

# Leadership Fundamentals and Effective Communication Skills

**PARTICIPANT WORKBOOK**



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# MANAGING VS. LEADING

Leaders can struggle with their role as they switch from managing responsibilities to leading others. Often the role is twofold—administrative and visionary. The differentiation in behaviors is a critical part of how a leader can be successful in their role.

## Managing

## Leading

Inhabit the \_\_\_\_\_



Reside in the \_\_\_\_\_

Focus on \_\_\_\_\_



Focus on \_\_\_\_\_

Concentrate on \_\_\_\_\_



Seek \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Maintain good performance



Strive for better performance

Prefer \_\_\_\_\_ and



Prefer \_\_\_\_\_ and

\_\_\_\_\_

\_\_\_\_\_

Control \_\_\_\_\_



Produce \_\_\_\_\_

# EMOTIONAL INTELLIGENCE

## The ability to demonstrate:

the appropriate \_\_\_\_\_

at the \_\_\_\_\_ time

to meet the appropriate needs

of the \_\_\_\_\_

and the \_\_\_\_\_ in the environment

in \_\_\_\_\_.

# EMOTIONAL INTELLIGENCE INTRODUCTORY READING

When emotional intelligence first appeared on the scene in 1995, it served as a link to a peculiar finding: people with average IQs (i.e., intellectual quotient) outperform those with the highest IQs by up to 70%! This finding created a conundrum around what many people had always assumed was the sole source of success. Decades of research now make it clear that emotional intelligence, or EQ, and not IQ is the critical factor that sets top performers apart.

Emotional intelligence, briefly defined as the ability to engage in productive, successful relationships, is critical to professional success on both the individual and organizational level. Professional success is no longer determined solely by an individual's own performance but by the ability to effectively communicate, influence, delegate, facilitate and collaborate with others in ways that positively impact performance.

When you are selected for a position—whether as a teacher, salesperson, office manager, line worker, CEO or physician—your intelligence qualifies you for the job. However, your colleagues usually have a similar level of intelligence. The range of IQ is narrow among people in the same career field. Once in the field emotional intelligence is the strongest predictor of success. One study tested emotional intelligence alongside 33 other important workplace skills and found that emotional intelligence is the strongest predictor of performance, explaining a full 58% of success in all types of jobs.

The good news is emotional intelligence can be developed. Communication between the emotional and rational aspects of the brain is the physical source of emotional intelligence. Simply stated, we have emotional reactions to events before our rational mind is engaged. Emotional intelligence requires effective communication between the emotional and rational centers of the brain, which is where plasticity comes in. Plasticity is the term neuroscientists use to describe the brain's ability to change. When we learn new skills our brains make new connections and although the change is gradual our brains can develop new connections.

When you use strategies to increase your emotional intelligence it allows the billions of microscopic neurons lining the pathways between the rational and emotional centers of your brain to make tiny connections to other cells. A single cell can make 15,000 connections with those around it, and this chain reaction of growth makes it easier to demonstrate new behaviors in the future, which can become new emotionally intelligent habits.

# DEVELOPING HIGH PERFORMANCE WITH EMOTIONAL INTELLIGENCE

## Professional Benefit:

- Improve your relationships with colleagues.
- Resolve conflicts effectively.
- Increase job satisfaction.
- Increase skills to influence others in a positive manner.
- Expand your understanding of the needs and motivations of others.
- Increase your contribution to creating an emotionally intelligent organizational culture.

## Personal Benefit:

- Lower stress levels.
- Increase confidence and optimism.
- Increase career successes.
- Manage emotions effectively.
- Build stronger personal relationships.
- Improve overall health.

## Importance of Emotional Intelligence:

- Over 50% of employees lack the motivation to keep learning and improving.
- 4 of 10 people cannot work together cooperatively.
- 19% of entry level applicants have adequate self-discipline.
- Development programs generally show poor results.
- 70% of all change initiatives fail due to people issues.
- Lack of impulse control is the primary derailer for people.
- Creating and managing relationships effectively is critical for team success.
- Utilizing diversity promotes creativity.
- Taking responsibility for emotions is a requisite to effective relationships.

# FIVE DIMENSIONS OF EMOTIONAL INTELLIGENCE

## 1. Achievement Efficacy



*“The action to achieve a desired goal and the willingness to influence others toward a goal.”*

“The action to achieve a desired goal and the willingness to influence others toward a goal.”

Achievement Efficacy is about making the commitment and taking action to motivate yourself and others to achieve the potential in each of you.

While researching Emotional Intelligence, it became evident that Achievement Efficacy is an essential competency if you wish to develop and maintain emotional intelligence. This is because Achievement Efficacy is about being responsible for and taking the initiative to achieve and apply the skills necessary to demonstrate emotional intelligence. The second part of Achievement Efficacy is continually searching for ways to influence the achievement of others. These two factors together promote individuals and organizations to higher levels of emotional intelligence.

The late Viktor Frankl, in his many books, emphasized that the one thing that could not be taken from him, during his imprisonment in the Nazis concentration camps during World War II, was his freedom to choose. He was not free from the conditions he was in, but he was free to choose how he responded to the conditions.

# FIVE DIMENSIONS OF EMOTIONAL INTELLIGENCE

Even though the choices we make are not in situations as harsh as Dr. Frankl's, we do have control over what we choose to do. We choose to act on or to react to a compliment given us. We choose to remain silent or to speak up against a racial comment. We choose to provide feedback to a valued associate to help him/her grow or ignore the opportunity to influence in a positive direction. We choose to follow a consistent pattern for taking care of our physical well-being, or we choose to put off the diet and exercise until next week when we will have more time.

As you participate in this seminar, will you make any changes? What you will learn and what you will take back to your personal and professional life depends on the effort you put forth.

This concept is threatening and hard for some people to accept. It is a natural desire to be seen as competent and to protect-self by quickly giving reasons and excuses for mistakes. Such behavior does not allow for learning from mistakes nor does it encourage the risk-taking needed to be more effective in the future.

Assuming the responsibility (Achievement Efficacy) to take the necessary actions for the development of productive relationships is important as you build the rest of the emotional intelligence competencies.



# FIVE DIMENSIONS OF EMOTIONAL INTELLIGENCE

## 2. Knowing Your Emotions



*“Being aware of your feelings, the thoughts about your feelings and where your emotions come from.”*

The second dimension is Knowing Your Emotions. The better you understand your emotions, the easier it is to view situations objectively and to take action in a manner that integrates your thinking and emotions. The other way is to react . . . and that is often harmful to relationships since reactions are based on a defensive response and not your best thinking.

Understanding what an emotion is about is important knowledge and leads to awareness. Autonomous people know their emotions and limitations. They generally have an optimistic outlook on life. If they are in a bad mood, they don't let it get them down, and they work to get out of it. Some people become overwhelmed by their emotions and feel powerless to escape the mood. They are not very aware of their emotions and believe life is out of control. Other people are acquiescent to their emotions. They are generally in a good mood or a bad mood. Even though they know their emotions, they accept them and do little to change. “I am depressed and there is nothing I can do about it.”

When developing awareness of yourself:

- Examine your emotions
- Consider what the feelings mean
- Purposefully receive feedback from others
- Reflect on all this information

# FIVE DIMENSIONS OF EMOTIONAL INTELLIGENCE

## 3. Managing and Controlling Your Emotions



*“The actions to overcome impulsivity and act in appropriate ways to channel emotions productively.”*

Managing and Controlling Your Emotions utilizes the connection between the thinking and the feeling parts of the brain. As the frontal lobe moderates the reactionary nature of the amygdala, the resulting behavior is demonstrated more appropriately to increase the chance of reaching the other person’s and your own goals. This requires Achievement Efficacy and knowing your own emotions. By taking the initiative to keep your eye on the target and not overreact, you remain true to your feelings, Remember, emotions are the source of energy and information.

A French Jesuit in the 16th century wrote Rules and Civility and Decent Behavior in Company and Conversation. The first rule was:

*“Every action done in company ought to be done with some sign of respect to those that are present.”*

Strong emotions can be expressed, and they can be expressed with respect to others.

*“You can choose to own your emotions and to manage them by expressing yourself in a more appropriate way that builds credibility in the relationship. Effective leaders, with a stronger sense of control over themselves, tend to have a strong sense of control over their lives, and they are less likely to become angry and depressed under stress.” (Rahim & Psenicka, 1996)*

An effective model for Managing and Controlling Your Emotions is the ability to examine your emotions and to connect them with the rational information you have as a guide for your actions. Managing your feelings is not ignoring or suppressing feelings. It is making a choice as to how you will express them. You can overcome irrational responses if you take responsibility for your actions. It is not stimulus-response. It is exercising the choice of Achievement Efficacy. It is stimulus--take responsibility--response. It is the rational, frontal lobe part of the brain connecting and managing the amygdala, the limbic, emotional part of the brain. This connection demonstrates an adaptability that increases the chance of reaching your goals; keeping your eye on the target while remaining true to your feelings.

# FIVE DIMENSIONS OF EMOTIONAL INTELLIGENCE

## 4. Knowing Others' Emotions



*“The actions to seek to understand the emotions of another person and to confirm that understanding with him/her.”*

The key to knowing others is empathy. The word empathy is defined as the capacity to understand another’s thoughts and feelings. To be empathetic you must first know and control your own emotions. Without this ability, you can be easily overwhelmed by your own emotions, and thus unable to be in touch with the emotions of others.

Empathy involves understanding others’ feelings by paying attention to verbal and nonverbal expressions along with the words spoken.

Studies have shown that as much as 93 percent of any message is nonverbal, with only 7 percent of the message being carried by the words. Is there any doubt as to why there are many misunderstandings between people when we only focus our attention on the words and not the nonverbal parts of the message? A high level of empathy can be like the sonar on a submarine. It senses the subtle differences in the other person’s tone of voice, facial expression or even in the words written in a letter.

Empathy is an essential skill to be developed and maintained if knowing others is a priority. Empathy can be learned, but it is often passed over quickly during your education or in seminars.

# FIVE DIMENSIONS OF EMOTIONAL INTELLIGENCE

## 5. Developing Effective Relationships



*“The actions to build and maintain long-term, productive relationships.”*

The necessity of building lasting relationships is a reality for the successful professional. Lasting, meaningful relationships are developed over a period of time and have to be nurtured to remain strong. Taking the actions necessary (Achievement Efficacy) to Know Your Emotions, Manage and Control Your Emotions and Know Others’ Emotions, establishes the foundation for Developing Effective Relationships.

The bottom line in developing a productive relationship is, “Are you willing to put forth the effort (Achievement Efficacy)?” Relationships are not easy to develop and maintain. It takes work. It takes a constant effort, and a focus on the needs of the other person while meeting your own needs as well. A mutual gain for both is what is most important.

You must practice the Platinum Rule: Do unto others as they would do unto themselves. This means you do not relate with everyone the same, but you relate in the way that communicates in the most effective manner for that particular person to create a mutual gain. It takes effort to understand and communicate in the style of the other person.

People with a competence in the social skills of developing effective relationships are recognized as being transformational leaders. They arouse and inspire others by having a compelling vision, and they are intellectually and emotionally stimulating. Being with these transformational leaders gives meaning to work and helps to recognize the contributions to a larger purpose. Examples of this type of leadership were evident during the Apollo Eleven Moon Mission. Charles Garfield, in his book, *Peak Performers*, describes the enthusiasm, commitment and vision of the mission control team. Transformational leaders receive better effort and performance from those with whom they work on a daily basis.

In your relationships, it is important that you capitalize on the differences that others bring to you. Having diversity in your relationships helps you to understand the situation from a variety of points of view.

## “OLD” LEADERSHIP

○

○

*Control is with the* \_\_\_\_\_

*Based on* \_\_\_\_\_ *—* \_\_\_\_\_ *Relationship*

*Causes* \_\_\_\_\_

*and/or*

\_\_\_\_\_

# “NEW” LEADERSHIP

## 1st Stage

*Control* is \_\_\_\_\_ between the  
\_\_\_\_\_ *and* \_\_\_\_\_

*Based on* \_\_\_\_\_ — \_\_\_\_\_ *Relationship*

*Causes* \_\_\_\_\_

## 2nd Stage

*Control* is \_\_\_\_\_ with  
\_\_\_\_\_

*Based on* \_\_\_\_\_ — \_\_\_\_\_ *Relationship*

*Causes* \_\_\_\_\_

## UNDERLYING BELIEFS IN RELATIONSHIPS

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\_\_\_\_\_

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\_\_\_\_\_

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# FRAME OF REFERENCE

The term “Frame of Reference” has more than one formal definition. In the context of this workshop, it is used to indicate the difference of perspective two individuals may have on a subject or issue.

A simple example might be how someone from an accounting department with a background in finance might view unused inventory as an ineffective use of capital that would be better utilized elsewhere, versus someone who needs to ship inventory to customers on short notice and wants reserves that allow for expedient service. In both instances, each party is looking at the same inventory, but their Frames of Reference are different and each has good reasons for viewing the inventory as they do.

To communicate effectively it is important to recognize and confirm the Frame of Reference of the person you are communicating with.

**“We do not see things as they are;  
we see things as we are.”**

ANAIS NIN, AUTHOR



## ATTENTIVE LISTENING

In order to fully understand someone's Frame of Reference we must give them our full attention. This accomplishes two things:

1. It provides information that allows us to better comprehend what another person is saying, doing, thinking and feeling.
2. It builds goodwill by demonstrating that we are actively engaged and trying to understand their perspective.

### DO'S AND DON'TS

Attentive listening includes many, if not all, of the following characteristics:

+ ✓

- Establish comfortable \_\_\_\_\_ contact (be mindful of cultural norms).
- Block out \_\_\_\_\_ (\_\_\_\_\_ and \_\_\_\_\_).
- Verbally \_\_\_\_\_ comments (hmm, uh-huh, etc.).
- Use open and receptive \_\_\_\_\_.
- Refrain from \_\_\_\_\_.

### How are your listening skills?

Choose the button in the + column for one or two that you are already quite good at.

Choose the button in the ✓ column for one or two that you can improve on.

# ASKING QUESTIONS

When you are trying to understand someone’s Frame of Reference, it is usually necessary to ask them questions. The types of questions you ask and when you ask them are important variables to consider. Generally speaking, there are two types of commonly used questions, Open and Closed, which are different in character, usage and impact.

## Closed-Ended Questions

Close ended questions lead to a yes, no or brief response. They focus on the perspective of the person asking the question.

## Open-Ended Questions

Open ended questions typically generate longer responses with more information than close ended questions. They focus on the perspective of the person that is being asked the question.

Closed-Ended	Open-Ended
<p>Examples:</p> <ul style="list-style-type: none"> <li>○ Do you understand how significant this is?</li> <li>○ Did you talk directly to the person involved?</li> <li>○ Was there a reason for not involving me?</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>○ What concerns, if any, do you have about this situation?</li> <li>○ Who have you spoken with so far and what has been the response?</li> <li>○ How have you addressed the problem up to this point?</li> </ul>
<p>Advantages:</p> <ul style="list-style-type: none"> <li>○ Require little time investment</li> <li>○ Can quickly validate a fact or information</li> </ul>	<p>Advantages:</p> <ul style="list-style-type: none"> <li>○ Allows for the sharing of more complete information</li> <li>○ Encourages a more open response including opinions and feelings, which can build trust</li> </ul>
<p>Disadvantages:</p> <ul style="list-style-type: none"> <li>○ May provide incomplete information resulting in false assumptions</li> <li>○ Can often feel like a loaded or leading question which often triggers a defensive or reactive response</li> <li>○ Discourages disclosure</li> </ul>	<p>Disadvantages:</p> <ul style="list-style-type: none"> <li>○ Can be time-consuming</li> <li>○ May provide unnecessary information</li> </ul>

## PARAPHRASING

Once you believe you understand an individual's Frame of Reference it is helpful to confirm the accuracy by paraphrasing. Paraphrasing is not repeating back what the other person said (i.e., parroting); it is briefly summarizing in your own words what you believe the individual has communicated.

To be well received, it's essential for a paraphrase to come from a place of genuine desire to accurately reflect an individual's Frame of Reference. The following is a simple paraphrasing formula that can be effective: "You're     (feelings)     about     (facts)    ", followed by a short question to confirm accuracy.

### Examples

"You're frustrated people are not responding to your emails. Is that correct?"

"You're confused about what your supervisor wants you to do. Is that right?"

"You're anxious about the upcoming meeting. Is that correct?"

# TRIGGERS TO CONFLICT

1.

2.

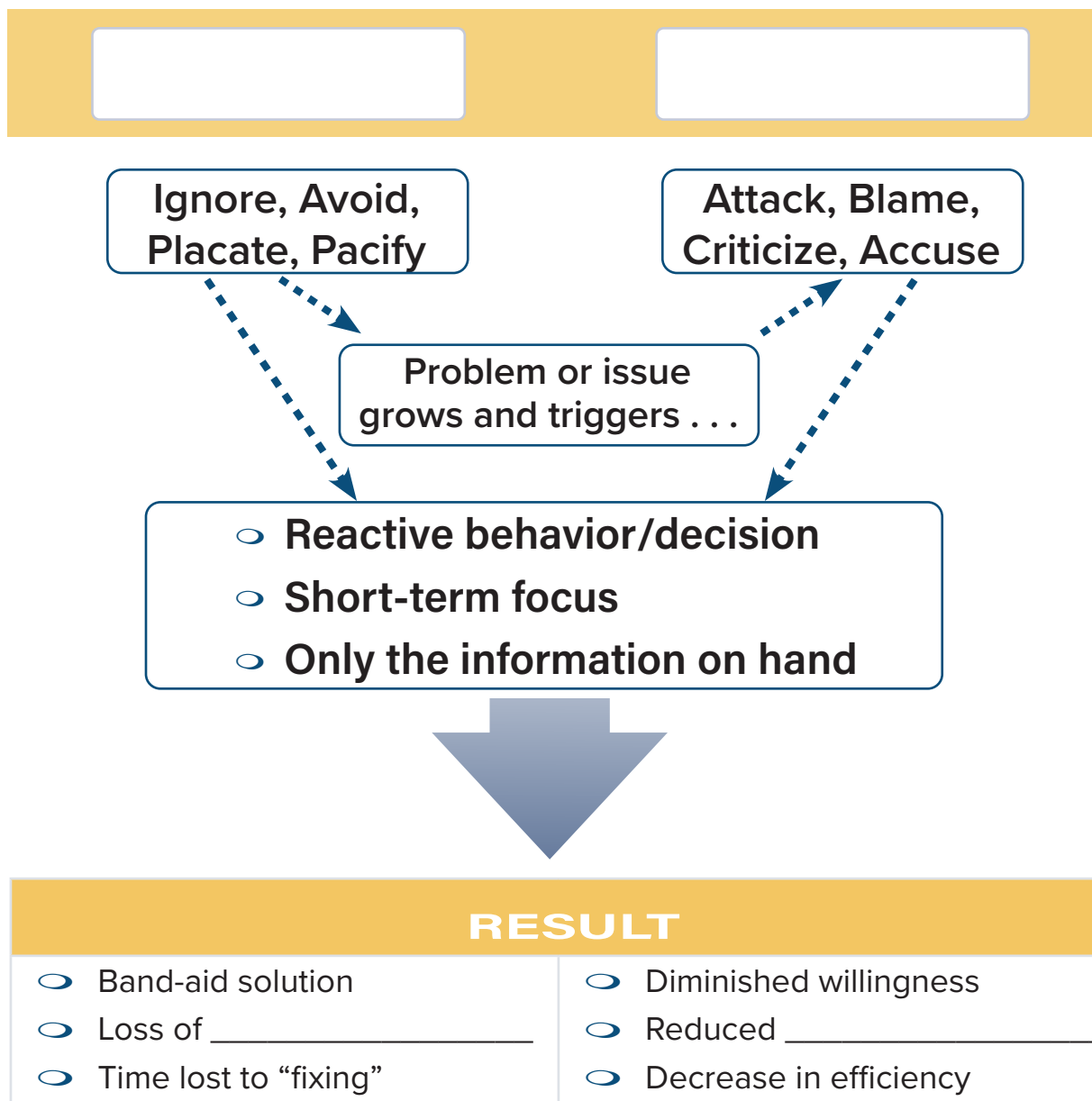
## Examples of Triggers in the Workplace

	Expectation	Behavior
UNMET EXPECTATIONS	<ul style="list-style-type: none"> <li>Meetings should start on time.</li> </ul>	<ul style="list-style-type: none"> <li>A colleague is late for a meeting.</li> </ul>
	<ul style="list-style-type: none"> <li>Email responses are expected within one day.</li> </ul>	<ul style="list-style-type: none"> <li>A colleague consistently doesn't respond to your e-mails for 2-3 days.</li> </ul>
	<ul style="list-style-type: none"> <li>All members of the team are invited to social events.</li> </ul>	<ul style="list-style-type: none"> <li>You are not invited to a spontaneously planned after-work gathering.</li> </ul>
	<ul style="list-style-type: none"> <li>When work is exceptional, it should be recognized.</li> </ul>	<ul style="list-style-type: none"> <li>You exceed all expectations and there is no acknowledgment.</li> </ul>

## TRIGGERS TO CONFLICT

	Value	Behavior
VALUES VIOLATION	Integrity: People want to do good work	<ul style="list-style-type: none"> <li>◦ A colleague accuses you of purposefully sabotaging the outcome of a project.</li> </ul>
	Respect: Allow people to finish speaking before responding.	<ul style="list-style-type: none"> <li>◦ A team-member repeatedly interrupts you when you express your opinions.</li> </ul>
	Honesty: Make sure others know what they need to know.	<ul style="list-style-type: none"> <li>◦ A colleague withholds information that would have prevented you from making a mistake.</li> </ul>
	Dignity: Don't criticize someone's performance in public.	<ul style="list-style-type: none"> <li>◦ A leader reprimands you in the hallway and everyone within 20 feet hears it.</li> </ul>

## REACTIONS TO CONFLICT



# CONFLICT INVENTORY

Complete the inventory twice during the break. The first time through the inventory, answer the questions for how you see yourself professionally (in the workplace). The second time, answer for how you see yourself in your personal life (at home).

Add up the total number of letters you circled for each letter and write them in the appropriate spaces:

First time focus: Work/Professional

TOTAL	
A	
B	
C	

Second time focus: Home/Personal

TOTAL	
A	
B	
C	

Fill in these blanks during the session:

“A”s = \_\_\_\_\_

“B”s = \_\_\_\_\_

“C”s = \_\_\_\_\_

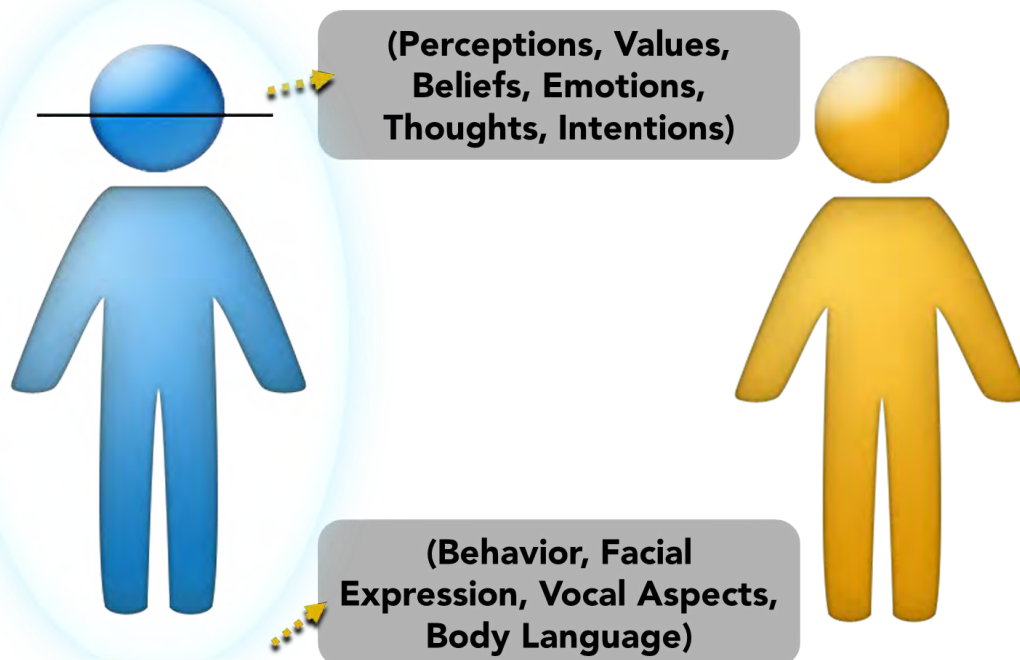
## MANAGING INTERNAL / EXTERNAL DYNAMICS

Most of us make assumptions about someone’s perceptions, intentions, emotions, beliefs and thoughts—which are internal—based on what we externally see and hear. External information includes facial expressions, body language and vocal aspects, such as words used, intonation and volume.

While it is normal in day-to-day conversations to respond with a certain level of assumption, it is not helpful to do so when emotions are heightened or when you are triggered.

**NOTE: You may talk about:**

**YOUR** internals (without blaming)  
**BUT**  
Only talk about the **OTHER’S** externals





## MANAGING INTERNAL / EXTERNAL DYNAMICS

HEIGHTENED/  
TRIGGERED  
EMOTIONS + ASSUMPTIONS  
ABOUT INTERNALS = BOUNDARY  
VIOLATIONS

### Avoiding Boundary Violation Practice

Rewrite the following sentences:

Your interrupting shows your disregard for others.

You're constantly missing meetings. You just don't care, do you?

My self-confidence is being damaged by your critical nature.

## STAYING WITHIN BOUNDARIES

Together with your group, re-write the following boundary violation comments, making sure your answer does not assume how the speaker is feeling or thinking.

External Behavior	Reactive Response	Improved Response
<p>At a team meeting, Chris rolls his eyes when you make the following statement, “We all have to do our part to make this work.”</p>	<p><i>“Apparently some of you don’t feel the same way.”</i></p>	
<p>You’re meeting with Eve, a co-worker, on a report that was originally due in one week. When you tell her the date was moved up to two days from now, she glares at you, shakes her head and says, “I really wish you understood how these decisions impact me!”</p>	<p><i>“Hey, don’t get mad at me! It’s not my fault the date was pushed up.”</i></p>	
<p>You and Del, a colleague, are having a planning meeting scheduled to last 60 minutes. You have been meeting for 25 minutes and Del looks at his watch every few minutes.</p>	<p><i>“It looks like you have something more important to do.”</i></p>	



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