him (or her) in our meeting."

2. **PERVASIVENESS** – relating issues more broadly than the events with which they are associated. For example, someone might say, "You just cannot trust anyone," rather than, "I find it difficult to trust that person."

3. **PERSONALISATION** – seeing either themselves or others as completely to blame, or being at fault for the circumstances that prevail.

When we experience strong emotions, survival mechanisms can start operating, which limit our thinking brain (the prefrontal cortex) and its ability to exert executive functions over our emotions. For example, the ability to differentiate among conflicting thoughts; determine good and bad, better and best, same and different, future consequences of behaviour, and the prediction of outcomes. This is why it is difficult to maintain perspective and objectivity, and why we can sometimes respond in ways we later regret when we experience strong emotions. The term "amygdala hijack" comes from this experience. Have you ever experienced something like this? Perhaps you've written an email to someone that you later regretted? It's the difference between being "reactionary" and making a thoughtful decision. Essentially, there is an inverse relationship between our thinking brain and our emotional brain. **We can be consciously aware of this relationship by paying attention to our emotions and the strength of them.**

CREATING THE SPACE

One of the most effective reactive emotional management techniques you can adopt is "creating the space". As the name suggests, this involves creating a so-called "space" between the event that triggered the emotion and the response you make to it.
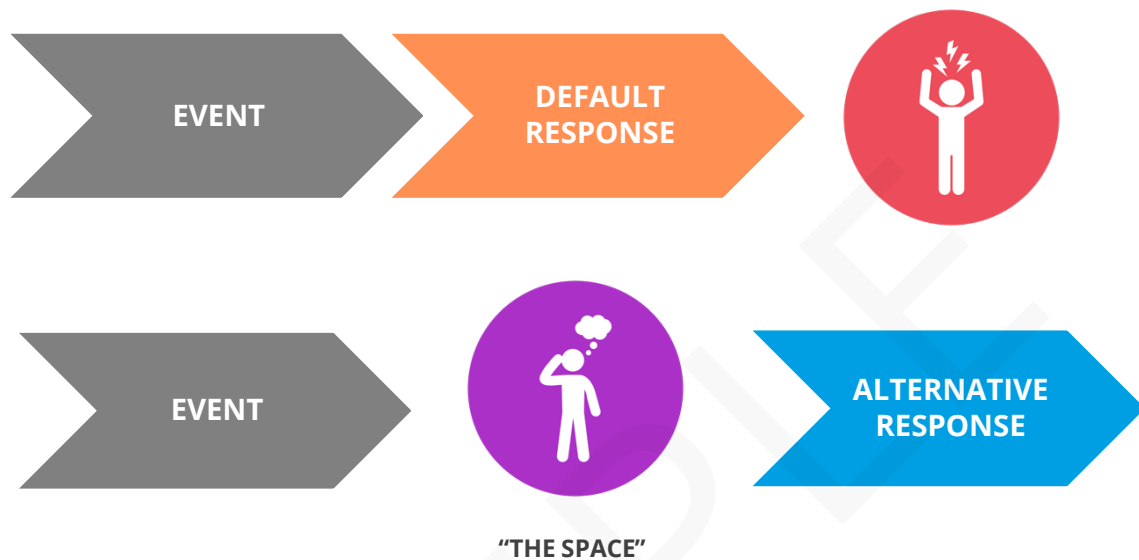
"THE SPACE"

If the emotion is quite strong and you can feel it physiologically (e.g., your heart rate is elevated), the first step in creating the space is to change your physiology. This can be done through controlled deep breathing, muscle relaxation exercises, going for a walk or calmly counting (e.g., to 10). Once calm, the next step is to reengage your thinking brain (the PFC). To reengage your thinking brain, you can:

o   label and define the way you feel and/or vent to a neutral or objective person you trust,

o   think about how you would typically respond, your "default" mode, and what the alternative to that might look like, your "alternative", and

o   engage in proactive emotional management techniques.

Creating space allows for the acceptance of the stimulus (e.g., a person yelling at you) for what it is – simply a situation. This allows us to experience the emotion and subsequently choose how to best respond to that stimulus.

PERSONALISING ENGAGEMENT

Employee engagement is the collective level of intellectual and emotional commitment employees have toward their work and organisation. It is typically measured empirically by asking employees to indicate the extent to which they praise their organisation to others, perform beyond what is expected of them, persist in the face of adversity, and perfect what they do.

Engagement is driven by motivational drives. These drives can be intrinsic (like the desire to do meaningful work) or extrinsic (like the desire to earn a specific amount of money). Most organisations try to measure engagement and what's driving it collectively with a companywide survey, for example, the Gallup Q12. This approach is important and effective. However, many organisations are now complementing this approach with a more individualised strategy.
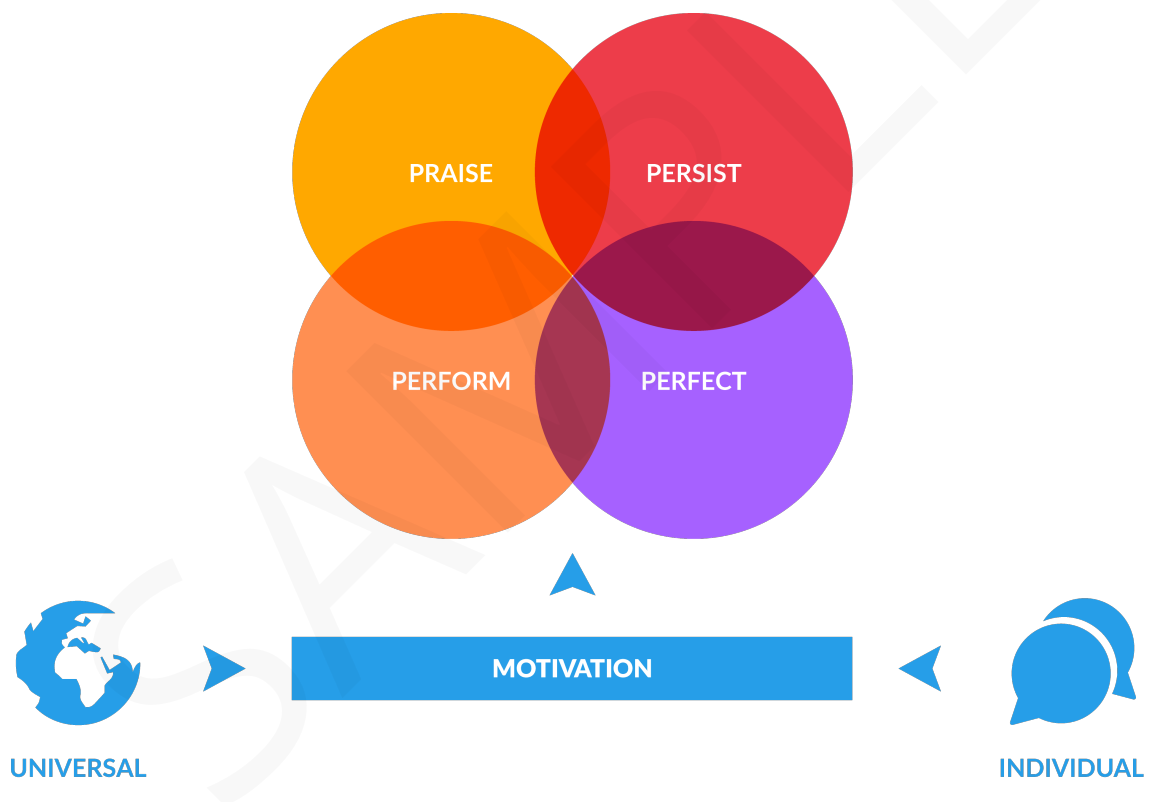
While we are commonly motivated by a number of motivational drives (like the Gallup Q12), the degree to which we are motivated by these things, and the extent to which we perceive them being evident in our experiences at work, differs considerably based on our personality, values and beliefs.

Managers who work closely with their staff are in a unique position to facilitate a more individualised approach through conversation – facilitating an individual engagement review. Indeed, it is now widely recognised that managers should have structured conversations with their staff around three important variables:

1. Performance
2. Career and development
3. Engagement – that is, staff's employment experience

Conversations about people's employment experiences should help pick up how engaged staff are personally, and things that could be done to improve people's employment experiences. Done collectively across an organisation, these conversations are a great, proven strategy for lifting employee engagement levels.

There are four major areas to explore in a conversation about someone's employment experience. These are:

1. How they find their role
2. How they find the team
3. How they find their manager
4. How they find their organisation

There are a number of variables in each of these areas that can be explored. The model presented in this workbook comprises a core list of things in each of these areas.

WORK EXPERIENCE REFLECTION MODEL

ROLE

The responsibilities and tasks of my job are clear.

The work requests made of me are consistent with the responsibilities of my job.

I have sufficient opportunities for self reflection and to improve what I do.

The responsibilities and tasks of my job are achievable in business hours.

I receive information about matters affecting my work in a timely fashion.

My work environment allows me to perform to my full potential.

The equipment, systems and processes I work with operate effectively.

I understand how my role contributes to the success of the organisation.

MANAGER

Discussions about my performance are frequent enough and useful in terms of improving my performance.

Discussions about my professional development and career progression are frequent enough and useful.

Team meetings are effectively facilitated.

The efforts of others are effectively recognised.

There is sufficient concern for my wellbeing.

I receive clear explanations and directions regarding my work.

My views and opinions are heard and acknowledged.

I receive sufficient support in removing obstacles or hurdles to my work.

TEAM

My team work together effectively.

I enjoy working with the people in my team.

There is open, authentic communication in my team.

I feel supported by the people in my team.

Under-performance in my team is effectively dealt with.

There is sufficient consultation and involvement in decision-making amongst our team.

There is clear responsibility and ownership in team work.

My team spends sufficient time reflecting and improving on the way we work.

ORGANISATION

I feel confident about the strategic direction and future of the organisation.

I feel confident that the finances of this organisation are managed effectively.

The vision and mission is clear.

Change initiatives are implemented effectively.

This organisation acts in a socially and environmentally responsible way.

This organisation is ethical in the way it conducts its business.

This organisation delivers great customer/client experiences.

This organisation has effective people management policies and processes (hiring, performance management, promotion, diversity, equal opportunity).

FACILITATING ENGAGEMENT REVIEWS

The essential components of a session like this are:

o   assisting your staff in finding specific actions they can take to enhance their motivation at work, and

o   determining what you can do to support these actions in your capacity as their manager.

THE PROCESS

1.   POSITION THE PURPOSE

o   Outline why you would like to have this conversation with them (e.g., to get to know their experience of working here and what could be done to improve it).

2.   TIME TO PREPARE

o   Give your staff member the model for reflection and consideration as pre-work to the conversation. Position it as a guide and that it's fine to bring other things up not present in the model. Inform your staff member that in the conversation you'd like to explore, for each of the four main areas, strengths – things they feel are going well and create a good work experience for them – and opportunities – things that could be done better or more frequently to improve their experience of working with the organisation.

3.   FACILITATE THE CONVERSATION

o   Facilitate the conversation by asking "open" and "open-probing" questions to build an in-depth understanding about the things that your staff member prioritises for discussion.

4.   COMPLETE ACTION PLANNING

o   Convert ideas from the conversation into an action plan. Done well, there may be mutual responsibilities for actions. There may be actions your staff member commits to doing, actions you commit to doing as their manager, actions for the team and so on. If there are a lot of actions, it might be valuable to slim them down to those that will make the biggest difference.

5.   MONITOR THE IMPLEMENTATION OF THE ACTION PLAN

o   Check in with your employee once per month (or as often as feels appropriate) to ensure progress with the implementation of the action plan.

RESULTS SUMMARY

Self-Awareness	S	D
1. Understands the impact their behaviour has on others.	4	4.3
2. Is aware of their strengths and limitations.	5	4.5
3. Asks others for feedback on their leadership.	3	3.4
4. Responds effectively to feedback provided to them.	4	3.3
5. Is consistent in what they say and do.	4	3.9
6. Behaves in a way that is consistent with how they expect others to behave.	3	4.0
7. Demonstrates awareness of their mood and emotions.	5	4.4

Awareness Of Others	S	D
1. Makes others feel appreciated.	4	4.6
2. Adjusts their style so that it fits well with others.	3	3.1
3. Notices when someone needs support and responds effectively.	4	3.4
4. Accurately views situations from the perspective of others.	4	4.4
5. Acknowledges the views and opinions of others.	4	3.2
6. Accurately anticipates responses or reactions from others.	4	2.8
7. Balances achieving results with others' needs.	4	3.1

Authenticity	S	D
1. Is open about their thoughts, feelings and opinions.	4	4.1
2. Expresses thoughts and feelings in a way that is sensitive to those of others.	4	3.1
3. Facilitates robust, open debate.	3	4.4
4. Is open and honest about mistakes.	5	3.6
5. Honours commitments and keeps promises.	5	4.6
6. Encourages others to put forward their thoughts, feelings and opinions.	4	3.9
7. Responds effectively when challenged.	4	4.2

KEY: S = Self   D = Direct Report (5)

RESULTS SUMMARY

Emotional Reasoning	S	D
1. Consults others in decision-making.	4	3.5
2. Explains the rationale behind decisions made.	5	3.9
3. Involves you in decisions that affect your work.	3	2.7
4. Considers issues from multiple perspectives.	5	3.2
5. Takes the bigger picture into account when decision-making.	5	3.8
6. Reflects on feelings when decision-making.	3	4.3
7. Makes ethical decisions.	4	3.9

Self-Management	S	D
1. Manages their emotions effectively in difficult situations.	4	4.5
2. Demonstrates a positive, energising demeanour.	3	4.3
3. Manages their time effectively.	4	3.8
4. Learns from mistakes.	4	3.9
5. Keeps up to date with industry trends and market conditions.	3	3.0
6. Strives to improve their own performance.	3	4.6
7. Quickly adapts to new circumstances.	5	4.6

Inspiring Performance	S	D
1. Provides useful support and guidance.	4	4.3
2. Provides constructive feedback on behaviour and performance.	3	4.5
3. Helps you understand your purpose and contribution to the organisation.	4	3.7
4. Notices inappropriate behaviour in others and responds effectively.	4	4.1
5. Maintains a positive work environment.	4	4.5
6. Helps facilitate your development and advance your career.	4	3.2
7. Recognises others' hard work and achievements.	4	3.9

KEY: S = Self   D = Direct Report (5)

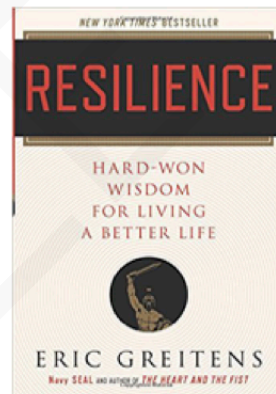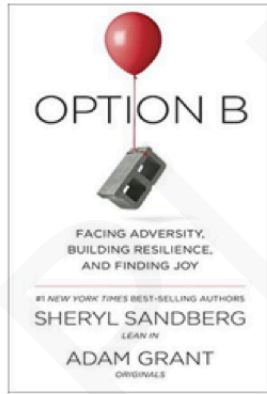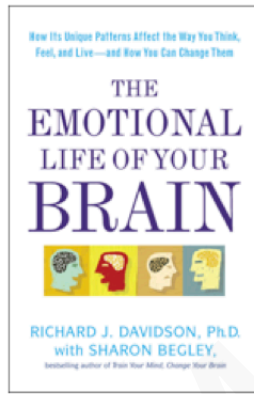## PROGRAM REVIEW
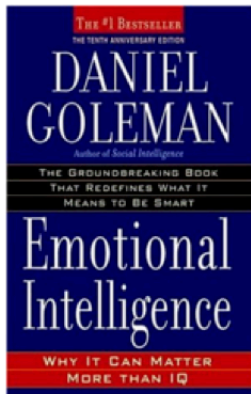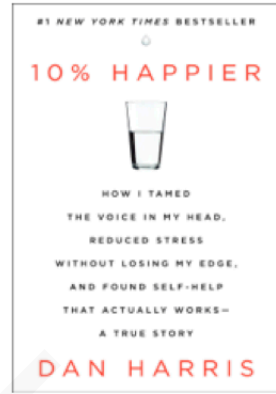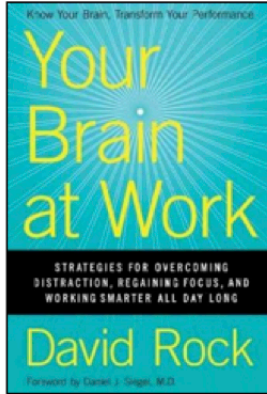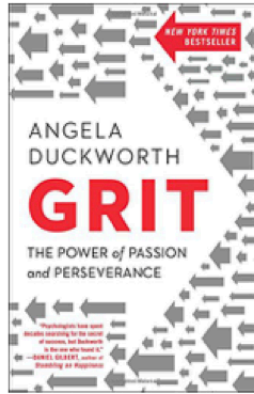
What insights have you gained about your leadership?

What actions are you thinking of taking?

RECOMMENDED READING

UNPRODUCTIVE STATES	CORE EMOTIONAL INTELLIGENCE COMPETENCIES	PRODUCTIVE STATES
Disconnected	Self-Awareness	Present
Insensitive	Awareness Of Others	Empathetic
Untrustworthy	Authenticity	Genuine
Limited	Emotional Reasoning	Expansive
Temperamental	Self-Management	Resilient
Indifferent	Inspiring Performance	Empowering
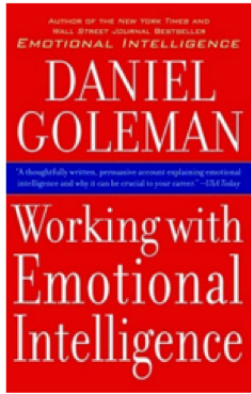
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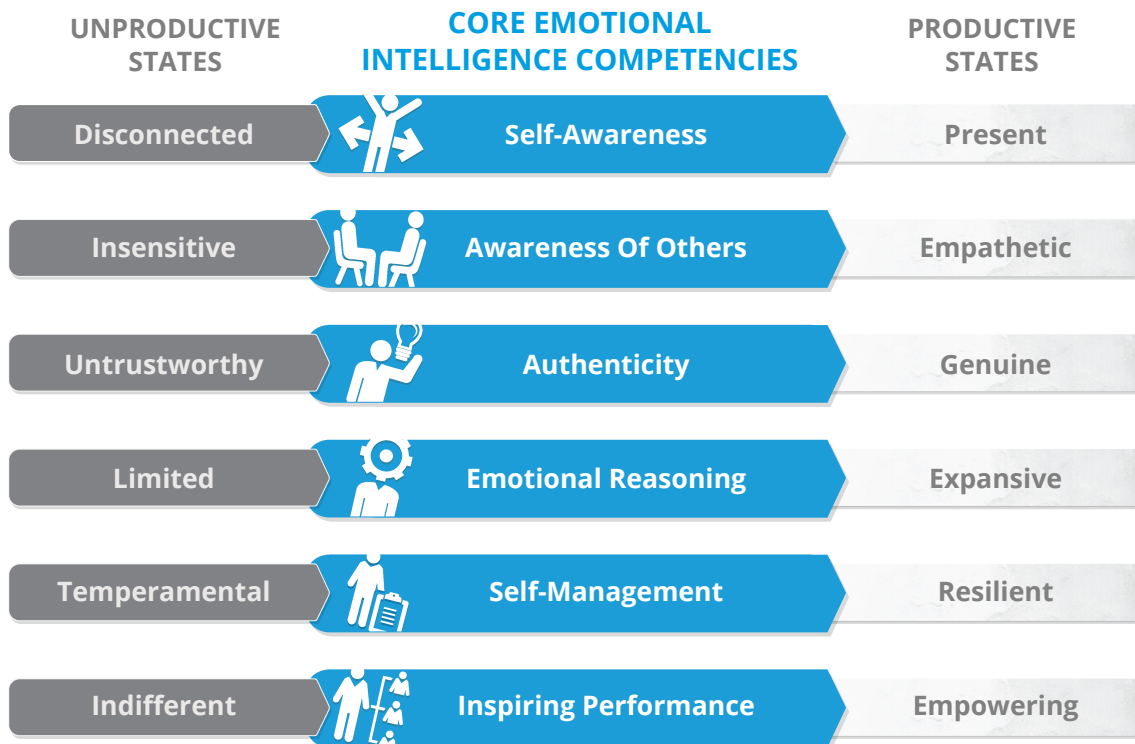
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