

Comm Center Supervisor Module B Student Resource Guide

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Unit 5
Leadership, Part II

Objectives

At the end of this module the student will be able to:

- Describe the supervisor's role in helping co-workers, superiors and subordinates achieve their full potential
- Describe the concept of "covenant" as used in Leadership is an Art
- Describe the eight "rights" of "pitchers and catchers"
- Explain the concept of a "roving leader and how to utilize these employees effectively

Leadership Philosophies

- DePree – “we owe people in those institutions certain things”
 - “Leaders owe a clear statement of the values of the organization”
 - “Leaders are responsible for future leadership- they need to identify, develop and nurture future leaders”
- They are responsible for *effectiveness*
 - “The first is the understanding that effectiveness comes about through enabling others to reach their potential”

We are going to be talking about the leadership philosophies you read about in our pre-course books and how they interconnect with the concepts and philosophies we discussed in the first module. Let's discuss Leadership is an Art.

In his book *Leadership is an Art*, Max De Pree states:

Leaders should leave behind them assets and a legacy. “What else do leaders owe? Surely we need to include people. People are the heart and spirit of all that counts. Without people, there is no need for leaders.” “Besides owing assets to their institutions, leaders owe the people in those institutions certain things.” “Leaders owe a clear statement of the values of the organization”. “Leaders are also responsible for future leadership. They need to identify, develop and nurture future leaders”

Leaders are responsible for effectiveness- “they can delegate efficiency, but must deal personally with effectiveness... ***“The first is the understanding that effectiveness comes about through enabling others to reach their potential”***”.

If there is one tenant to take away from this discussion it is that your success and effectiveness as a supervisor IS DIRECTLY TIED TO OTHER PEOPLE and in most cases, they are your subordinates. Studies and research abounds that confirms what most of us suspect – your skills in dealing with people, in this case, as a leader of people, will determine your level of success or effectiveness.

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Participative Management

"Participative management is NOT democratic. Having a say differs from having a vote"

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In the previous module we spoke extensively about the fact that as a supervisor you ARE a part of management. However, you are also a voice of your employees in roles when you represent them (committees, projects, etc.) and a voice as an employee on what you want your workplace and work experience to be.

Do you remember De Pree's statement about participative management?

"Participative management is not democratic. Having a say differs from having a vote."

There are reasons for change about which subordinates have little knowledge, so setting them up through participative management, to believe that they have a "vote", can cause disappointment

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Roving Leadership

- What is it?

- What are the similarities or differences to “informal groups” we discussed in module A?

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DePree says that “roving leaders” are the key to a participative process.

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Four Basic Leadership Styles in the SLII/Blanchard Model

- **What are the four basic leadership styles described in LOMM?**
 - Directing
 - Coaching
 - Supporting
 - Delegating

- **How do these styles relate to DePree’s leadership philosophy?**

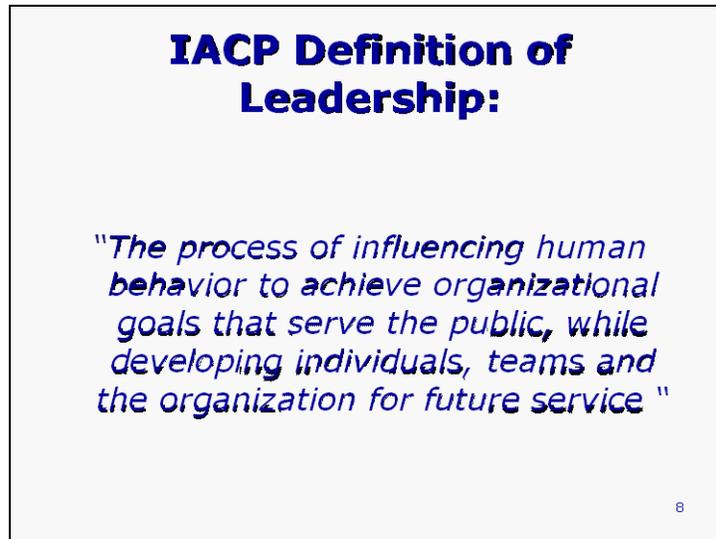
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In Module A we utilized Ken Blanchard’s *Leadership and the One Minute Manager* as a tool for effective leadership.

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Blanchard's model requires the leader to assess and diagnose the *individual's* level of development in order to choose a style that is *best for the development of the employee*, not easiest or best for the leader! DePree talks about (p.19) leaders being responsible for *effectiveness*. He cites Peter Drucker's concept that "efficiency is doing the thing right, but effectiveness is doing the right thing." DePree also says (P.70) "Really including other people means helping them understand. It means giving others the chance to their best." Blanchard's model echoes that before you can apply situational leadership, you must understand the "situation" (goal) in which the employee works. *Their* situation determines the leader's response or style. IT'S ALL ABOUT THEM (AGAIN).

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How many of you work in an agency where you are encouraged to view as part of your supervisory duties, the development, and coaching/mentoring of employees? Remember, we talked about mentoring employees as a task identified in the occupational analysis.

APCO's Project RETAINS looks at the staffing of public safety communications centers from the perspective of **why people stay**. Employee satisfaction issues talk about the relationship with their supervisor as important to them. You are important to the people who work for you. The more effective you are as a supervisor, the better it is not only for your subordinates, but for your peers and your manager as well. The overall performance of the communications center was the number one employee satisfaction issue.

The comm center supervisor may be the most influential position within a communications agency.

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The Influence of the Supervisor

- **The Supervisor sets the mood**
 - The grizzly bear in the room
 - What type of influence do you have on your shift?
What have you seen when you've worked for others or observed another shift?
- **Why is the supervisor so influential?**
 - Power
 - Knowledge
 - Big picture

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We want to engage you in a discussion about "influence" and how it can be used *effectively* and to improve the productivity and culture within your agency.

In various classes and meetings it is common to hear participants say "The Supervisor, more than anybody else, sets the mood for the shift." Conversely, they will also say that they have a "grizzly-bear-in-the-room" which can be a peer or a supervisor. When this person is unhappy, they make it difficult for everyone and when they are happy, it's a great shift.

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DePree's Rights of Pitchers & Catchers

- 1 – The right to be needed
- 2 – The right to be involved
 - system of input
 - system of response
 - action needs to be taken
- 3 – The right to a covenantal relationship
 - To a relationship built upon commitment

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4 - The right to understand

- The agency's mission, strategy & direction
- One's personal career path
- To enlarge one's competence through study & new experience to the opportunity for further professional development
- How our work affects others

5 - The right to affect your own destiny

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6 - The right to be accountable

- To contribute to the agency's goals
- To share ownership of the agency's problems
- To be measured by an understood and accepted performance standard

7 - The right to appeal

- To have a non-threatening avenue of appeal
- To ensure against arbitrary leadership

8 - The right to make a commitment

- Is this a place where they will let me (or encourage or support me) to do my best?

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Pygmalion Effect

- People naturally tend to try to meet your expectations – when you expect good performance you're more likely to get it

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Allowing employees to do their best everyday means creating an environment that encourages and challenges employees get them to their full potential. This sounds similar to the Pygmalion Effect.

Expectations – people naturally tend to try to meet your expectations – When you expect good performance from people, you are more likely to get it.

Science supports the existence of the Pygmalion Effect – employees achieve higher levels of performance when their supervisors tell them up front what performance is expected of them. You can take advantage of the Pygmalion Effect by:

- Creating a high-performance environment
- Acknowledge and praise performance above standard
- Share the success of your group
- Inspire others to higher performance

Pygmalion Effect Activity

Take **15 minutes** working in your groups and describe ways in which you, the supervisor, can: Create a high performing environment at your workplace that profiles a means to get your employees to their full potential, and an opportunity to perform at their best. Be as specific as you can about what you think you can *really* do if you were able to implement your ideas.

We've discussed numerous facets of the concept of supervisor, the pivotal roles you play in your organization and philosophies to live in order to see success. As we continue in this module, our focus will turn from concepts and philosophies (aka your values); to the behaviors and actions you take in communicating with employees to convey these values. Action is where the rubber meets the road!

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Unit 6 Interpersonal Communications

Objectives:

- At the end of this module the student will be able to:
- Define the two dimensions of behavior; responsiveness and assertiveness
- Describe the characteristics of the four behavior styles
- Determine your behavioral style based on behavioral inventories
- Describe primary and secondary backups
- Articulate and demonstrate “flexing”
- Identify other forms of communications that supervisors’ employ and their effectiveness

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People Styles at Work

- Social style model of Dr. David Merrill
- The four general behavioral/social styles consist of approximately 25% of the population in each “style”
- Other people are crucial to your success

For those of you who have had Telecommunicator IV – some of this will be review as we work through *People Styles at Work – Making Bad Relationships Good and Good Relationships Better*. This book is based on the Social Styles model of Dr. David Merrill. In Module A we listed a website of the company he founded (www.tracompcorp.com) that contains information about his work and the

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model. We will call it a *behavioral* model during this class because we are looking at outward observable behaviors of you and the people with whom you work.

Merrill's work concludes that there are four general behavioral styles that each has approximately 25% of the population representing each style. In their book *People Styles at work*, the Boltions' point out that every one of us is in the minority when viewed as a whole.

The Boltions say, "Social psychologists have found that people who are very different from one another:

- Have a harder time establishing rapport
- Miscommunicate more often
- Are less likely to be persuasive with one another
- Rub each other the wrong way – just by being themselves"

It is true that OTHER PEOPLE ARE CRUCIAL TO YOUR SUCCESS & HAPPINESS!

Your job as supervisors requires you to communicate effectively with subordinates, managers, peers, users, and other groups. PSW cites one difficulty for managers is that in the past, dealing with people was accomplished through *authority*, but now it is accomplished through *influence*.

The book says that the authors chose to use David Merrill's Social Style Model because they have tested and used it for more than twenty years. Dr. Merrill, an industrial psychologist, developed the model in the 1960's. You can look at further information about him and his model at his website dedicated to this subject. We will have a brief overview of the material in the book, here.

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- Behavior
- Pattern
- Habit

2 Clusters of Behavior

- Assertiveness
- Responsiveness

So the behavioral/social style we are looking at in this class is not the way you see yourself, but the way others see you. You know by now since you have read the book that the behavioral/social style model used by Dr. Merrill involves the two "clusters" of behavior: Assertiveness and Responsiveness. Where you lie along each axis will indicate which behavioral style is the most likely fit for you.

ASSERTIVENESS—ones level of assertiveness is **the degree to which one's behavior is seen by others as being forceful or directive**. It's helpful to think of a continuum of assertiveness. Gradations of behavior along the continuum are imperceptible, as indicated by the gradual darkening of the assertiveness continuum.

The assertiveness continuum is cut in half by a line or axis—the responsiveness continuum.

People whose characteristic behavior is more assertive than half the population are sometimes referred to as "right of the line" because that's where they are located on the continuum. People in the less assertive half of the continuum get their needs met by using less forceful and less directive manner, than does the other half of the population.

A distinction is often made between assertiveness and aggressiveness. It's a significant difference. For purposes here, all we need to know is whether someone's behavior is more or less forceful and directive than that of half the population.

Regarding the other half of the continuum, people sometimes **assume that lower levels of assertiveness indicate submissiveness. Not so.** While it's true that some less assertive people are submissive, many simply use less forceful ways to get their needs met. Submissive behavior is an indicator of how people use their style, not what their style is.

We don't mean that s/he is always less or more assertive, most behaviors will fall within the continuum, though. One's level of assertiveness, as perceived by others, does not necessarily reflect a person's level of inner drive.

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RESPONSIVENESS- is the other crucial dimension of behavior in this model. One's level of responsiveness is the degree to which one is seen by others as showing one's own emotions or demonstrating an awareness of the feelings of others. We are looking at whether or not a person's behavior tends to be more or less responsive than that of half the population.

A person whose behavior tends to be more responsive or emotionally disclosing than half the population is listed below the line - assertiveness continuum that bisects the responsiveness line. People who are more reserved are said to be above the line.

This is about behavior, not about what is going on inside the person

Wherever you are on the axis, it's a good place to be!

People in every quadrant can be successful.

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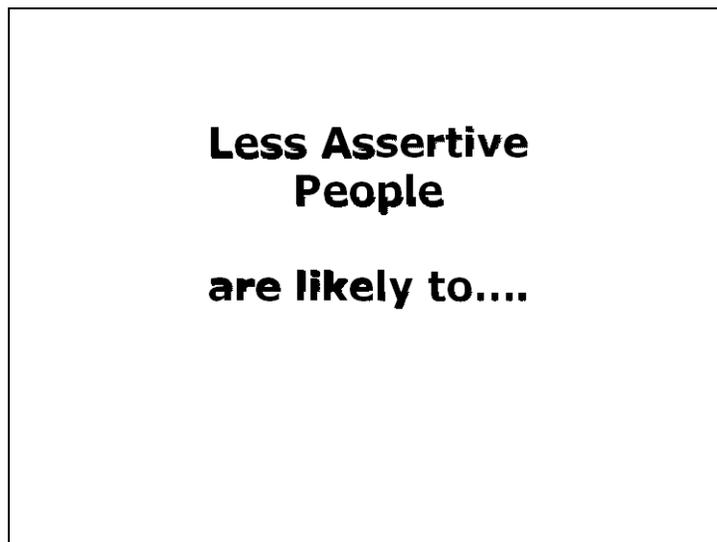


More assertive people have many if not most of the following behavioral characteristic:

- **Exude more ENERGY!!!!**
- **Move faster**
- **Gesture more vIgOrOuSly!!!**
- **Have more intense eye contact**
- **Be erect or lean *forward*, especially when making a point**
- **Speak more rapidly**
- **Speak LOUDER**
- **Speak more often (speak more often, speak more often, oh, did I say that?)**
- **Address problems quicker**
- **Decide quicker**
- **Be more risk-oriented**
- **Be more confrontational**
- **Be more direct and emphatic when expressing opinions, making requests, giving directions**
- **Exert more pressure for a decision or for taking action**

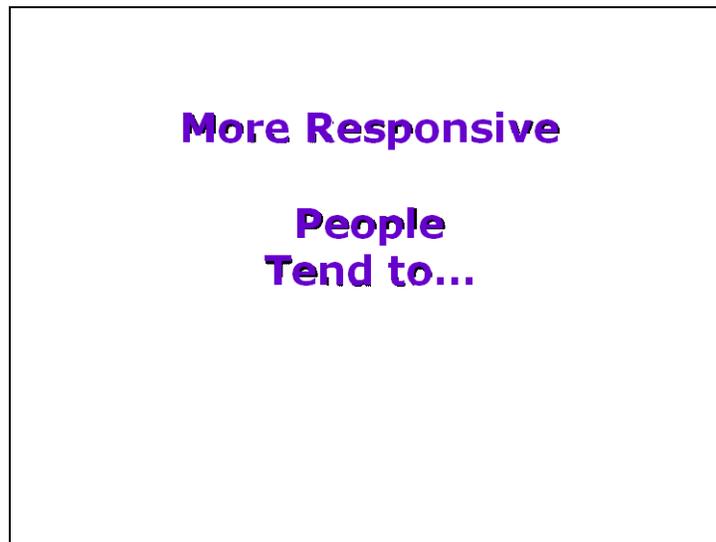
- **Demonstrates anger quicker** ☹ ☹ ☹

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Less assertive people tend to:

- **Demonstrate less energy**
- **Move s-l-o-w-e-r**
- **Gesture less vigorously**
- **Have less intense eye contact**
- **Lean backward even when making a point**
- **Speak less rapidly**
- **Speak more softly**
- **Speak less often**
- **Be slower to address problems**
- **Decide less quickly**
- **Be less risk-oriented**
- **Be less confrontational**
- **Be less direct and less emphatic when expressing opinions, making requests, and giving directions**
- **Exert less pressure for making a decision or taking action**
- **Demonstrate anger less quickly** 😊 😊 😊



Characteristics of MORE responsive people, compared to the less responsive half of the population, they tend to:

- **Express feelings more o-p-e-n-l-y**
- **Appear friendlier ☺**
- **Be more facially expressive ...☹ ☺**
- **Gesture more freely**
- **Have more voice inFLEction!**
- **Be comfortable with small talk (talk, talk, talk, talk)**
- **Use more anecdotes and stories (Then when I was in the third grade...)**
- **Express more concern about the human aspect of issues**
- **Prefer working with people**
- **Dress more casually**
- **Be less structured in their use of time**

**Less Responsive
People
will probably...**

Less responsive people tend to:

- **Be less disclosing of feelings**
- **Appear more reserved**
- **Have less facial expressiveness**
- **Gesture less often**
- **Have less vocal inflection**
- **Be less interested in and less adept at "small talk"**
- **Be more task-oriented**
- **Prefer working alone**
- **Dress more formally**
- **Be more structured in their use of time**

People in every quadrant can be successful.

It is virtually impossible to permanently change your characteristic level of either type of behavior. (Why would you want to-all styles are good places to be)?

Your behavior patterns are ingrained by the time we reach adulthood and it is extremely difficult to fundamentally change-The habits involving the management of emotion may be the most difficult of all to break.

People are often self-critical and want to change that they fundamentally are.

Self-development is a desirable activity, but it's equally important to respect and celebrate the fundamental and essentially unchangeable aspects of you. This includes accepting your characteristic degrees of assertiveness and responsiveness

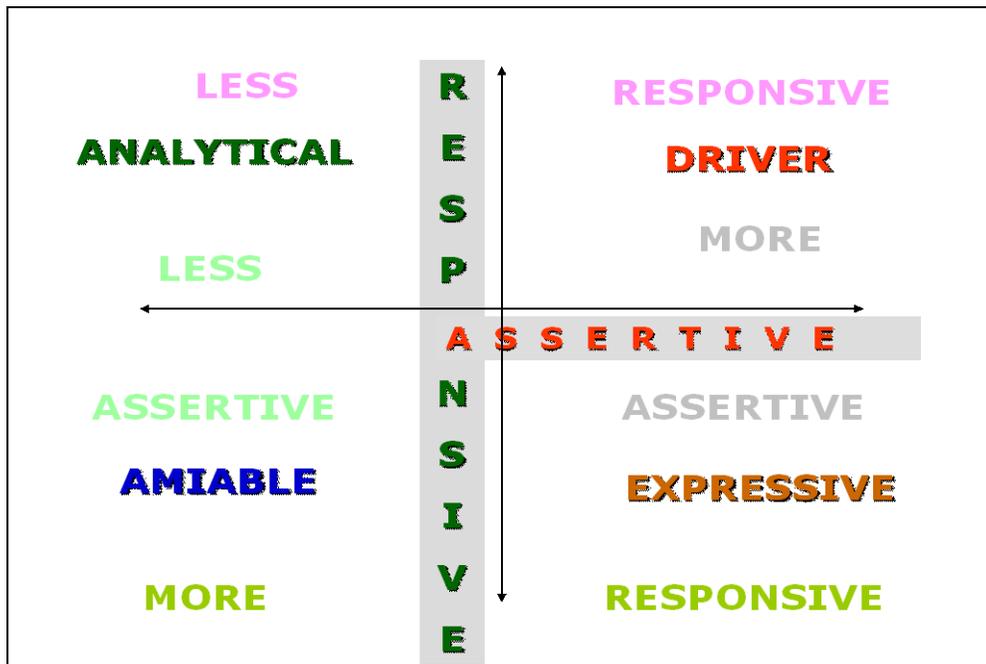
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Style names

Unfortunately, we must have a name in order to communicate easily about the four styles. Do not focus on your perception about the name because for each name comes a full spectrum of behaviors. **Each style is far richer than its name implies.**

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These are typical levels of assertiveness and responsiveness:

ANALYTICALS - Less assertive than half the population and less responsive (less emotionally disclosing) than half the population

DRIVERS - More assertive than half the population and less responsive (less emotionally disclosing) than half the population

EXPRESSIVES - More assertive than half the population and more response than half the population

AMIABLES - Less assertive than half the population and more responsive than half the population

Which Style is Yours?

- Everyone has a dominant style
- Each has potential and weaknesses.
- Everyone has traces of all styles
- You can't change your dominant style-that's okay, they are all good
- You are more than just your dominant style and you are unique from others who fall into your style.
- Your acceptance of each of the styles enables you to make this model work for you rather than against you.

Which one of the four styles is yours?

Remember this is what you think others perceive of you as more or less assertive or responsive.

Research suggests that only about 50% of you will assess yourself as others would. For this reason, think about having 3-5 people who know you well do the BI on their perceptions of you.

Everyone has a dominant style

Each style has potential strengths and weaknesses

Everyone has traces or parts of the three non-dominant styles

You can't change your dominant style-that's okay, they are all good

You are more than just your dominant style and you are unique from others who fall into your style

Your acceptance of each of the styles enables you to make this model work for you rather than against you

The Behavioral Inventory (BI) is not a test-you can't pass or fail it; there is no better or worse combination of scores. Each style is a good place to be. Each style has tendencies to important strengths and brings with it its own set of liabilities.

1. Insert your survey scores on the spaces in the same order as you see them at the bottom of the Behavioral Inventory Surveys.
2. On the two scores to the left of the centerline – circle the highest score.
3. On the two scores to the right of the centerline – circle the highest score.
4. Follow the directions of the arrows on your two highest scores (one from left of the center line & one from right of the center line) to determine which “behavior styles box” you fall in.

Left & Above – Analytical

Right & Above – Driver

Left & Below – Amiable

Right & Below – Expressive

5. Circle the corresponding box

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You have completed your inventories and have an idea about which style is yours. This is the place to begin, with self-awareness, a concept we will be discussing a great deal in this course, particularly when we get to the discussion about Emotional Intelligence. However, as supervisors you will need to be able to EFFECTIVELY communicate with several groups of people. Those groups were identified in the inventories you brought with you, subordinates, peers, superiors, and user agencies or groups.

List the results of your inventories here:

Subordinates indicate that I am (Expressive, Driver, etc.):

Peers indicate that I am:

Superiors indicate that I am:

The inventory I conducted on myself says I am:

Now that you have this information, we will go into more detail on each style and discuss behaviors common to each style. You will most likely not fit all the information, as we are all a unique combination of styles. However, you will find that one style is predominately your style and likely second style that identify with. As you listen to this information remember, this is how behaviors are seen. Maintain an open mind as you hear strengths and challenges with your style (and the styles of your employees).

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Analyticals

- More emotionally restrained / less assertive
- They want to be right the 1st time
- High standards
- Self-critical /perfectionistic
- Organized
- Seeks more data
- Like to work alone
- Low-key body language
- Walk slower
- Less eye contact
- Conservative dressers
- Quietest of all the styles

Analyticals

- More emotionally restrained with less assertiveness
- They want to be right! "Let's do it right the first time"
- Set very high standards and are willing to do the time-consuming work need to achieve or exceed those standards-they are sticklers for detail
- Tend to be the most critical of styles-they are perfectionists, often hard on themselves and others
- They are generally very sparing with compliments and expressions of appreciation.
- It can be demoralizing to work with them if they don't guard against these tendencies
- They are generally systematic and well organized. At worst, they can degenerate into bureaucracy of excessive regulations and by-the-book mentality
- This style craves data-the more the better "knowledge is power"
- They don't make decisions hastily, they want to make the right choice and weigh the options, sometimes over agonizing about decisions
- They often like to be or work alone or with just a few other people
- Body language is low-key

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- Walk more slowly than right of the line folks, don't gesture, as much, and what gestures they do use tend to be smaller, less flowing and less emphatic
- Sometimes they can be noted for not having much eye contact or facial expressiveness
- They tend to dress conservatively and their office may be decorated in business-like décor
- They are the quietest of the styles, tending to speak less often than people of other styles are, except when delving into detail about a topic they have analyzed
- Content of their conversation is usually more task-oriented than people-oriented.
- They strive for accuracy and will often elaborate on both sides of an issue
- They don't tend to wear their feelings on their sleeve and may be less direct when making a request or stating an opinion
- They tend to avoid the emotionality that's related to conflict. When others are carried away by emotion, Analyticals retreat into their heads and become emotionally detached
- They assume a rational approach and can cool an overheated situation
- When an analytical avoids conflict, important issues are tabled and problems are left unattended, thereby missing significant opportunities
- On time management issues, they tend to be punctual for appointments but tardy in meeting deadlines. They do things more slowly and deliberately than most people do because they are exceptionally thorough, quiet and industrious

Strengths:

- Quality orientation
 - The pursuit of excellence
- Prudent
- Painstaking
- Task-Oriented
- Systematic

Weaknesses:

- Perfectionism
 - Standards set too high for anyone to achieve them Never satisfied with work (often their own work or that of others)
 - Habitually late with projects because they aren't good enough
 - Works slowly because of the need to do it perfectly the first time
- Indecisive
- Nitpicky
- Impersonal
- Bureaucratic

Amiables

- Less assertive / more responsive
- Team players – like working with others
- Don't seek the spotlight
- Value others' contributions
- Are "helpers" - volunteer
- Adept at integrating conflicting opinions
- May over-commit themselves
- Perform best in a stable, structured situation
- Ties to others more personal
- They use less "air time" than more assertive styles

Amiables

- Lower-left quadrant-they are less assertive and have more than average responsiveness
- Similar to Analyticals in assertiveness, but different in their responsiveness- they are team players who prefer working with others particularly in small groups or one-on-one.
- They don't seek the spotlight and seldom get into ego clashes with others
- Less likely than the more assertive styles to seek power for themselves.
- They can be skilled at encouraging others to expand on their ideas and are good at seeing value in other people's contributions
- They are also adept at integrating conflicting opinions into a synthesis that all parties can genuinely support
- Their effectiveness as team players is enhanced by their generosity with their time
- They are helpers who will volunteer to do
- Unglamorous, out-of-the-limelight activities for the team
- They may overdo it to such an extent as to default on delivering his or her commitments in a timely manner
- Quiet friendliness is an asset in working with people, very people-oriented
- Ties to others are often more personal than is characteristic of other styles
- They are empathetic and compassionate; people tend to confide in them
- They perform best in a stable, clearly structured situation
- They often prefer to have the organization define their goal and set their goals as long as the demands are reasonable
- Some Amiables overdo their friendliness and are sidetracked from their task by their desire to relate to people
- Drivers and Analyticals are prone to overemphasize the tasks while Amiables and Expressives may give disproportionate time and attention to their relationships with people
- They shine as maintainers-they value what has already been created and find satisfaction in working to preserve it
- They are comfortable doing routine procedures and following processes established by others
- Like Analyticals, they tend to be indecisive and take a cautious approach to decision making
- They will often delay making a decision, especially when risk is involved or when it's a

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controversial call that may upset other people

- They may also delay making a decision simply because they find it so uncomfortable to make a clear-cut choice
- They are conscientious, but prefer to hear directly from people rather than reading memos- they prefer face-to-face or over the phone and may be well connected to the grapevine
- They are patient with other people and with organizations
- Once they've reached their limit though, they may eventually become angry and will be slow to forgive or forget
- Body language is low-key, walking more slowly than the more assertive styles and may have less erect posture
- They often lean back in their chairs when even when making a request or stating an opinion
- Communicating, their movement tends to be fluid and graceful, though not dramatic.
- They are comfortable with eye contact and are facially expressive
- In conversation, they use less "air time" than the more assertive styles and often speak in warm, low volume tones
- Their conversation is more people-oriented rather than task oriented.
- They may ask you about your trip or your child, etc.
- While they may reveal personal things about themselves that make people feel that they know them better than they know most people, Amiables may be surprisingly guarded. Especially withholding feelings of anger or critical judgments of others-they may appear calm when internally they have strong feelings
- They often make a request or state an opinion indirectly-sometimes it appears that they are not taking a clear stand on an issue
- They need to maintain pleasant relationships and may be unwilling to confront a person's performance problems-they tend to avoid giving corrective feedback
- As a manager, they can be slow to a fault in dealing with an employee's inadequate performance, and this style may be squeamish about using authority
- High-performing Amiables overcome the tendency to conceal true opinions yet preserve their concern for the other person and have a desire not to harm the relationship
- Their diplomatic timing and phrasing may enable their message to get through to people who were unresponsive to the same idea presented more bluntly by others

Strengths:

- Harmonizer
 - Cooperative
- Diplomatic
- Dependable
- Supportive
- People-Oriented

Weaknesses:

- Conflict avoidance at all costs
 - Unpleasant facts may be suppressed
 - May not take a firm stand
 - Sweep negative feelings under the rug
- May have lack of input that comes across as uninvolved
- Diminish their standing in the eyes of others because they won't make a stand

Expressives

- WHAAAHOOOO!
- More assertive / more responsive
- Most flamboyant and outgoing of the styles
- Restless energy
- May tune out when bored
- They can be dreamers
- Can seem to relate effortlessly to strangers
- Tend to be impulsive
- Can go to emotional extremes
- May be quickest to anger
- They use more "air time"
- Most verbally fluent and facially expressive/communicative of the styles

Expressives

- Lower right portion of the grid, more than average assertiveness and emotional responsiveness
- Amiables and Expressives have common characteristics of being more responsive than half the population. Expressives and Drivers are the two more assertive styles
- Expressives are the most flamboyant of styles. They tend toward the dramatic. They like bright colors, bold statements, and eye-catching projects. This style thrives being in the limelight and naturally gravitates toward center state
- They have lots of energy that when combined with assertiveness can make them seem overwhelming at times
- They are continually on the go and don't like to spend too long in any one spot
- They have restless energy and when required to sit through a long meeting, you may see the expressive shift in his/her chair, jiggle legs, move hands arms, toy with paper clips or pencils, etc.
- When bored they tend to tune out
- They are the most outgoing of the styles and seem to relate easily and effortlessly to strangers
- When they have a choice of doing something alone or with someone, they prefer to link up with others
- They may be dreamers and their vision is typically bold and imaginative
- This style focuses on broad generalizations rather than facts
- They tend to be impulsive, and may have to work their way out of more than their share of problems
- They can create problems for themselves and others in the workplace due to their impulsiveness-they are often behind schedule with projects and some habitually miss deadlines
- More than other styles, they may be on an emotional roller coaster and may have emotional extremes
- Expressives are playful and fun loving and can make work more fun and enjoyable
- They use flowing gestures, more of them and the gestures are bigger and more forceful
- Their facial expressions are the most communicative of all styles

SRG

- More than any other style, they modulate the pitch and tone of voice to match what they are saying
- They are tell-assertive. They advocate more than they inquire-talk more than listen
- They have a tendency to interrupt others and monopolize the conversation
- The most verbally fluent of the styles
- Tend to be storytellers

Strengths:

- Spontaneity
- Articulate
- Fast-Paced
- Visionary
- Fun-loving

Weaknesses:

- Broken commitments
- Lack of punctuality
- Failure to complete projects on time
- Poor listener (it's all about them)
- Impatient (move it, move it, move it!)
- Impractical
- Distracting

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Drivers

- Results & action oriented – bottom line
- Set high standards
- May not consider long-range implications of actions
- Get-it-done type
- More likely to change their minds
- More intense facial expressions and eye contact
- Excel in time management
- Lean forward, talk faster
- Speech is fast-paced
- Forceful gestures
- Limited small talk
- More task-oriented than people-oriented
- High energy/fast pace & directness can trigger resentment

Drivers

This style is located in the upper right area of the grid. Drivers blend higher-than-average level of assertiveness with a less-than-average responsiveness.

- They are results-focused and the most practical of the styles, priding themselves on their bottom-line orientation
- Action-oriented
- They like to set high standards and goals then go about accomplishing them
- They are the get-it-done types of persons
- They may not consider the long-range implications of their actions.

SRG

- They are very decisive
- They are more likely to change their mind than are the less assertive styles (Analyticals or Amiables)
- They excel in time management
- Body language suggests purposefulness
- They lean forward, walking faster than most people do
- Tend to have more intense facial expressions with direct eye contact
- Drivers' speech is fast-paced
- They use forceful gestures
- They may use a task-oriented approach to communications, possibly engaging a little "small talk" in an effort to build rapport – but s/he has to work at it-this is not their normal communication style and may come across as false
- Their high energy, fast pace, purposefulness and directness of speech can trigger resentment in people
- They are less emotionally disclosing than the other greater-than-average assertive style, Expressive
- They are task-oriented more than people-oriented

Strengths:

- Forcefulness
 - They make things happen
 - Goal achievement
- Independent
- Results-oriented
- Candid
- Pragmatic

Weaknesses:

- Can be viewed as domineering and authoritarian
 - May run over other's rights and feelings
- Poor collaborator (too independent)
- Impersonal (task-oriented)
- Abrasive (too candid without regard to other's feelings)
- Shortsighted (Pragmatic)

Antidote

- Analyticals

Antidote for Perfectionism:

- Complete projects on time (be perfect on completing work on time!)
- Commit to do things in a reasonable period of time – keep the commitment
- Create timetables and stick to them – hit the benchmarks work on time management
- Understand the concept of “good enough”
- Say thank you more often – you might assume that people “just know” you appreciate their efforts
- Acknowledge others – be sincere with appreciation

Antidote

- Amiable

Antidote to Conflict Avoidance: Speak Your Mind

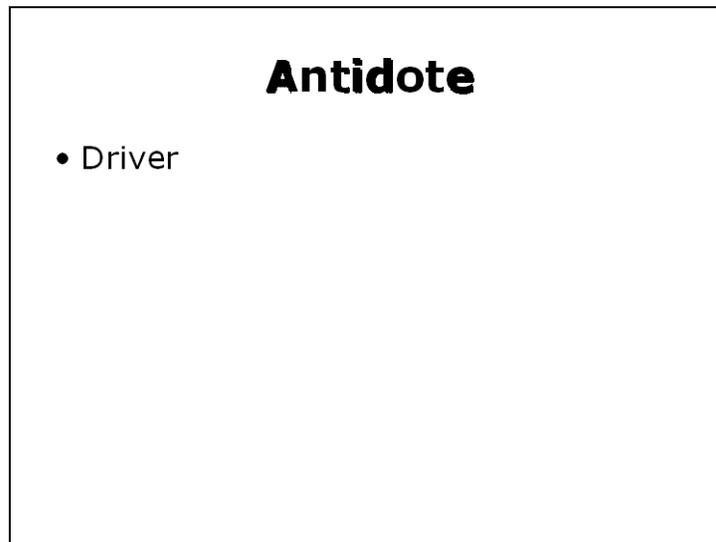
- Be prepared – do your homework – be prepared to deal with conflict as well
- Decide what you think about each agenda item or topic and prepare yourself to contribute ideas
- Decide how issues or decisions affect you or your team
- Find a constructive way to be assertive – learn to be comfortable stating your opinion

Antidote

- Expressive

Antidote to Broken Commitments:

- Keep the commitments you make – your reputation may hang on it
- Engage in time and project management practices that keep you on time and record your progress toward completion – Set “focused” benchmarks
- Use calendar to plan, set milestones and goal achievement dates
- Accurately calculate the time it takes to complete work
- Plan for delays or setbacks



Antidote for Domineering:

- Listen better
 - You can't do effective listening if you're doing all the talking
- Decide how often you will speak or respond during a conversation and stick to it – use a "speaking ratio"
- Back off in pace and pressuring others to decide or act
- Modify dogmatic speech "The right way to do this is" "Here's the approach to take"
- Speak "provisionally" – "Another way we might approach this is.."

Slide 33

**STRENGTHS OVERUSED
BECOME LIABILITIES
THAT UNDERMINE YOUR
EFFECTIVENESS**

It is not as hard as it would seem to add some new skills to your repertoire without going to extremes of other styles or continuing to overuse your own style.

Style Identification

- Observing is different from *inferring*
 - Behavior is directly observable
 - Inner qualities can't be observed
- Look for *behaviors* that indicate assertiveness or responsiveness

Chapter 10 How to Identify a Person's style

Style identification is a way of learning about people ***through observation***. Observation is purposeful and focused.

Separate *Observing* From *Inferring*

Style identification is based on the observation of behavior. **Behavior is what a person does that can be seen and heard it is directly observable.**

Many inner qualities lie beneath the behavioral surface; thoughts, feelings, attitudes, motives, beliefs, values. **Inner qualities can't be observed.**

No one can know for sure what's going on in another person's inner world. We can only infer, or guess, at what another person is thinking or feeling.

The distinction between observing behavior and making inferences can be difficult to separate. Even after people have been taught the difference, when asked to observe and describe behaviors, they often report their inferences. Inferences are judgments we make after processing information through our own filters.

When identifying a person's style, focus strictly on behavior-what the person says or does- ***push aside the tendency to read meanings into what you see and hear.***

Don't make judgments now – you may find yourself reacting to the behavior (liking it or not liking it).

What to look for:

Use of selective perception – look for specific clues that are most useful in discovering a person's style.

Level of assertiveness

- Amount of talking (more or less)
- Rate of speaking (faster or slower) Voice volume (louder or softer)
- Body movement (faster or slower)
- Energy expressed (more or less)
- Posture (leans back or forward)
- Forcefulness of gestures (less or more)
- Shortcut for indicators of assertiveness:
 - Less assertive: less, slower, softer
 - More assertive: more, faster, louder
- **Level of responsiveness:**
 - Facial animation (less or more)
 - Voice variation (less or more)
 - Flowing of gestures (less or more)
- Look for body language and nonverbal clues as to level of responsiveness.

Fine tune your assessment – After determining another’s style- further determine your style identification.

There are recognizable differences in assertiveness/responsiveness within each sty. It is possible to determine which QUARTER of each continuum represents a person’s typical behavior. In this way you can place that person in a “sub-quadrant” within their primary style quadrant.

Figure out whether the person is more or less assertive than half the population. If s/he is more assertive than half, then ask yourself if the person is more or less assertive than 75% of the population. If the person is less assertive than half, ask if this person is more or less assertive than 25% of the population.

Use the same process to determine what quarter of the vertical responsiveness axis best characterizes the person.

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What Style is Your Team?			
Analytical ANALYTICAL	Driver ANALYTICAL	Analytical DRIVER	Driver DRIVER
Amiable ANALYTICAL	Expressive ANALYTICAL	Amiable DRIVER	Expressive DRIVER
Analytical AMIABLE	Driver AMIABLE	Analytical EXPRESSIVE	Driver EXPRESSIVE
Amiable AMIABLE	Expressive AMIABLE	Amiable EXPRESSIVE	Expressive EXPRESSIVE

Employee Behavior Style

Take **10 minutes** and discuss in your groups the behaviors you have read about on your employees and what behavior style you anticipate.

Individually – identify any of the behaviors that you identify that might bother you, slightly or a lot, or cause you stress when you communicate with this individual.

Improved Style Identification

- Encourage them to lead the conversation
- Body language
 - Be more observant
- Don't over-label
- Be open to changing your assessment
- Knowledge is the beginning of wisdom (grasshopper....)
- People are much more than just their "styles"

As you are working through this, and perhaps while you were reading the book, you may have started to think about a person or persons that you have communications issues with. If you can acknowledge that there is a problem with the communication, you can begin to do something about it.

The purpose for our use of this book and this exercise is to help you not just identify your own behavioral style and the style of others, but to provide you a TOOL that can help you get your most important messages across to the people with whom you work.

We will talk about backup styles and ways in which you can *flex* your style as some of the tools you can use.

The backup and secondary backup style preference is another way to confirm your real social/behavior style. If you think you are a Driver, but your back up style indicates you are an Analytical, take a closer look. You may find in your inventories that you have been identified as a couple of different styles. Looking at your backup styles may help you get a more accurate understanding of your style. Think about what back up styles are stressful for you. This could be behaviors you are uncomfortable with on the employee profiles we are working with, or co-workers at your organization. When you look at their style vs. your style, can you see where your style might also cause stress for them?

Some tips the book gives for improved style identification:

- **Make it easy for the other person to act true to style** – if you come across too strongly with your own style-based behavior, the other person may respond to the way you relate to them, rather than in his/her own style
- Encourage him/her to take the lead in the conversation
- Demonstrate an interest in him/her

SRG

- Pay attention to the other person's body language
- Train yourself to be more observant of other's gestures, expressions, loudness, posture, inflection and "air time"
- Don't over-label another's style
- The book gives examples of Expressives being mislabeled as Drivers because the word "expressive" doesn't convey the high level assertiveness that is characteristic of this style. Not all highly assertive people are Drivers
- Treat your initial identification of another person's style as a working hypothesis
- Don't allow your initial perception to be carved in stone
- Continue to take in new information about this person's assertiveness & responsiveness
- You can check your accuracy by occasionally flexing your style to the assumed style of the other. If the style flex improves the relationship or communication, you were probably correct, if it doesn't, you may have misdiagnosed the other person's style
- Knowledge of style is the beginning of wisdom about a person
- When you DO accurately identify another person, it can provide you a lot of information about that person
- Don't forget that a person's social/behavioral style is not all there is to know about that person. People are much more than their styles.

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Backup

- **Primary Backup**
 - Driver – Autocratic
 - Analytical – Avoiding
 - Expressive – Attacking
 - Amiable – Acquiescing
- **Secondary Backup**
 - Driver – Avoiding
 - Analytical – Autocratic
 - Expressive – Acquiescing
 - Amiable – Attacking

You will have read about backup styles. Can you tell me what the primary backup style is for each of the styles?

Driver
 Autocratic
Analytical
 Avoiding
Expressive
 Attacking
Amiable
 Acquiescing

What is the secondary backup style for our four styles?

Driver
 Avoiding
Analytical
 Autocratic
Expressive
 Acquiescing
Amiable
 Attacking

The more information you have on how your own behaviors are perceived, especially when you are under stress, the more options you have on what you can do about it. When you are aware you are in your back up style, you can make decisions about what actions you take such as:

- Acknowledge you are in back up mode (a problem named is often a problem solved)
- Postpone meeting/Delay decision making (when appropriate)
- Have another person facilitate the meeting you were set to do
- Utilize stress management skills
- Do NOT send that email!

Flexing Concepts

- *IS* modifying a few key behaviors
- Only at key times
- Just-in-Time
- Open in parallel
- The 4 step process
 - *Identify your and the other person's style*
 - *Plan – 3-4 behaviors you want to modify*
 - *Implement – try it*
 - *Evaluate – review the process and outcome*

Within the communication center, our tasks require us to communicate and work with individuals with differing styles in how they approach their work. In order to avoid clashes that can occur with various styles, flexing a few behaviors in order to mesh and “fit” with our co-workers can be an effective tool. Some critical components to understand about what flexing is and isn't:

- **Style Flexing is modifying a few key behaviors of yours that may cause stress in a person of another style**
- **Don't overuse your style strengths – begin to use appropriate strengths or behaviors of other styles**
- **Getting in sync with others**

Style Flexing Is:

Flexibility, not manipulation or conformity

Manipulation

People Styles at Work (PSW) give three reasons why you shouldn't succumb to the "temptation" of manipulation. Can someone tell me what these reasons are?

- Manipulation is more likely to work against you than for you
- Manipulation may reap short-term gains, but the long-term consequences are negative
- People will discover it sooner or later
 - When that happens you will no longer have influence
 - You will encounter resentment and suspicion
 - Manipulator's reputations are tarnished by their actions
- To manipulate others is to harm yourself
 - It is a self-defeating behavior
 - It limits the potential for *human contact*
- Manipulation is unethical

PSW describes manipulation as "**It's an unscrupulous attempt to con people into bypassing their higher faculties of mind and spirit. In doing that, the manipulator treats other people as objects to be exploited rather than persons to relate to**".

You can build honest, respectful relationships or manipulate others. The choice is up to each of you as to how you will use style flexing.

Conformity

Flexing is also NOT conformity. You do not have to hold the same opinion as the person you are flexing to. It IS the use of *content* and *process*. Content is "what" is said, "process" is how it is communicated.

It is possible to flex to another's style by maintaining the content of the message, but change the delivery of the messenger.

Style flex is not about giving up your own goals or opinions; it is a way to get those goals and opinions to be "heard" by the other person.

Style flex is the temporary adjustment of a few behaviors! It is about modifying your behavior when communicating something important to another person – it is NOT about expecting that they change their style. Style-flex belongs to the flexer. It requires you to *accept* the other person's style. "**THE PRIMAL LEVERAGE YOU HAVE FOR IMPROVING A RELATIONSHIP IS YOUR OWN BEHAVIOR**".

Here are the how-to's of flexing.

We will break down the information in PSW on flexing.

- Attempt to detect the style-based difference between you and the other person
- Attempt to determine the other person's preferred way of doing things
- Carefully select a FEW of your behaviors to adjust, general rule, NO MORE THAN 3-4 BEHAVIORS
- Flex your style ONLY AT KEY TIMES

- You lose “you” and vitality if you try the chameleon approach
- It can lead to mistrust of you by others
- Style flex IS A TEMPORARY ADJUSTMENT TO A FEW BEHAVIORS
- **Open in parallel**
- Open in the style of the person you are working with
- **Just-in-time Flex**
- If you open in parallel, after a while relax your efforts. Monitor any signs of stress in the other person. If you see their stress level rise, begin to flex again.

Follow the four-step process:

Identify- your own style and that of the other person

Plan-select the three-four behaviors you want to modify for the conversation.

Implement –try your flexing, evaluate how you’re doing from time to time during the conversation

Evaluate – mentally review the process and outcome, learn from the experience

When to Flex Your Style

- Not all the time
- *When something important is at stake*
- When the other person seems to be stressed

Just being of a different style can cause stress in someone else. Have you ever had people with whom you often had trouble talking to? Did any of you attempt to identify someone with whom you have regular communication issues, to see if their style is different from yours? What did you find?

Style Flex Exercise

- Use scenario provided
- Identify key points for discussion
- Utilize IPIE to Open in Parallel

You will have **30 minutes** to complete this exercise. You will receive a scenario that requires a meeting with your employee and prepare to open in parallel. At your tables pair up and each of you will be the supervisor once and the employee once.

Supervisor: Prepare key points you need to discuss. Conduct the “IPIE” part of the flexing tool.

Employee: Your role is to play the behavior style of the employee being counseled. Consider what is important to this employee and their style. Identify how you will respond in back up mode if the supervisor doesn’t approach your style effectively.

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Flexing in Special Situations

- To your manager
- To the people you supervise
- To a group
- To a person and a task
- When you can't ID the other person's style
- To someone with the same style as yours

The chapters near the end of the PSW book have some interesting tools. In this last exercise you used the appendices for your styles that dealt with flexing behaviors when you flex to other styles.

There are a few other situations described in the book that can help you communicate better at work.

Flexing to Your Manager

"Subordinates can never safely ignore differences between their leadership style and that of their boss" (*Managing for Excellence*, David Bradford and Allan Cohen)

- Just ask
- Find time during a discussion to ask "how would you like me to work with you"?
- Get specifics
 - How often do you want me to report on this
 - Under what circumstances
 - Do you want a detailed analysis or brief summary with recommendations or other approach
 - How could I have presented the information I a way that could be more useful to you?

Flexing to your manager's style can help make your relationship more productive. This is a critical relationship to have if you want to be able to accomplish goals, expand your own horizons, and have a more comfortable workplace.

Flexing to the People You Manage

- **Give people the freedom to do things their way – (allowing people to make their own decisions ties in with some of our Leadership principles)**
- Use style-flex in team or shift meetings

Flexing to a Group

- Identify the styles of each group member

Flexing to a Person and a Task

- Flex initially to the person, bring up their comfort level
- When communication is improved, flex to the task
- The task is one in which your particular style may find challenging (i.e., an Expressive doing a task done well by an analytical)
- Re-flex to the person as needed

Flexing When You Can't Identify the Other Person's Style

- Observe the person long enough to be able to gauge one or two key dimensions of style-based behavior, i.e., the person is more or less assertive or responsive than you
- Flex to one of the dimensions
- Tone down your extreme behaviors
- Do something different than what you normally do, if you speak frequently, speak less often, if you are quiet or slow speaking, speak louder and more firmly and faster
- Doing the opposite of what you normally do is an approach that is often advisable when the relationship is especially strained
- You've been unsuccessful in several other attempts to work more constructively with the person

A general guideline for what to do when you are in a style clash with a person of your own style:
MODERATE YOUR BEHAVIOR TOWARD THE OPPOSITE CORNER OF THE GRID:

- Driver – Flex toward Amiable Quadrant
- Expressive – Flex toward the Analytical Quadrant
- Amiable – Flex toward the Driver Quadrant
- Analytical – Flex toward the Expressive Quadrant

The People Styles at Work book can give you some real practical ideas about how to better get your messages across. Again, flex only a few behaviors and only when you need to. People don't want a chameleon; they want an honest, sincere, supervisor, with whom they can have important conversations. This book is an excellent place to start if you are interested in becoming a more effective communicator with your employees.

Other Ways We Can Communicate

- Teambuilding meetings

We've spent some time on the "tools" that might be useful to you in order to better communicate with your co-workers. One of the difficulties faced in many communications centers, however, is how you find the time to get a chance to talk to people face-to-face. We could conduct an entire unit on nothing but team building; unfortunately, we don't have enough hours to do that. However, being able to communicate to a team (or as a member of several variable "teams"), is an important role for the supervisor.

We're going to do a couple of quick brainstorming exercises.

Teambuilding Brainstorm Activity (2 parts)

Take **10 minutes** on this first one and come up with a list that answers the question:

What would the value be of being able (in a perfect world) to get all of your employees together to discuss issues periodically? What would you want to accomplish?

Some of you have difficulties due to staggered shifts, different days off, etc., in getting your folks together. For the next part of this exercise, let's brainstorm ways in which you might be able to accomplish getting people together, let's say, every 3 months. Although there are obstacles to overcome, focus on ideas and avoid letting the obstacles inhibit you from sharing an answer or discounting others' ideas.

Take **10 minutes** and brainstorm ideas on how your team could come together on a regular basis.

Other Ways We Can Communicate

- In writing
 - Email
 - Memos
 - Computer messages
 - Terminal-to-terminal
 - MDT/MDC
- Generation Gaps – another approach

We've had discussions about how we communicate to individuals and groups, usually in a face-to-face setting, but what about how we communicate to individuals or groups in writing?

Let's start with email. Let's look at email etiquette. There are lots of websites devoted to information about email and email etiquette. Here are some suggestions.

Think about what you are going to write, why you are going to write it, and who needs to see it. Consider all of the email you receive that is of little or no value to you. If it doesn't need to go to everyone, don't use ALL. There are very few instances where "all" is probably the most appropriate address. Consider sending the information to the supervisors group to forward as needed. You may find that some things really DO need to go to all – but make sure you're not adding to the over-emailed problem.

- CCs are for people who have a need to see the email
- BCCs are considered iffy by some folks, ethically – why hide who you are sending an email to?
 - Also, if you BCC someone, your original recipient can see the BCC simply by hitting "reply to all"....
 - If you want to save a copy CC yourself or move the sent email out of the "sent" file into the file you are saving
- High priority designations should be used sparingly – if it doesn't require an *immediate* response, it should probably be sent regular priority
- Use please and thank you – good manners are good manners – short, curt, or abrupt emails can be misinterpreted. Do you want to get your message across, or get it to someone using the fewest number of key strokes?

SRG

- DO NOT send email when you are angry if you can help it. Take a few minutes to write down what you want to say – do so when you are calmer. You can make your message clear without making it sting. Better yet, wait until the next day.
- Don't forget that email is considered a public document and is open to public disclosure – put nothing in an email you would not want read or scrutinized in court.
- Make your emails short and to the point, without being curt or uncivil.
- Watch the use of all caps – it can be construed as "shouting".
- Read the entire email before you respond – it may save you from writing more than one. Read through all of your email if you have been away. The issue you want to address may already be resolved in an email you haven't read yet.
- Recipients of your email can infer your intent; make sure language is appropriate, polite, and civil.
- Set up your email to use spell check.
- Consider whether an "email" is the *best* way to send out some messages or information.
- Consider your audience, the content and the message.
- Use "out of office assistant" or similar tool to let people know you are away from your office and not to expect a response right away. They may be able to find someone else to contact in your absence.

What about other written communications? Do any of you have someone quickly proofread your memos or letters? Do you have self-correcting eyes? Find someone who would be willing to look over a memo or correspondence before you send it. If you are sending out something really important, it is worth proofreading carefully and having someone else check it for errors.

If you know that writing is not your strongest skill, can you learn to get better at it? Is it possible that you find a supervisor who *is* a skilled writer to help you edit, or even craft your memos and reports?

In the past we have discussed generational issues, or generation gaps, that many supervisors identify as a challenge. We currently work in unique times where so many (four currently) generations are part of the workforce. There are numerous resources available on generation information and tendencies, however, many of these are an overview of the generation and do not always apply. Technology is a good example where throughout all generations there are varying preferences on technology and how information is delivered. You will find people in every generation that like or dislike change, technology, and how information is delivered. Our economy has had a dramatic change on how many jobs a person will have in their lifetime, and what was once attributed to younger generations as lack of commitment has now been redefined. As supervisors we have to update our information and understanding on trends in order to avoid labeling. In order to avoid gaps, generational or other, one-on-one communication with your employees is the key to gaining a grasp of what works effectively with them.

As supervisors do you routinely monitor terminal-to-terminal, MDT/ MDC messages, or employee emails? Some agencies check employees' use of messages to assure compliance with policy.

Interpersonal communications encompasses all aspects of communication. As a supervisor, a role model, and a person of influence in your agency, heightening your own awareness of your communication style and that of others, may give you a chance to avoid the consequences that can

happen when “miscommunications” occur. This is an important skill that can be improved upon with practice.

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Unit 7

Emotional Intelligence

Objectives:

At the end of the module the student will be able to:

Describe the four emotional intelligence skills

List the two primary competencies under which these four skills fall

Describe the process of changing your EQ

Describe the concept of “lean into discomfort”

Identify effective tools for improving a team’s emotional intelligence

Sources:

Primal Leadership – Learning to Lead with Emotional Intelligence – Goleman, Boyatzis, McKee

What is Emotional Intelligence?

- Term developed by social psychologist E.L. Thorndike in 1920
- Awareness of the concept of EI in recent years from the book Emotional Intelligence by Daniel Goleman
 - Goleman’s work is supported by researchers such as Bradberry and Greaves – authors of the Quickbook
- You can find dissenting views about EI as well

We talked a lot about leadership throughout this course. We looked at DePree’s philosophy and the Blanchard situational leadership module. We’ve talked about behavioral and social styles with our last discussion. Much of what we have read and talked about falls into the other category of “emotional intelligence”.

EQ or EI is a concept that was at first called “social intelligence” by psychologist, E.L. Thorndike (1920). It has received serious attention in recent years. Businesses have been taking a long hard look at EI as a way of predicting who within their organization may have a better chance of success, personally and professionally.

Daniel Goleman’s book, *Primal Leadership, Learning to Lead with Emotional Intelligence*, is dedicated to the idea of helping leaders become more emotionally intelligent. There is controversy by some researchers over Goleman’s books, although other researchers such as Bradberry & Greaves who wrote the *Emotional Intelligence Quick Book* continue to publish information that supports Goleman. If you have an interest in looking at other opinions about EI, check out www.wikipedia.com and search emotional intelligence – you’ll find conflicting points of view – all of which make for interesting reading on the subject.

Resonant vs. Dissonant Leadership

- **Resonant leader**
 - Groups have upbeat energy
 - The leader is attuned to the feelings of others and moves them in a positive direction
 - The more resonant a group is with each other, the less static their interactions
 - Resonant leaders use enthusiasm, passion, and empathy to lead
 - Guide others through sharing of ideas and collaborative decision making

Goleman sites examples of “resonant” leadership and “dissonant” leadership. Resonant leadership is one where the leader is attuned to the feelings of others and moves them in a positive emotional direction.

The sign of a resonant leader is a group that “vibrates with the leader’s upbeat and enthusiastic energy. A primal leadership dictum is that resonance amplifies and prolongs the emotional impact of leadership”

The more resonant a group is with each other, the less static their interactions. How well a leader is able to manage and direct those feelings “to help a group meet its goals depends on their level of emotional intelligence”.

Resonant leaders use enthusiasm, passion, and empathy to lead

They guide their workers through sharing of ideas, learning from each other, collaborative decision making and focus, even though change and uncertainty

Resonant vs. Dissonant Leadership

- **Dissonant (or discordant) leaders**
 - Fail to provide appropriate feedback or criticism
 - May emotionally “hijack” others
 - Wreak emotional havoc on their workplace
 - Lack empathy or the emotional skills to deliver difficult messages or provoke positive emotional responses from subordinates
- **Leaders register either in the POSITIVE RESONANCE or NEGATIVE DISSONANCE range**

- Discordant or dissonant leaders produce groups that are much less effective
 - They fail to provide appropriate feedback or criticism
 - One study showed that the number one cause of conflict on the job was “inept criticism by the boss”
 - An oft-cited study out of the University of Washington, on married couples shows that messages delivered in a way that indicates disgust or contempt, can emotionally “hijack” the other person
 - When flooded with the fight or flight reaction to these attacks, the message is lost when the target person experiences a distortion of the message through a series of physiological responses
 - Workplace encounters delivered with contempt prompt the same reactions
 - Dissonant leaders wreak emotional havoc in their workplace
 - They often lack empathy or the emotional skills to deliver difficult messages or provoke a positive emotional response from their subordinates –something that is essential to highly successful teams

Leaders register either in the positive resonance or negative dissonance range. They transmit either positive emotions or negative emotions – people who work with them respond accordingly.

We are looking at the topic of emotional intelligence because there is evidence that leaders (i.e., supervisors) who have or develop it, are more successful.

3 Concepts that Make Up an Individual

- **Intelligence** – IQ – the *ability* to learn
- **Emotional Intelligence** – EQ – the ability to manage emotions appropriately
- **Personality** - the “style” that defines us

Let’s start our discussion of emotional intelligence (EQ) with an exciting concept. UNLIKE IQ, EQ CAN BE CHANGED AND DEVELOPED!

Remember, in PSW – your behavior/social style is generally fixed throughout your life.

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Four Emotional Intelligence Skills

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

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2 Primary Competencies

- **PERSONAL COMPETENCE**
 - Self-Awareness
 - Self-Management
- **SOCIAL COMPETENCE**
 - Social awareness
 - Relationship Management

These tend to pare up into two primary competencies, what were they?

Personal Competence – your self-awareness and self-management skills

Social Competence – your social awareness and relationship management skills

When the authors of the Emotional Intelligence Quick Book compiled results of tests they have been conducting, they find only 36% of their test group were able to accurately identify their emotions as they happened. This leaves almost 2/3 of the rest of us to be controlled by emotions that we have not identified. The results of this are stress and interpersonal conflict. 70% of the persons tested had difficulty handling stress and conflict.

Slide 50

Brainstorm Exercises

Competencies

Competence Brainstorm Activity (2 parts)

Take **5 minutes** in your groups and create a list of as many characteristics or behaviors of someone who has high personal (emotional) competence (self-awareness and self-management skills). We are focusing only on self-awareness and self-management skills. What do you observe?

Take another **5 minutes** and brainstorm a list of social (emotional) competence skills – social awareness and relationship management. What behaviors can you observe in these individuals?

Looking at these lists, you will see characteristics that you have more or less of. The goal for this discussion is that you will be able to begin to place more of these behaviors under your own picture.

You should be able to gauge the emotional intelligence not only of yourself, but of your employees as well. Think about shifts that work extremely well together, where the atmosphere is positive, people laugh, and work toward a common goal. These are groups with resonance – higher levels of emotional intelligence.

Bradberry & Greaves cite that EI scores climb upward from lower-level workers getting higher for supervisors and middle managers, before seeing a steep downward trend at upper-level management. CEOs had the lowest emotional intelligence scores.

Emotional intelligence accounts for 60% of performance in all types of jobs.

Bradberry and Greaves believe it is a highly flexible and no matter whether you measure high or low on this ability, it can be improved upon – someone with low EI can actually catch up to other coworkers.

90% of high performers are also high in emotional intelligence and only 20% of high performers are low in EI.

Our Open-Loop System

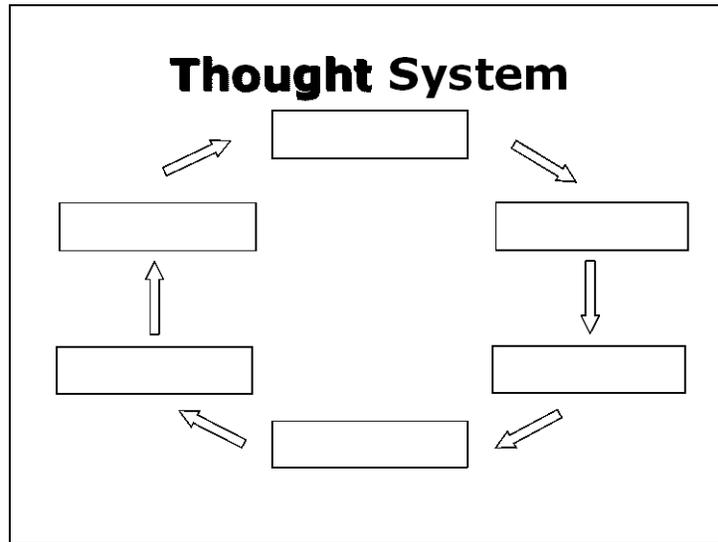
- Open-loop systems can be affected by interaction with others
- We *can* be affected by our emotional reaction to other people
- We *don't have to be* at the mercy of other people's behaviors
 - We have "choice"

In his book *Primal Leadership, Learning to Lead with Emotional Intelligence*, Daniel Goleman says that the main emotional task in organizational leadership is driving the collective emotions in a positive direction and clearing the smog created by toxic emotions".

Goleman also discusses the role of the limbic system – the part of the brain that registers emotions. He describes the limbic system as "open-loop". A closed loop system such as the circulatory system does not respond to the circulatory systems of others around us. It is self-contained within us. An open-loop system such as the limbic system can be affected by our interaction with others. We have an emotional reaction to other people, at times, either positive or negative – but that interaction prompts the response.

Does that mean we need to be at the mercy of other people's reactions or behaviors? We may *feel* an emotion, but the emotional intelligence piece of personal competence allows us to first, identify the emotion we are having, and then *manage* the emotion appropriately.

Goleman further states that scientists have captured in the laboratory an attunement of emotions. When two people are having a good conversation, they have measured physiological functions such as heart rate. At the beginning of the conversation they have different rhythms, but by the end of a 15 minute conversation, their physiological profiles look similar. They call this phenomenon "mirroring". It also occurs when there is a downward spiral of emotion during conflict and anger. People can "catch" moods from one another. For this reason, would we not want to work in a place where the mood was mostly harmonious?



For those of you who have not taken T4, we use a model¹ in that course to help us identify our "thought process".

Self-awareness is the foundation for the other cornerstones of EI. Everyone one of us has the ability to begin to exam our own emotions, and to become more emotionally self-aware.

If a person is unaware of his/her own emotions, it is unlikely s/he will pick up on how others feel. This moves us into the realm of social awareness – empathy – on learning to identify and help manage other's emotions.

The good news about EI is that it is a skill that can be practiced and learned. You can train your brain. Studies have shown that EI skills can be demonstrated more than six years after the new skill was adopted.

Personal competence, the skills of self-awareness and self-management, is learning to know yourself by allowing your feelings to inform you and guide your behavior. As supervisors, you must be able to demonstrate these skills before you can effectively deal with the EI issues of your employees.

¹ (1) Used by Permission – CoreConcepts, Dan Sullivan
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Self- Awareness

Why do we avoid this?

If we take all judgment out of the identification of our own emotions (they are neither good nor bad, they are neutral) – would it be any easier or more comfortable for us to identify them?

Bradberry and Greaves talk about *leaning into the discomfort*.

EI Domains and Associated Competencies

- Self-awareness
- Self-management
- Social Awareness
- Relationship Management

Goleman speaks to “EI Domains and Associated Competencies²” as:

Personal Competence: These capabilities determine how we manage ourselves.

Self-Awareness

- *Emotional self-awareness*: Reading one’s own emotions and recognizing their impact; using “gut sense” to guide decisions
- *Accurate self-assessment*: Knowing one’s strengths and limits
- *Self-confidence*: A sound sense of one’s self-worth and capabilities

Self-Management

- *Emotional self-control*: Keeping disruptive emotions and impulses under control
- *Transparency*: Displaying honesty and integrity, trustworthiness
- *Adaptability*: Flexibility in adapting to changing situations or overcoming obstacles
- *Achievement*: The drive to improve performance to meet inner standards of excellence
- *Initiative*: Readiness to act and seize opportunities
- *Optimism*: Seeing the upside of events

² Primal Leadership – Learning to Lead with Emotional Intelligence-Daniel Goleman, Richard Boyatzis, Annie McKee, Harvard Business School Press
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Social Competence: These capabilities determine how we manage relationships

Social Awareness

- *Empathy:* Sensing other's emotions, understanding their perspective, and taking active interest in their concerns
- *Organizational awareness:* Reading the currents, decision networks, and politics at the organizational level
- *Service:* Recognizing and meeting follower, client, or customer needs

Relationship Management

- *Inspirational leadership:* Guiding and motivating with a compelling vision
- *Influence:* Wielding a range of tactics for persuasion
- *Developing others:* Bolstering other's abilities through feedback and guidance
- *Change catalyst:* Initiating, managing, and leading in a new direction
- *Conflict management:* Resolving disagreements
- *Building bonds:* Cultivating and maintaining a web of relationships
- *Teamwork and collaboration:* Cooperation and team building"

Supervisors or leaders who are self-aware understand their values and goals. Goleman says, "In a technical sense, our guiding values are represented in the brain as a hierarchy of emotionally toned thoughts, with what we "like" and find compelling at the top, and what we loathe at the bottom. The strength and direction of those emotions determine whether a goal appeals to us or repels us."

This occurs in the brain's prefrontal areas, those that monitor feelings about what we prefer. Engaged in something we prefer, the circuits in that part of the brain produce positive feelings. This part of the brain also produces feelings of frustration or worry. It allows us to take in stride setbacks, failures, and problems that may accompany any goal. The difference between an optimist and a pessimist can be traced to how well those prefrontal circuits "prime our motivating feels and control the discouraging ones".

Primal Leadership – Learning to Lead with Emotional Intelligence-Daniel Goleman, Richard Boyatzis, Annie McKee, Harvard Business School Press

- Intuition
 - Finding the meaning of data
 - The application of acquired knowledge
 - “The smart guess”
- Five core emotions
 - Happiness
 - Sadness
 - Fear
 - Anger
 - Shame

Intuition can be described as finding the MEANING in data, not just the information (statistics, etc.). It is the application of life wisdom and acquired knowledge that gives you a “sense” about what is happening. Goleman calls it the “smart guess”. Picking up information or data then processing it through a brain that has stored experiences, life knowledge, values and beliefs and emotions and ending up with a “gut” feeling.

Our EI Quick Book talks about the five core emotions. What are they?

- **Happiness**
- **Sadness**
- **Anger**
- **Fear**
- **Shame**

On Page 95, it shows a table of these emotions and range of intensity. The book suggests that you look at this table and identify which emotions you tend to feel more often than others.

Identifying Your Emotions

- D – once a day
- R – regularly, more than once a day
- H – Ever hour or more often

Identifying Your Emotions Activity (Individual)

Take **5 minutes**, working alone, and using the table in your student guide, identify which emotions you feel on a regular basis while at work. Put a D next to an emotion you usually feel at least once a day, put an R next to an emotion you feel fairly regularly, more than once a day, but less than the H which is for an emotion you feel approximately every hour or more often. This exercise is for your information only.

Intensity of Feelings	Happy	Sad	Angry	Afraid	Ashamed
High	Elated Excited Overjoyed Thrilled Exuberant Ecstatic Fired up Delighted	Depressed Disappointed Alone Hurt Dejected Hopeless Sorrowful Miserable	Furious Enraged Outraged Aggravated Irate Seething	Terrified Horrorified Scared stiff Petrified Fearful Panicky	Sorrowful Remorseful Unworthy Worthless Disgraced Dishonored
Medium	Cheerful Up Good Relieved Satisfied	Heartbroken Down Upset Distressed Regretful Melancholy	Upset Mad Hot Frustrated Agitated Disgusted	Scared Frightened Threatened Insecure Uneasy Shocked	Apologetic Defamed Sneaky Guilty
Mild	Glad Contented Pleasant Fine Pleased	Unhappy Moody Blue Lost Bad Dissatisfied	Perturbed Annoyed Uptight Put out Irritated Touchy	Apprehensive Nervous Worried Timid Unsure Anxious	Embarrassed Disappointed Let down

Self-Awareness Flex Your Brain!

- Feeling is not the same as recognizing emotion
- We have to be aware before we can manage
- Identify emotions tied to a specific person - activity

You have just started the process of flexing your brain to become more self-aware. Some of you may already have a highly developed self-awareness, but may not have identified how frequently you actually have some of these feelings.

Feeling a range of emotions is not the same as self-awareness. To accurately recognize an emotion, you have to pay attention to your internal “thermostat”, the thoughts and *physical* signs that accompany the feeling. These physical signs are not the feelings themselves but the beliefs and sensations that accompany them. High self-awareness is recognizing the sensations that you feel and being able to name which emotion is happening.

Bradberry and Greaves say, “One of the universally uncomfortable feelings people have as they work on personal competence is the feeling of being unfinished, of not yet mastering it. We fear making a mistake in front of others who might see us practice. Personal development requires making many mistakes even though it is uncomfortable to recognize when we make them. We catch ourselves getting carried away, or maybe we catch ourselves trying to repress our emotions and turn them off. These are moments when we need to try something different.”

Without the skill of self-awareness, we would have nothing to self-manage, which is the next foundational block of emotional intelligence.

Bradberry & Greaves, again, say “self-management is more than resisting an explosive or problematic behavior. Real results come from putting your momentary needs on hold to pursue larger, more important goals. The realization of such goals is often delayed, meaning that your commitment to self-management will be tested over and over again.”

Identifying Emotions (Specific Person) Activity (Individual)

Write down one area in your work where you recognize a pattern of emotion and discomfort. **Identify one person** with whom you frequently have an emotional or uncomfortable response.

Take **5 minutes**, and write down the things that you see, do, think and feel in that situation. You are identifying your own emotions and responses – they may be triggered by this person -note that behavior, but really concentrate on what you see, feel, and do in that situation. We'll use this person in an exercise a little later.

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**Self-Management
People Styles Meets EI**

- Planning for potential discomfort
 - How would behavioral styles affect your planning?
- One example of self-management and a competency model
- The key to self-management is emotional awareness

In the EI Quickbook the authors talk about leaning into the discomfort of self-management that includes planning for the discomfort ahead.

When faced with an unplanned situation where uncomfortable emotions arise – the old adage of “take a deep breath” and pause may be the best plan of action. The plan, then, is to SLOW down the situation.

One of the examples in the Quickbook deals with a “road rage” scenario. Do emotionally self-managing individuals allow themselves to get into these situations?

Self-talk is one way to process emotions, looking at both sides of an issue, contemplating where the emotion is coming from, looking at beliefs or values that might be involved, all give us a better understanding and a way to apply that understanding to become more effective, more emotionally intelligent.

How many of you have a friend or co-worker whom you trust enough to give you objective feedback about your emotional self-management abilities? When we say objective, we don't mean someone who only validates you, but someone that could give you real, usable feedback on areas where they see feelings or emotions getting in your way. Viewing ourselves now and again through another's

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eyes can be helpful. If you have someone who is willing to do that for you, be grateful because it is often more difficult for someone to be honest with us than it is to listen to honest, specific, feedback.

The United Nations Population Fund (UNFPA) has competencies for employees listed on their website. One of them is EI Self-Management. They define the competency, describe key indicators and then state how it should be aligned within the Senior Management System (**SMS**) (the performance expectation of the manager). The examples below are from their website:

Self-Management/Emotional Intelligence

Competency Definition:

Managing moods, responding effectively to stress, situations of ambiguity or crisis; intelligent organization.

Key Indicators: Provides a sense of direction and purpose, and maintains operational effectiveness of the organization, even during times of organizational crisis or change; **Supports the right of staff to a personal life and a reasonable balance between work and personal life.**

SMS Alignment: Guides others towards mission-related goals; Works with staff to establish realistic performance expectations; Supports the balancing of work/life considerations to enhance employee satisfaction.

The key to self-management is self-awareness. There are no tricks to the process. In order to manage emotion, you must first be aware of it. If you can see ahead enough to predict when it will happen, you get a chance to pre-plan a way to manage that emotion when it arises. Unfortunately, you won't have that luxury many times. So, what can you do when that occurs?

Use self-talk – process the event rationally – identify underlying emotion

Back off if the emotion is particularly strong – take time before responding

PRACTICE, PRACTICE, PRACTICE – these are not skills learned overnight – if they were, we'd all have them – they require practice for the brain to begin to respond in the way you want – thoughtfully

Social Awareness

- Concept of “limbic resonance”
- Listening so people will talk
- Socially aware supervisors have the ability to move or persuade others
- Empathy
 - The ability to identify and appropriately respond to the feelings of others
 - Allowing others to express emotion without stifling them

The third foundational piece of EI is Social Awareness. Social Awareness is the first of the two Social Competence blocks.

Goleman states that scientists use the term “limbic resonance” for the situation that occurs when two people are in emotional harmony or on-the-same-wave length. He says that empathy is the key to retaining talent.

Something else can occur when a supervisor or leader has social-awareness – they have the ability to move or persuade others. Goleman says “Resonance flows from a leader who expresses feelings with conviction because those emotions are clearly authentic, rooted in deeply held values.”

One of the abilities that help us become more socially aware is the ability to “Listen So People Will Talk”.

Having empathy or being able to identify and appropriately respond to the feelings of others does not mean as a supervisor that you have to roll over. It means that you can express emotion as appropriate, and allow others to do so without stifling them.

Empathy does not preclude your making decisions about workplace issues and thoughtfully following through on them.

Identify Other’s Emotions Activity (Individual)

Take **7 minutes**, working in your student manual, and think about the person you used in your earlier exercise (Identify Emotions). When thinking of this person, identify physical indicators, body language or behaviors you have seen in *them* that lead you to a conclusion about what emotion *they* are feeling (that contributes to discord with you).

Relationship Management

- The most visible tools of leadership
 - Persuasion
 - Conflict management
 - Collaboration
- Managing relationships means learning to handle other people's emotions
 - Skilled supervisor find common ground, build rapport and effective relationships, and help others achieve.

The fourth piece of emotional intelligence and the second block of Social Competence is Relationship Management. Daniel Goleman says, "The triad of self-awareness, self-management, and empathy all come together in the final EI ability: relationship management. Here we find the most visible tools of leadership – persuasion, conflict management, and collaboration. MANAGING RELATIONSHIPS SKILLFULLY BOILS DOWN TO HANDLING OTHER PEOPLE'S EMOTIONS."

Socially skilled supervisors have influence over a wide circle of people – they can find common ground, build rapport, and help other achieve.

Goleman says that in organizations, more leaders routinely work with their peers and that these groups need to maximize effectiveness. This requires establishing close and smooth relations with your peers, as well as your subordinates and superiors. The ability of the supervisor to manage conflict at work is a critical skill that can be developed with practice.

Slide 61

Conflict Resolution

- 2 Models

We are going to provide a couple of Conflict Resolution Models here. These are 2 of the several models we use in T4. These are our 2 collaboration models.

Part of relationship management is the ability to manage conflict. As a supervisor, it doesn't have to be YOUR conflict. It can be conflict among your employees or conflict among supervisors or administration staff. You have undoubtedly been called upon to intervene or mediate conflict.

Conflict Resolution Models

-

Collaboration Model 1³

Clarify Intentions

- Why do you want to engage in the resolution? What do you want? Not what you don't want
- Is your intent to **protect** or to **learn**?
- Be prepared - know your thoughts, feelings. Be grounded.

Ask Permission

- State your intention. Own it, no blaming.
- Is this a good time for you?

Check It Out

- Perception (see, hear, etc.)
- Interpretation (judgment, think, know, etc.)
- Understand what the other party wants.

³ [1] Used by Permission – CoreConcepts Consulting and Training
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Brainstorm

- Allow the possibilities to flow without judging, discussing, or criticizing.

Evaluation

- Evaluate and analyze the possible solutions.

Commitment - Achieve consensus only when each party in the conflict:

- Feels heard and understood by the others.
- Is able to live with the decision or solution.
- Is willing to commit to his or her role during implementation.

Collaboration Model #2⁴

Determine the problem

Discuss with the other party if there *is* in fact a problem and find consensus that a conflict exists. Don't go into the reasons for the conflict; just agree that there *is* a conflict.

Determine the value of the relationship(s) involved

How important are the differences between you and the other party(s) and how important is this relationship to you now and in the future?

Ask for the other party's point of view and *listen* to it

Have them describe their view of the conflict. Actively listen. Listen for feelings and emotions as well as facts or perceptions.

Provide your point of view

Without diminishing the other person's interest or point, lay out your perspective and reasoning. Be prepared to answer questions or concerns from the other person without becoming hostile or defensive.

Define your difference

Neutrally summarize areas where you differ in opinion, beliefs, and perceptions.

Find common goals

Look for common goals and attempt to work through the conflict in the context of what you have in common.

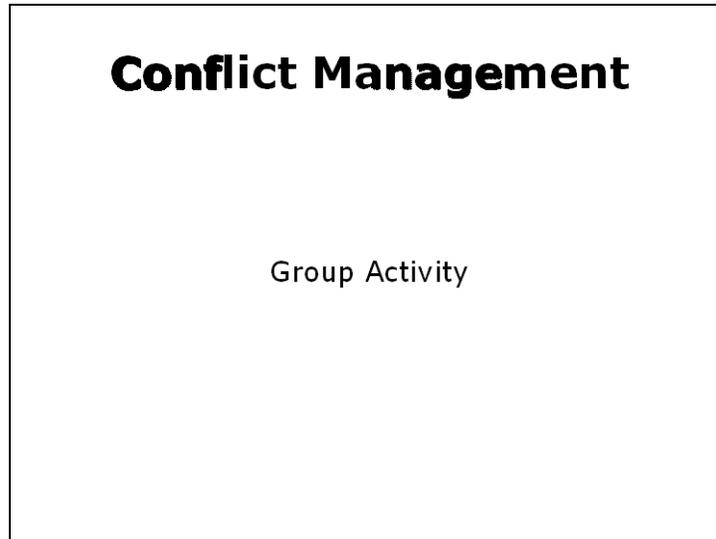
⁴ [1] Used by Permission – CoreConcepts Consulting and Training
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Be willing to discuss and explore other solutions to the conflict

Don't enter the attempt at resolution without being open to any number of solutions.

Conclude with respect - Either through a commonly forged agreement or a respectful non-resolution.

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Conflict Management/Resolution Activity

Take **10 minutes** in your groups and answer the question:

How can you, as the supervisor, help your employees work through or manage conflict?

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Team Emotional Awareness

- Emotional awareness
- Emotion management
- Internal relationship management
- External relationship management

In the EI Quick Book, there was information on TEAM Emotional Awareness. It was described as the team's ability to accurately perceive the emotions that influence the group. This includes recognizing how each team member tends to respond to situations and people.

They list the four skills for teams as: Emotional Awareness – Emotion Management-Internal Relationship Management-External Relationship Management (both internal & external to the team).

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Develop Your Team's E/I

- You have 30 minutes
- You are the ultimate decision maker in this exercise, don't limit yourself
- Identify the resources you'll provide them
- Create a plan for developing this group into an Emotionally Aware Team

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Develop Your Team's E/I Individual Journal Activity

Take **20 minutes** – feel free to use any of your course materials to create a Team Emotional Awareness plan. The ground rules for the exercise are:

You are the ultimate decision maker – you are free to explore any and all avenues for the creation of the plan

You will have all the resources you'll need, including backfill of positions with no overtime, etc., because you have every resource you'll need – you are (temporarily) living in a perfect world

Directions:

Identify your team members (not by name-just that you have X number of members)

Identify what resources you will provide them

Create a plan for developing this group into an Emotionally Aware Team

Identify what you want the team to accomplish as a result. If you are working on behavioral competencies – identify what the behavior is you want from them individually and as a team

Define any terms that might not be clear

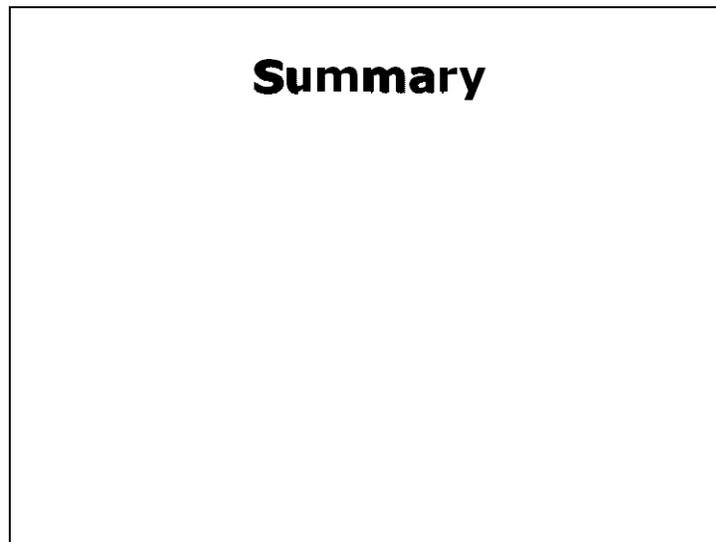
Set the time schedule for completion of the plan, include benchmarks

Identify how you will evaluate the effectiveness of your plan

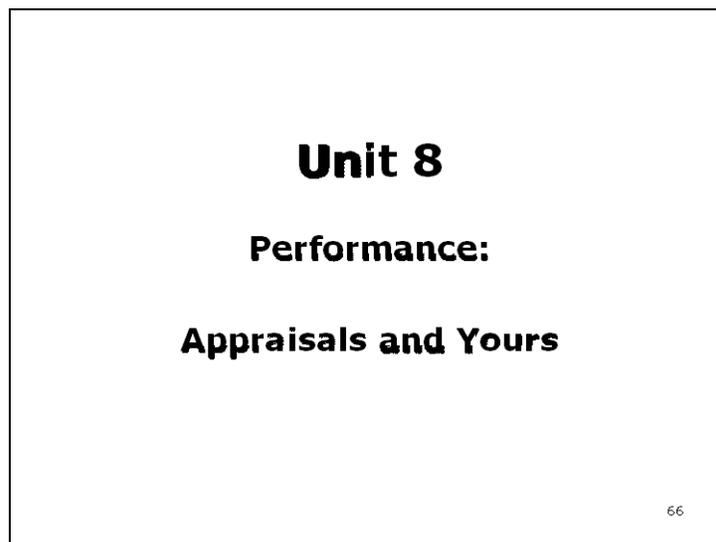
Large Counseling Activity

This exercise will have **60 – 90 minutes** allotted for both participants paired together to have the opportunity to prepare and counsel the employee situation provided.

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Slide 66



Objectives:

By the end of this module the student will be able to:

- Articulate the value of having an effective performance appraisal process
- Identify and explain effective performance appraisal preparation tools
- Define rating errors and means to avoid these pitfalls
- Describe the supervisor's influence in motivating employees and themselves
- Identify tools for ongoing self-development

Slide 67

The Performance Appraisal Process

- Why do we do them?
- What are the benefits?

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In your pre-course work you were assigned to research preparing for performance appraisal and pitfalls to avoid. Every agency has different evaluation forms and guidelines on how to complete the performance appraisals that are agency specific. In order to meet your agency standards, this is an area you need training and development from your training/management team. However, there are appraisal commonalities across the board. Those are the areas we want to discuss.

The evaluation is measured against the standards of the organization, which are the values and mission of the agency. What are the areas you evaluate your employees on?

Many supervisors find preparing for annual appraisals one of the more stressful tasks to complete. Although it can be time-consuming, there are some exciting opportunities that a performance appraisal can provide for the employee and you. Our goal with this discussion is to identify the negative components in order to give you the information you need to set you and your employee up for a successful experience.

As you have researched this topic, you are going to develop information to share with the class on how supervisors can prepare for the performance appraisal counseling session and rater bias pitfall to avoid. First we will watch a video that provides some tools to use. Take notes on notable tools. You will then work in groups to develop your presentation.

Performance Appraisal Preparation & Rater Biases

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Performance Appraisal Preparation & Rater Bias – Teach back Activity

The total time provided for this should be approximately **90 minutes** in order to provide preparation time and then training time. Each group will be responsible for creating a teach-back segment regarding preparation and rater bias pitfalls and prevention. In your groups discuss the key elements you want to focus your teaching on. The entire “teaching moment” should be 15 – 20 minutes (20 minutes maximum). Once you have your areas defined, each table’s facilitator will meet and work out how their segments will work together in presenting information. This needs to occur fairly quickly and may require flexibility on everyone’s part. All members of the group need to play a major role in the training.

Creativity is encouraged. Utilize the resources provided as well as what you brought with your assignment.

Consistent and Objective

- Look at your current performance appraisal tool – does it meet the criteria for consistent and objective?
- Use of supervisors file and notes to help defend legal challenges

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An area of focus for us on performance appraisals should be to make sure that we are consistent, objective, and fair in our assessment of employees. There are legal ramifications if an employee can prove that you are NOT consistent and objective.

Performance appraisals must be based upon performance only.

It is vital that supervisors keep a running file of notes on their employee's performance. It is necessary to cite specific examples. You may be able to successfully defend a legal challenge to a termination or litigation with contemporaneous records about performance of your employees.

Look back at a couple of the examples we've used in case studies or scenarios during this course. There were examples of supervisors "inheriting" problem-performance employees whose previous supervisors had failed to deal with or had made no attempt to deal with.

The appropriate use of supervisory files and objective performance appraisals by all supervisors who supervised these individuals could have mitigated the problems they had with these employees. It would have allowed the employee to develop and improve or leave the job.

Slide 70

Looking Forward

- Ask how you are doing
- Develop goals to set focus on the future

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When we look at performance appraisals, we tend to focus on “the other (employee)”.

Performance appraisals can have goals (Partnering for Performance Game Plans!). Remember what is necessary for a goal? It is the same rules as an objective:

Begin with an action verb

Specify, in writing, what needs to be accomplished

Clearly define how accomplishments are measured

Identify an end date

Link employee talents or skills and organizational goals

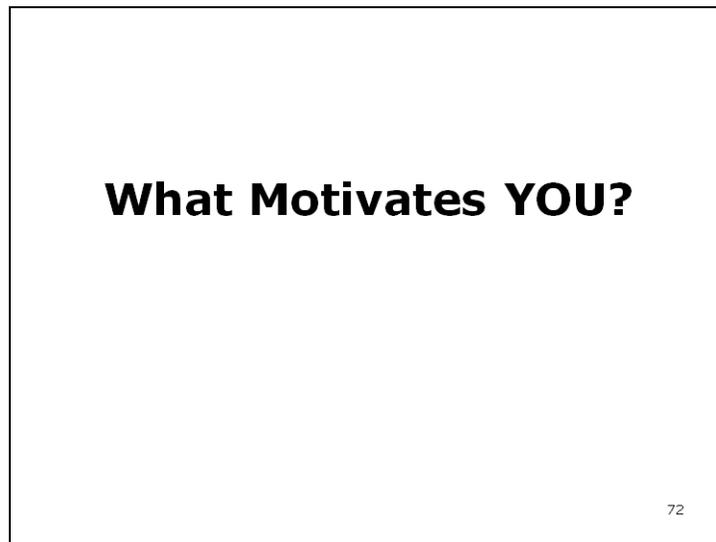
Final Thoughts on Appraisals

- Is it possible to establish feedback without judgment?
- *Tell them* (regularly) about the job they are doing
- There should be no new information
- Appraisal data is living and ongoing – it requires daily attention

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The performance appraisal should not be composed of any new information. There should be no surprises. Everything in it should have been expected and discussed sometime during the course of the year. If an employee is meeting or exceeding standards in areas, have you told them that? Are we leaving it to them to “assume” if you haven’t talked to them that they are doing as you expect that they should be, or that they are doing even better than the standard requires? We are willing to point out areas where the employee needs improvement, but are we as clear and quantitative about an overall job performance that is acceptable or better?

Performance appraisals need to be ongoing, continuous, and part of our daily activities. In our occupational analysis, top row, Duty A – Manages Daily Operations – one of the tasks is “Evaluates employees’ on-shift work performance”. This implies that this is an ongoing, daily task – would it not then seem reasonable that this information is routinely and regularly shared with your employees? Without goal setting, follow up, check-ins, and discussions throughout the performance review, performance appraisals can be poor substitutes for good leadership.



We've discussed the importance of tapping into the employee's motivation, especially the intrinsic motivators. Finding out what's really important to the employee provides you a resource to build on in your ongoing relationship. As we talk about motivation, it seems appropriate to talk about what motivates each of us as supervisors to do the job we do.

Webster's defines vocation as: "a calling" – a regular occupation or profession, especially one for which an individual is particularly suited or qualified (2.) An urge or predisposition to take up a particular type of work, especially a religious career.



We've seen information, tips, tools, and guidelines about how to positively influence the motivators of your employees, but a necessary part of that discussion needs to be around influences that negatively influence motivation or *de-motivators*.

The first rule in fighting negative motivators is to PUT YOUR ENERGY INTO WHAT YOU CAN DO RATHER THAN DWELLING ON THE DE-MOTIVATING CIRCUMSTANCES.

Much earlier in this course we talked about the amount of influence you, the supervisor, have. While you are not responsible for protecting your staff from all the negative circumstances of life, you can help minimize some of the de-motivating effects of the workplace. Supervisors need to be cognizant of the human tendency to grade, judge, and assess people and their differences in a way that can sometime lead us to the loss of understanding the individual. Remain clear and focused on the standards of the organization and avoid the "hyper vigilant" attention to one person's minor performance issue or difference. In our industry it can be a strong tool as a call taker and dispatcher to be detail oriented to an extreme level, but as supervisors we have to temper this when reviewing employee performance. Additionally, we need to teach employees tolerance and acceptance of others.

Feedback fuels the focus area for you and the employee – feedback on good performance is equally as important as feedback on poor performance. How to give feedback: **GET, GIVE & Discuss**

- Get (Ask, Probe, Reflect)
- Give (When, What, Results)
- Discuss (Wants, Whys, Ways)

We conclude our discussion about de-motivators by suggesting that when they occur, deal with them. If the de-motivator is the behavior of an employee, deal with the behavior. If the de-motivator is a situation within your ability to control, deal with the situation. When you have a policy or procedure that isn't working well and is a de-motivator for your staff, work on a *solution* to the problem, suggest necessary changes, and attempt to fix the problem.

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In the CTO course, we identify five characteristics of a proper Trainer-Trainee relationship. As a supervisor, it is critical for you to develop the same proper and successful partnership with your employees. They can have a positive impact on motivating your employees, and keeping your own motivation intact. They are:

Mutual Trust – The employee must trust that you as the supervisor are working with them to reach the goal(s). Trust is defined as “reliance on the integrity, strength, ability, surety, etc., of a person or thing; confidence.” In order to build trust you need to demonstrate your integrity, strength, ability and consistency for your employee(s) to trust you with their fears and input as you work with them on performance and development. This requires strong and ongoing communication skills to occur. Be truthful to the employee about their performance and progress.

How to Build Trust Activity

Let's talk about how we can garner trust from our employees. We've talked about trusting them, now let's take a few minutes to talk about what, as supervisors, we can do to encourage people to give us their trust.

Working in your groups, take **15 minutes** and prepare a list of things that you can do to earn the trust of your employees. Come up with specific ideas that might include other topics we've talked about in the course – everything from leadership principles to communications skills. We want your ideas about what you think you can do to build a trusting relationship with your staff.

Remember that trust is earned over time and continuously. Employees, peers and managers watch how you behave over a long period of time in order to determine if their beliefs and observations match up.

Realistic Expectations – Communicate your expectations and make sure they are realistic. Your expectations should be grounded in the standards of the organization. Being realistic means understanding the pace and dynamics of employees' ongoing development and the impact stress or other factors have on their commitment and ability to learn (remember Situational Leadership tools on how commitment and confidence can vary throughout the employee's career.). This is also a mutual component. The employee needs to know that you realistic expectations for them, but it is also important that the employee has realistic expectations; of you and of themselves. Expectations also indicate accountability. There is great influence, strength and trust when employees know you are going to hold them accountable.

Supporting – Communication with your employees is essential in order to know what their needs are and how you can provide support. Your employees need to know you are willing to roll up your sleeves and assist them.

Encouraging – Adults fear failure. Your ability as a supervisor to point them towards their successes, effective tools, resources and understand when setback or errors occur can provide a strong relationship. People make mistakes and often identify their own. Providing encouragement to an employee to develop their ability to self-identify and self-correct gives them a long term tool to controlling their success. Encourage the desired behaviors of the employee whenever possible.

Professional – In order to succeed in fairly correcting, praising, counseling and evaluating an employee, it is important to maintain professional in your relationships with employees. As discussed throughout the course, you behavior model the expectations of the organization.

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The value of the discussion about employee motivation is two-fold. First, we hope it gets you thinking about what motivates YOU to do this very complicated, difficult job. Why do you do what you do? Are there ways you can improve your own motivation? Secondly, there is the concept that you can't really motivate other people, but you CAN influence things that motivate them. Having people think about and identify what motivates them is the ultimate in accountability. As a supervisor, you have the responsibility to support your employees – influencing what motivates them is one way to help them in their professional development.

We hope that we have given you some things to think about that might influence what motivates you to continue to love the job that you do, or if you have lost that feeling about your work, reignite that passion. Make sure you are taking time to recharge your batteries so that you have the energy to bring to this essential position within your organization.

This job is all about choice. You get to choose your experience at work as a supervisor. You get to choose your interactions with others. You get to choose to find better ways to communicate, to manage your time, and to support the growth and development of your employees, while serving your communities. Choice is a wonderful thing!

In the Emotional Intelligence Quick Book (pages 84 – 86), they discuss the ability to change behavior. The examples of various emotional motivating techniques (motivational seminars and blood donation) addressed a desire to make changes but many times the results can be short term and minimal if any. The true key to changing a behavior is **PRACTICE!** Practice enough to make the new behavior permanent. You have to train your brain to adopt the behavior and then once it can take hold and perpetuate itself, it becomes a habit. When you no longer have to think about them, you reap the benefits of them being a natural part of your repertoire. For any of the tools or concepts we have provided to be effective, you must practice them. The same is true for your own continuing education and development. While you will have opportunities to continue to learn and develop yourself through the experiences you have as a supervisor you also have the option to guide your own development by creating those same experiences. Identify your goals, resources, mentors, milestones, feedback opportunities. Continue to develop yourself as a model to those around you that learning never stops.

You are a person of infinite influence in your organization – use it!