



# **Practical Emotional Intelligence for the Workplace**

**Tailored IRS Delivery**  
(Virtual MSFT Teams - December 2022)

FACILITATOR: A. KOCHUBA



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**Practical Emotional Intelligence  
for the Workplace**

*Tailored IRS Delivery (9 a.m. – 5 p.m. EST)*

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Attendance policy: 100% attendance is required to successfully complete the course and receive a certificate of completion.

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# Federal Training Academy Presenter

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Selected from a pool of more than 400 educators, Angela Kochuba is the honored recipient of the distinguished Virtual Champion award. She is also an international best-selling author for her leadership-based chapter, The Platinum Journey, in *The X-Factor: The Spiritual Secrets Behind Successful Executives and Entrepreneurs*.

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# Practical Emotional Intelligence for the Workplace

## *Custom Course Objectives*

- 1 Define emotional intelligence & the 4 key domains.
- 2 Recognize emotional impacts & discover the growth zone.
- 3 Assess motivation models to tap into confidence & self-efficacy.
- 4 Create & maintain strong workplace relationships.
- 5 Clarify coaching & explain its value.
- 6 Build approachability & trust using the SUMMIT Coaching Model.



# Table of Contents with Objectives

## **Chapter 1:** Define emotional intelligence & the 4 key domains.

Section 1: Define emotional intelligence (EI) & explain 5 key areas of EI.

Section 2: Review the 4 domains & core capabilities of emotional intelligence.

## **Chapter 2:** Recognize emotional impacts & discover the growth zone.

Section 1: Explore empathy.

Section 2: Describe comfort & growth zones.

Section 3: Identify red flags & investigate 4 aspects of balance.

Section 4: Explain mindfulness.

Section 5: Develop ways to transition for work-life balance.

## **Chapter 3:** Assess motivation models to tap into confidence & self-efficacy.

Section 1: Review the hierarchy of human needs.

Section 2: Explain 4 forms of motivation & the 3 key internal motivators.



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To set expectations about what you will learn in this course, please review the Table of Contents (Chapters 1-6).

## Table of Contents & Objectives, Continued

### **Chapter 4: Create & maintain strong workplace relationships.**

Section 1: Identify vital relationships.

Section 2: Share how to develop strong listening skills.

Section 3: Examine 9 influencing tactics and when to use them.

### **Chapter 5: Clarify coaching & explain its value.**

Section 1: Review supervisory, mentoring, & coaching behaviors.

Section 2: Address the value of coaching.

### **Chapter 6: Build approachability & trust using the SUMMIT Coaching Model.**

Section 1: Describe the SUMMIT Coaching Model.

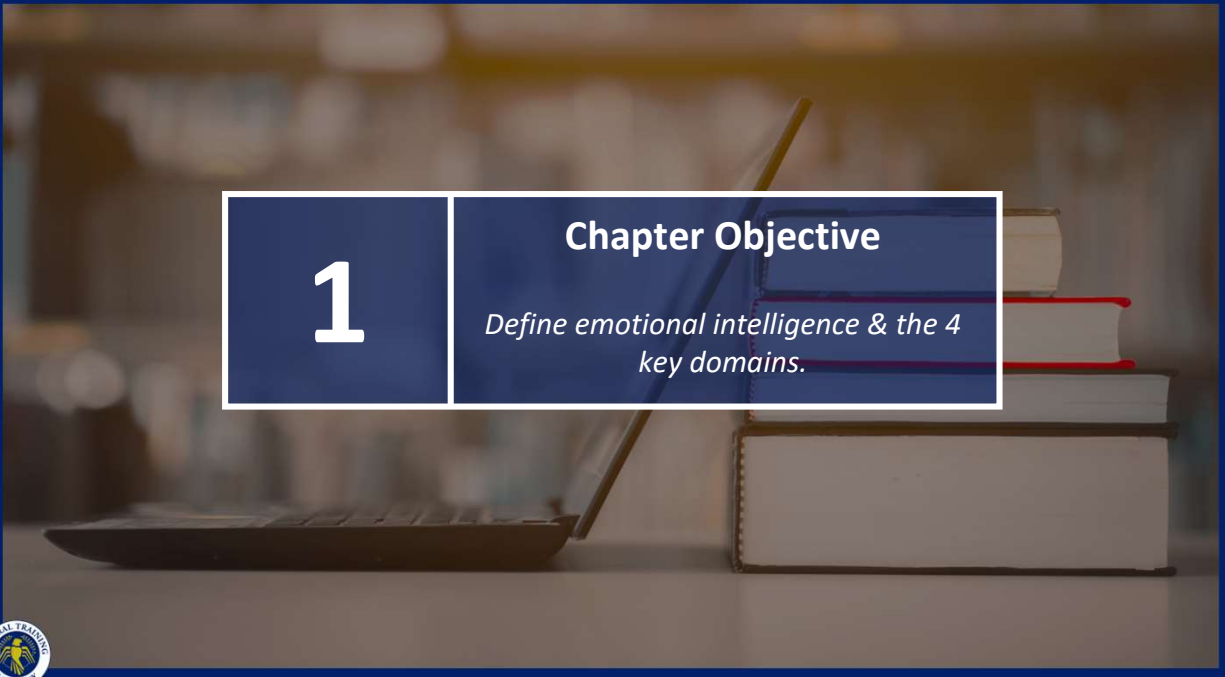
Section 2: Review common coaching questions.

Section 3: Explore actions that instill approachability & trust.



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To set expectations about what you will learn in this course, please review the Table of Contents (Chapters 1-6).



**1**

**Chapter Objective**

*Define emotional intelligence & the 4 key domains.*



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**1**

## Section Objective

*Define emotional intelligence (EI) & explain the 5 key areas of EI.*



## Three Elements



IQ  
Personality  
EQ





## Emotional Intelligence

Daniel Goleman defined EI as the ability to identify, assess, and control one's own emotions, the emotions of others, and that of groups. He stated emotional intelligence is abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope. His model distinguishes emotional intelligence as a trait and as an ability that can be learned.



Source: Mayer, Salovey, Caruso, & Cherkasskiy, Emotional Intelligence in Yale Center for Emotional Intelligence.

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### Early Contributors

- E.L. Thorndike (“social intelligence,” 1920)
- B. Leuner (Emotional Intelligence and Emancipation: A Psychodynamic Study on Women, 1966)
- Howard Gardner (intrapersonal and interpersonal intelligence, 1983)
- Wayne Payne (A Study of Emotion: Developing Emotional Intelligence, 1985)
- Stanley Greenspan (EI model, 1989)
- John “Jack” D. Mayer, Peter Salovey, President of Yale, and David R. Caruso (EI model, MSCEIT for IQ & EI, 1990)
- Daniel Goleman (EI Model, 1995)



**Video Time**

Daniel Goleman, author of  
Emotional Intelligence,  
introduces EI



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Suggested Video Resource

Daniel Goleman Introduces Emotional Intelligence on Big Think:  
<https://youtu.be/Y7m9eNoB3NU> (suggested video, 5:31 minutes)

# Neuroscience & the Physical Location of EI

- Crucial parts of your brain
- Age of total brain formation
- Systems I and Systems II thinking
- Studies with fMRI scans



Source: Daniel Kahneman, Thinking, Fast and Slow.

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## Neuroscience & the Physical Location of EI

- Crucial parts of your brain
  - Amygdala - threats and survival mode
  - Prefrontal cortex– attention, impulse control, and reasoning/logic
- Age of total brain formation
- Systems I and Systems II thinking
  - Systems I (automatic thinking) – quick and driven by instinct and previous experience
  - Systems II – slow and driven by conscious effort and logic
- Studies with fMRI scans - functional magnetic resonance imaging (fMRI) measures brain activity by detecting changes in blood flow. When an area of the brain is being used, blood flow increases in that area.

## Five Areas of EI

- Self-awareness
- Empathy
- Motivation
- Self-regulation
- Social skills



Source: Goleman and Gardner, Learning-theories.com.

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### Five Areas of EI

- Self-awareness: Know one's own emotions, strengths, weaknesses, drives, values, and goals. Recognize their impact on others while using gut feelings to guide decisions.
- Empathy: Recognize, understand, and consider other people's feelings especially when making decisions.
- Motivation: Motivate oneself to achieve for the sake of achievement.
- Self-regulation: Manage or redirect one's disruptive emotions and impulses. Adapt to changing circumstances.
- Social skills: Manage other's emotions to move people in the desired direction.

### Quick Individual Exercise

Self-rate for each of the 5 areas of EI on a scale of 1-5 (1 being poor, 5 being outstanding).

The good news is EI can be learned!

**Video Time**

“Can emotional intelligence be learned?”

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### Suggested Video Resources

Daniel Goleman answers “Can emotional intelligence be learned?” on WOBI:  
<https://www.youtube.com/watch?v=sfT55TZV-20> (suggested video, 4:52)

2

## Section Objective

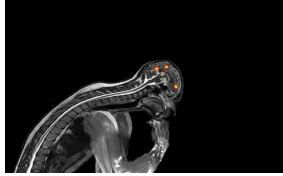
*Review the 4 domains & core capabilities of emotional intelligence.*



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# EI Domains and Competencies



## I. Self-awareness

- Emotional self-awareness

## II. Self-management/regulation/control

- Emotional self-control
- Adaptability
- Achievement orientation
- Positive outlook



## III. Social awareness

- Empathy
- Organizational awareness

## IV. Relationship management

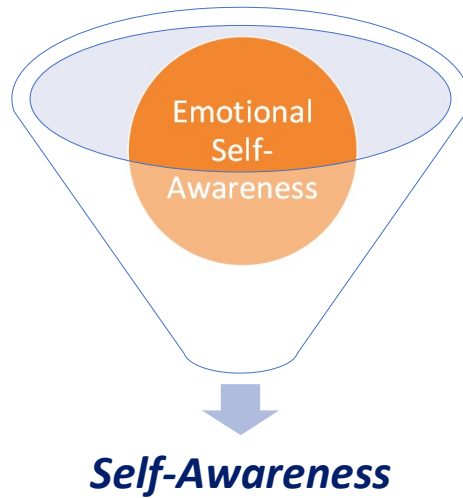
- Influence
- Conflict management
- Teamwork
- Inspirational leadership
- Coach and mentor



Source: Daniel Goleman and Richard E. Boyatzis, Emotional Intelligence Has 12 Elements. Which Do You Need to Work On?, Harvard Business Review.

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# Emotional Intelligence: Domain I

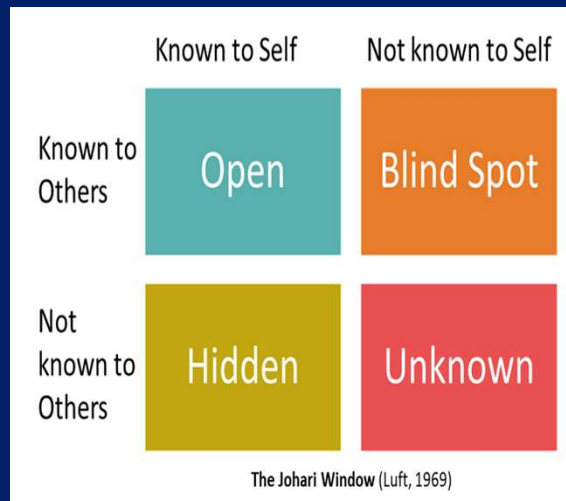


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Domain I: Self-Awareness

- Emotional self-awareness

# Johari Window

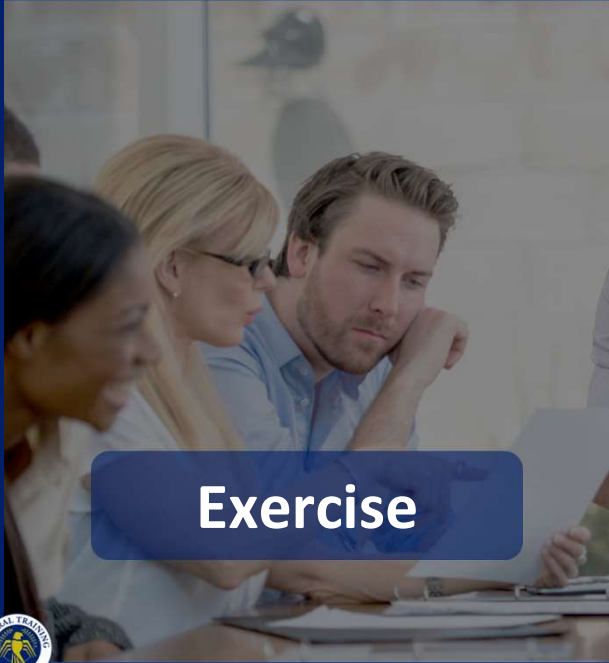


Sources: Joseph Luft & Harrington Ingham, Johari Window. A.Kochuba, Johari Window Explained: Self-Reflection Questions.

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## Johari Window

- **Open (aka Arena):** This part of your personality is well-known to you and others. It's your public self. You are aware and share. What is common knowledge is in this window pane. The more you ask and receive answers about yourself, the larger this pane becomes. The more you share about yourself, the larger this pane becomes.
- **Blind Spot:** This part of your personality is well known to others but not to you. Others see and acknowledge this about you, but you are unaware.
- **Hidden (aka Façade):** This part of your personality is well known to you but not to others. You purposefully hide this part of yourself.
- **Unknown:** This part of your personality is not known to you or others.



**Exercise**

**Complete the Johari Window Exercise**

	Known to Self	Unknown to Self
	Solicit Feedback →	
Known to Others	(OPEN or ARENA)	(BLIND SPOT)
	↓	↓
Unknown to Others	(HIDDEN or FACADE)	(UNKNOWN)
	↓	

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### Johari Window Exercise

*Open (aka Arena):* This part of your personality is well-known to you and others. It's your public self. You are aware and share. What is common knowledge is in this window pane. The more you ask and receive answers about yourself, the larger this pane becomes. The more you share about yourself, the larger this pane becomes.

*Self-reflection Q:* As a leader, how large should this pane be? Am I authentically myself at work? If not, why not?

*Blind Spot:* This part of your personality is well known to others but not to you. Others see and acknowledge this about you, but you are unaware.

*Self-reflection Q:* How large should this pane be? How approachable are you? Do others feel comfortable coming to you and sharing their thoughts? Do you ask others questions to gain insights about how you are perceived? Are you open to the possibility you aren't perfect? Do you want to learn, grow, and

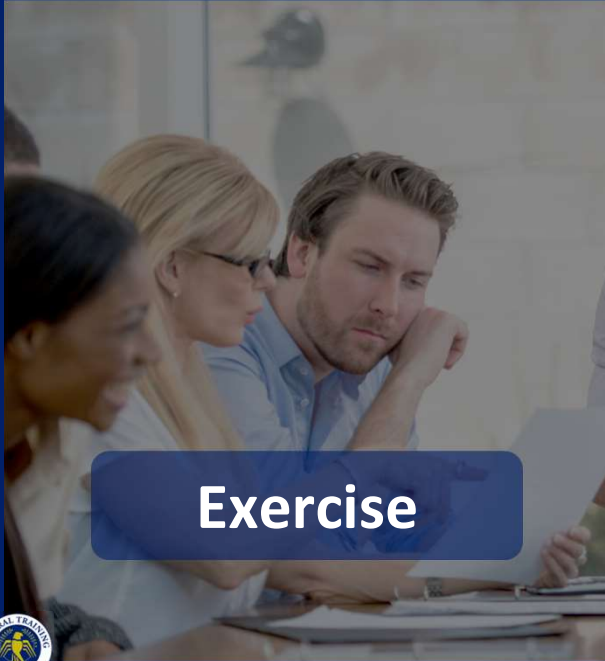
*develop even stronger relationships?*

*Hidden (aka Façade):* This part of your personality is well known to you but not to others. You purposefully hide this part of yourself.

*Self-reflection Q: How large should this pane be? What are you hiding? Why do you feel the need to hide it? Does it help or prevent you from optimal performance in the workplace? Does it hinder you from building strong relationships at work?*

*Unknown:* This part of your personality is not known to you or others.

*Self-reflection Q: How large should this pane be? Do you have untapped strengths? Do you make conscious efforts to learn more about yourself and share valuable insights with others? For example, perhaps a new talent was revealed, but it was previously unknown to you and to others. Are you denying or resisting the possibilities? If so, why? Are you willing to further explore the unknown? Do you see this as a challenge area, and you're ready for the challenge?*

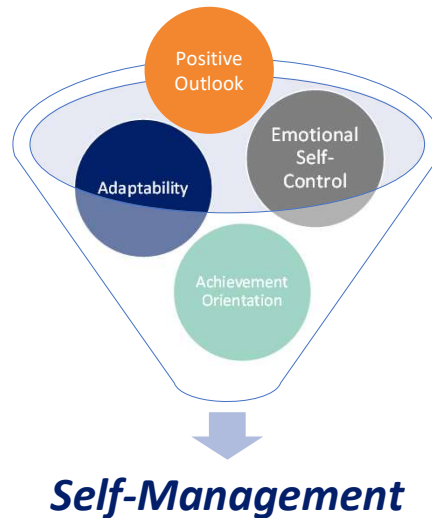


## Method of Action Planning

*It's time to take a look at the Method of Action Planning (M.A.P.), and use it for the first time.*

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## Emotional Intelligence: Domain II



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*Self-management allows us to handle our emotions, so they facilitate rather than hinder progress. We leverage our inner resources to respond, rather than react, and move forward from a grounded and focused mental state for optimal productivity.*

### Domain II: Self-Management

- Emotional self-control
- Achievement orientation
- Positive outlook
- Adaptability

# Self-Management Strategies

- 1 Avoid an amygdala hijack.
- 2 Focus on what you can control.
- 3 Have a positive outlook.
- 4 Be responsible, flexible, and resilient.



Sources: Ira Chaleff, The Courageous Follower. A. Kochuba.

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## Avoid an amygdala hijack and tame emotional micro-explosions.

- Be aware of your emotions and deliberately choose your words.
- Actively control body language.
- Hold your final reply/decision. It's acceptable to say, "Thank you for your feedback. I need some time to wrap my head around it and get back to you." Develop your go-to phrases.
- Wisely use dignified silence.
- Find a self-control wizard, and emulate the wizard.

## Focus on what you can control versus what you cannot control.

- Make a list.
- Consider actions within your control.

## Have a positive outlook; curb anxiety and stress.

- Sleep and exercise.
- Smile and laugh; use happiness reminders.
- Focus on the task at hand and address unwarranted panic.



- Chart facts vs. emotions.

Be responsible, flexible, and resilient.

- Assume responsibility and be self-accountable.
- Create opportunities to find and apply your potential for your organization's benefit. Seek to raise your value.
- Be flexible. Know changes are constant and embrace them. Work toward the best interests of the organization.
- Be confident.
- Be willing to contribute your strengths.
- Avoid self-censorship.
  - Be courageous, and respectfully voice your concerns even when they contradict others. Be willing to challenge in a positive and productive way. Believe in and practice healthy conflict.
  - Advocate for yourself and your team. Be comfortable openly communicating with leaders at all levels in the organization. This takes self-management as well as the external EI domains.
- Serve others. Diligently believe in the team's goals and passionately support the leader in pursuing the organization's goals/mission.
- Develop transition habits and purposefully use them twice a day.

# Self-Management

## *Self-Reflection (Use the M.A.P.)*

Neuroscience has proven it is easier to establish new habits rather than change old ones.  
What new habits will you create and diligently practice?

*Time to develop self-reflection questions. Examples include the following:*

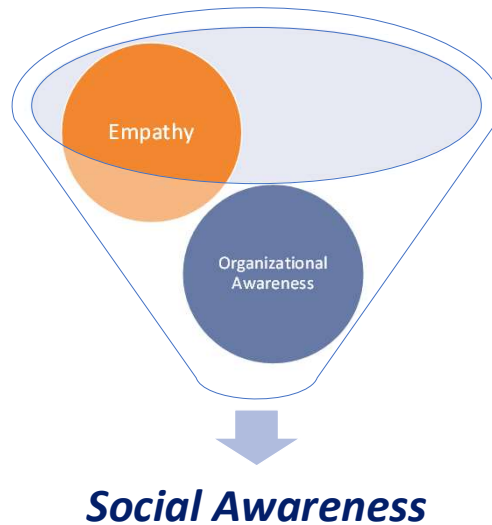
- Have I assumed responsibility and hold myself accountable by contributing to the organization's goals (even when I'm not the official leader)?
- Do I dive in and contribute my strengths and serve others in the organization even when tasks weren't specifically assigned to me?
- Do I bravely contribute my ideas?
- Do I respectfully challenge myself and our leader?
- Do I quickly adopt changes, or do I drag my feet and avoid or resist key changes?



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Use your Method of Action Planning (M.A.P.).

## Emotional Intelligence: Domain III

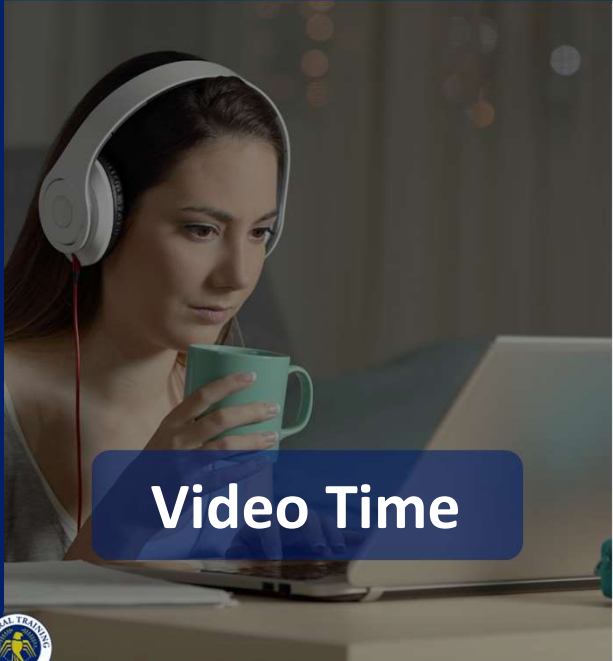


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*Social awareness allows us to accurately read situations and people. Social awareness allows us to be effective leaders by helping us to understand and respond to the needs of others. It addresses the behaviors you display when you interact with others, and it creates insights for the impact your actions have on others.*


### Domain III: Social Awareness

- Empathy
- Organizational awareness



**Video Time**

How to improve social awareness  
with Dr. Travis Bradberry,  
author of Emotional  
Intelligence 2.0



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Suggested Video Resource

Jim Canfield Interview with Travis Bradberry on Improving Social Awareness:  
<https://youtu.be/UHwdtJ4qNtU> (suggested video, 3:33 min)

# Social Awareness

*How well do you tune into people? Are you under-tuning (disengaged)? Are you over-tuning (over-confident and think you know what's happening without asking questions)?*

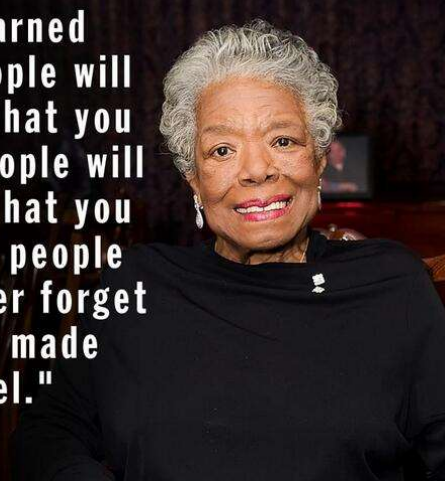
- Make human connections on a daily basis.
- Be curious, not judgmental.
- Observe people and the environment.
- Avoid internal and external distractions.
- Do you show empathy?
- Be an active listener.
- Do you make people feel valued?



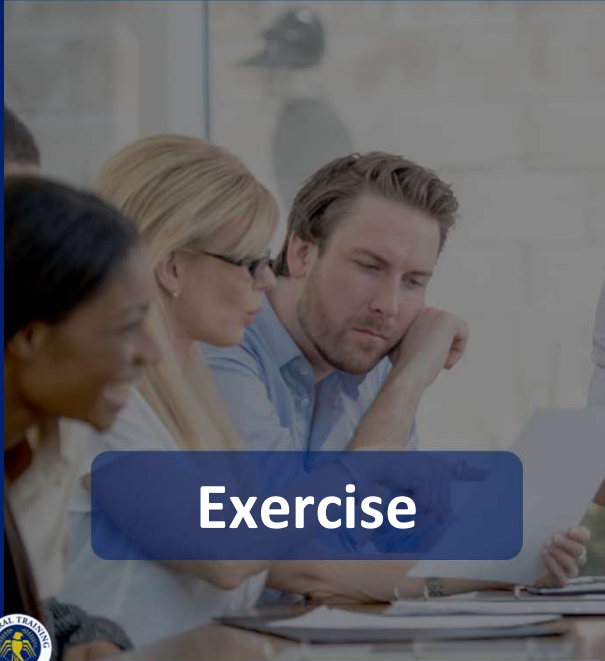
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**"I've learned  
that people will  
forget what you  
said, people will  
forget what you  
did, but people  
will never forget  
how you made  
them feel."**

**Maya Angelou**



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## *How do you make colleagues feel valued?*

1. Select a leader (or scribe) once you're in your breakout room.
2. The scribe should take team notes in MS Word as the team develops as many ideas as possible. Please count the total number of ideas.
3. A volunteer should be selected and ready to present your team's answers during the class-wide debrief.

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# Social Awareness

## *Self-Reflection (Use the M.A.P.)*

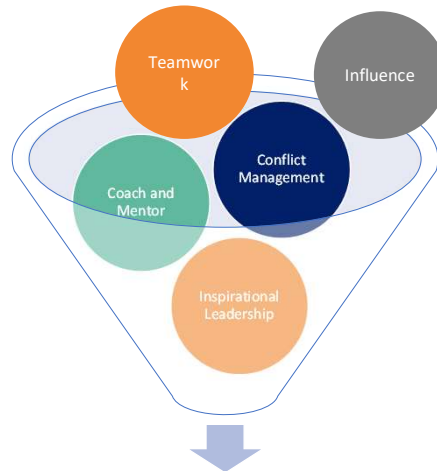
*Time to develop self-reflection questions. Examples include the following:*

- Do I balance the competing sides of social awareness?
- Do I usually understand body language signals, and can I read them well? What body language signals am I giving others?
- Do I understand the needs of my colleagues? Am I supporting them and their needs?
- How can I provide the “right” environment for our team to thrive?
- How have I contributed to the organizational culture? What adjustments, if any, should I make?
- How can I genuinely connect with others?
- Am I curious and a gifted learner for my organization’s benefit?
- How do I make my colleagues feel? What can I do to make a positive impact on my colleagues?
- Am I distracted? How can I remove or manage my distractions? Am I distracting others?





## Emotional Intelligence: Domain IV



### ***Relationship Management***



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*Relationship management is when you use the three prior EI domains to create and maintain strong relationships. We use self-awareness, self-management, and social awareness to effectively engage with other people.*

#### Domain IV: Relationship management

- Influence
- Conflict management
- Teamwork
- Inspirational leadership
- Coach and mentor



Daniel Goleman on  
Organizational Awareness

Video Time



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Suggested Video Resource

Leadership Minute with Daniel Goleman on Organizational Awareness:  
<https://youtu.be/8bqmMqpnMYk> (suggested YouTube video, 53 seconds)

# Relationship Management

## *2 Key Questions*

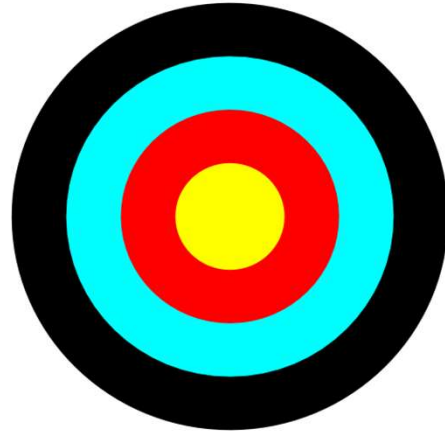
Do you confidently build your internal network and speak with people throughout the organization?

Are your actions furthering the quality of the relationships?



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# Circles of Influence and Control



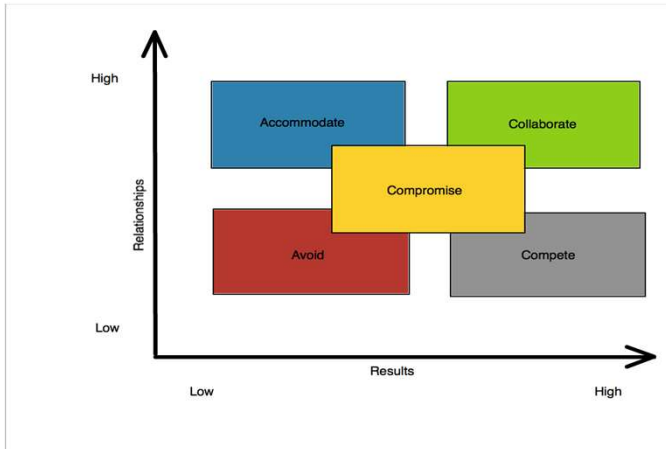
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## Influencing Behaviors

- Embrace and promote individual, team, and organizational goals. Transparently communicate the vision and goals.
- Communicate honestly, empathetically, and ethically.
- Exude trust.
- Genuinely build strong relationships to endure challenging situations.
- Start personal development conversations.
- Engage team members in the planning, not just the implementation phase.
- Seek feedback and address it.
- Offer opportunities to work in preferred areas.
- Allow individual strengths to shine.
- Actively advocate for team members and communicate successes to all levels of an organization.
- Willingly provide support and resources.



# Choose the Best Conflict Style



Typical sources of conflict:

- Conflicting goals & priorities
- Personality clashes
- Scarcity of resources
- Different thinking styles
- Conflicting values



Source: Thomas, KW, & RH Kilmann, Thomas-Kilmann Conflict Mode Instrument.

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## Teamwork Points

- Determine which conflict style is best.
- Appropriately foster collaboration. Consider dictator vs. influencer behaviors.
- Build bonds for a team support system.
- Believe in corporate citizenship.
- Address two common concerns.



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Two common concerns:

- Lack of knowledge sharing
- Lack of accountability (individual, team, and organizational)

# Inspirational Leadership

## *Leadership Is a Mindset*

- Consider core leadership capabilities
- Build trust, maintain trust, and rebuild trust.
- Engage others and motivate them to achieve results.
- Embrace change within yourself and grow high PsyCap for your team.

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

John Quincy Adams



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### Leadership is a Mindset

- Consider core leadership capabilities:
  - Communicating vision and strategic thinking
  - Achieve results
  - Ongoing learning and development
  - Shaping culture
  - Cultivating relationships
  - Navigating change
- Build trust, maintain trust, and rebuild trust.
- Engage others and motivate them to achieve results.
- Embrace change within yourself and grow high PsyCap for your team.



# Be a PsyCap Hero

Four elements of a PsyCap HERO:

**H**ope (willpower and flexible paths to obtain goals)

**E**fficacy (belief in our ability to achieve goals and succeed)

**R**esiliency (bounce forward through challenges)

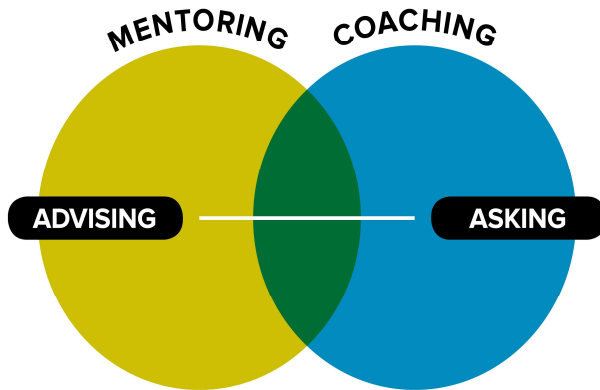
**O**ptimism (positive outlook, find the gold, minimize self-doubt)



Source: Fred Luthans & Carolyn M. Youssef-Morgan, Psychological Capital: An Evidence-Based Positive Approach.

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# Coach and Mentor



- Be approachable and welcome feedback.
- Provide timely feedback.
- Develop common coaching questions.



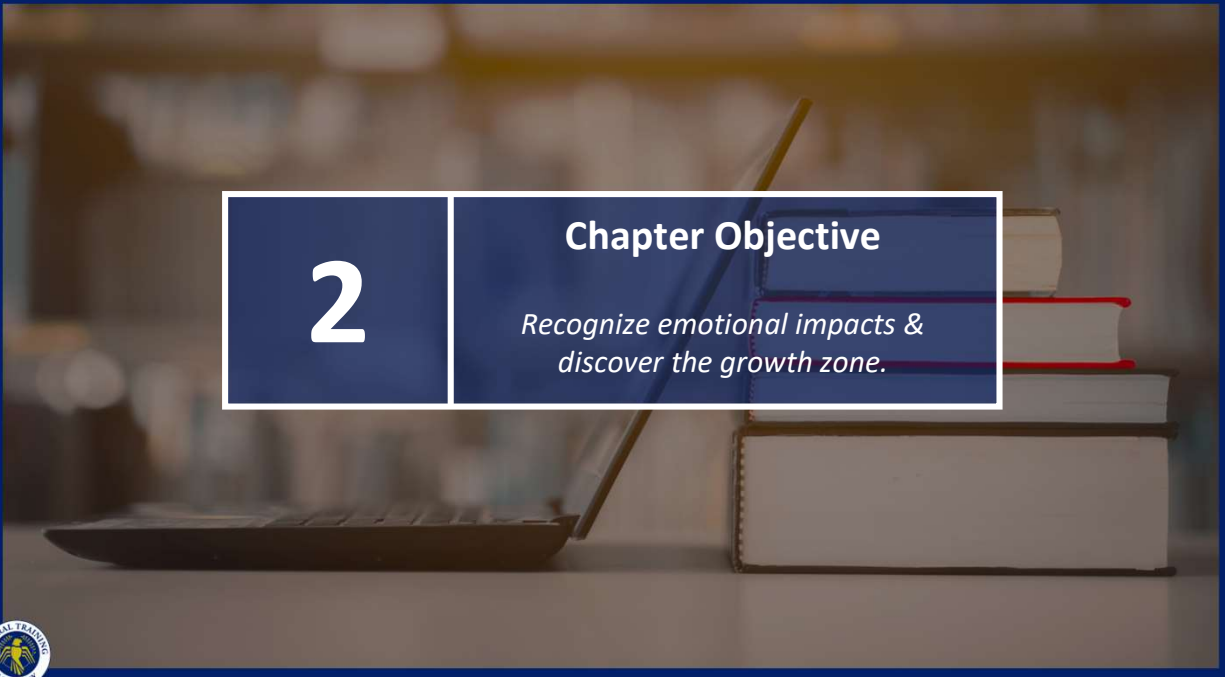
# Relationship Management

## *Self-Reflection (Use the M.A.P.)*

*Time to develop self-reflection questions. Examples include the following:*

- Am I using the benchmark questions?
  - Do you confidently build your internal network and speak with people throughout the organization?
  - “Are your actions furthering the quality of the relationship?”
- Who is within my zone of influence? How can I expand my zone of influence?
- Am I clearly communicating needs and expectations?
- Am I regularly providing specific feedback? How often do I ask for feedback?
- Am I creating conflict by not considering the value of the relationship and impact on results?
- Am I selecting the best conflict management style?
- Am I willingly sharing knowledge, or am I intentionally hoarding information?
- Do I take the needed time and effort to further vital relationships?
- Am I holding myself accountable for my half of relationships?
- How am I building, maintaining, and rebuilding trust?
- Do I embrace change and quickly adapt for the organization’s benefit?
- Do I avoid tough conversations, or am I proactively having them to improve relationships for the long-term?






**2**

**Chapter Objective**

*Recognize emotional impacts & discover the growth zone.*



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“

## Emotional Impact

*“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.”*

Jane Goodall



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**1**

**Section Objective**

*Explore empathy.*



# Empathy

- Does having empathy mean you should share all of your feelings and wear your feelings on your sleeve?
- Does having empathy mean being kind all of the time?
- Does having empathy mean I should be an empath?

- Are you exploiting or exploring?
- Are you approachable?
- Are you a strong listener?
- How would you define yourself under stress? Does your survival mode take charge and dictate your actions?
- What empathetic phrases do you use?



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*Empathy – the ability to understand and share the feelings of another (Oxford Dictionary)*

Understand and empathize with others, but don't absorb their pain.

“Just because your pain is understandable, doesn't mean your behavior is acceptable.” – Dr. Steve Maraboli

2

## Section Objective

*Describe comfort & growth zones.*





# Comfort vs. Growth Zone



Sources: Carol Dweck, Mindset: The New Psychology of Success. A. Kochuba, Comfort vs. Growth Zone.

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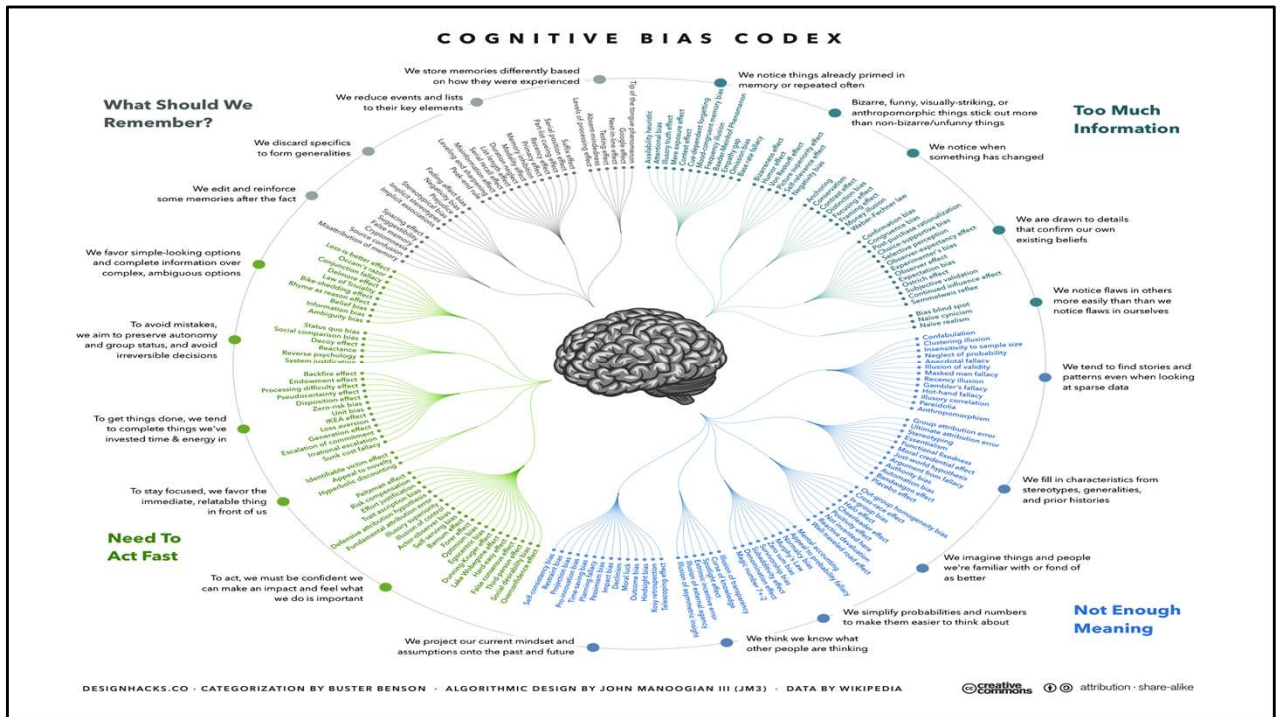
# Ways to Explore

*Recognize your emotional impacts and manage them.*

- Consider your core values and the behaviors that stem from them.
- Consider behaviors you demonstrate that may have ripple effects. What common phrases do you use that may have ripple effects?
- Maintain a journal and look for patterns of behavior.
- Acquire EI mentors who will stretch you.
- Know your cognitive biases.
- Know your triggers.
- Take control of your inner dialogue.



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Source: Manoogian, J., & Benson, B. (2018). *Cognitive Bias Codex*. Wikimedia Commons. Creative Commons. Retrieved from [https://commons.wikimedia.org/wiki/File:Cognitive\\_bias\\_codex\\_en.svg](https://commons.wikimedia.org/wiki/File:Cognitive_bias_codex_en.svg). (Purchased poster available on website.)

# Cognitive Bias Codex Categories

*Four conundrums/categories leading to cognitive biases:*

- There's **too much information**, so we tend to only notice changes, bizarreness, repetition, confirmation.
- There's **not enough meaning**, so we tend to fill in gaps with patterns, generalities, benefit of doubt, easier problems, and our current mindset.
- There's **not enough time and resources**, so we need to act fast. We assume we're right and can do this. We assume the nearest thing is best. We finish what's been started. We assume we keep our options open, and that easier is better.
- There's **not enough memory**, so we save space by editing memories, generalizing, keeping an example, and using external memory.



Sources: Buster Benson, Cognitive Bias Cheat Sheet, Simplified. John Manoogian III, Cognitive Bias Codex.

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# Cognitive Bias Discovery

## *Common cognitive biases in the workplace:*

- Confirmation bias
- Optimism/Pessimism biases
- Status Quo bias
- In-group bias
- Attentional bias

## *What are your cognitive biases?*

- 
- 
- 
- 
- 



Sources: Christopher Dwyer, 12 Common Biases that Affect How We Make Everyday Decisions, Psychology Today.

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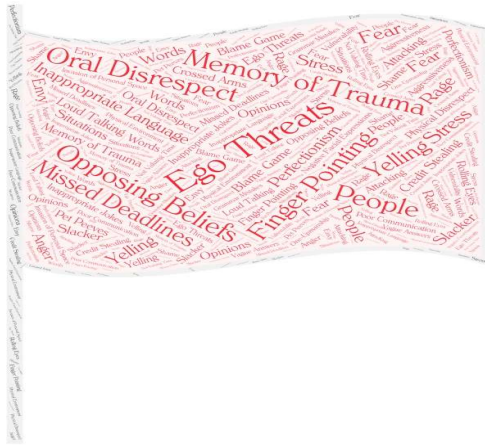
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**Section Objective**

*Identify red flags & investigate 4 aspects of balance.*



## What Are Your Emotional Red Flags?



### *Pay attention to the following:*

- *Your body*
- *Your thoughts*
- *Who/what was the trigger and why*
- *What happened prior to the trigger*
- *What needs of yours were not being met*
- *What self-management techniques you should use*



Sources: Brene Brown, Dare to Lead. Mariana Plata, How to Spot Your Emotional Triggers, Psychology Today. Mateo Sol, How to Identify Your Emotional Triggers (Before It's Too Late).

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What are your emotional red flags (triggers)?

*Ask yourself: What is it about this experience or person that makes me so emotional (e.g., angry/sad/etc.)?*

*Consider:*

- *Your body* - Where do you physically feel your emotions? (e.g., racing heart, chest pain, dry mouth, trouble breathing, hot flush, sweaty palms, trembling, dizziness, nauseous, feeling detached, etc.) Are you aware when your body reacts to your triggers?
- *Your thoughts* - Define yourself under stress. What is your threat response? Does your survival mode take charge?
- *Who/what was the trigger and why*
- *What happened prior to the trigger*
- *What needs of yours were not being met*
- *What self-management techniques you should use*

### **Instructor's Notes**

**Allow a couple minutes for participants to add triggers to their MAPs. Share the example of the supervisor who realized he's triggered by loud voices, and he feels the need to escalate the situation by standing up to be physically larger as well as louder.**



# Control Your Inner Dialogue

- Deliberately choose and maintain a positive and realistic outlook.
- Stop rumination and practice mental toughness.
- Develop and use affirmations to fight negativity and loss of hope.
- Create a healthy and powerful work environment.



Source: Cascio, C. N., O'Donnell, M. B., Tinney, F. J., Lieberman, M. D., Taylor, S. E., Strecher, V. J., & Falk, E. B. (2015, November 5). Self-affirmation activates brain systems associated with self-related processing and reward and is reinforced by future orientation.

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## Control Your Inner Dialogue

- Deliberately choose and maintain a positive and realistic outlook.
- Stop rumination and practice mental toughness.
- Develop and use affirmations to fight negativity and loss of hope.
- Create a healthy and powerful work environment.
  - Purposefully choose impactful reminders and place them in your daily path.
  - Be the master of your physical work space to remain positive.



## Stop Rumination

*What is your mental toughness phrase?*

*What are some helpful affirmations?*

**Exercise**



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What is your mental toughness phrase?

Examples:

- When there's a will, there's a way.
- Worry never robs tomorrow of its sorrow; it only saps today of its strength.
- Joy!

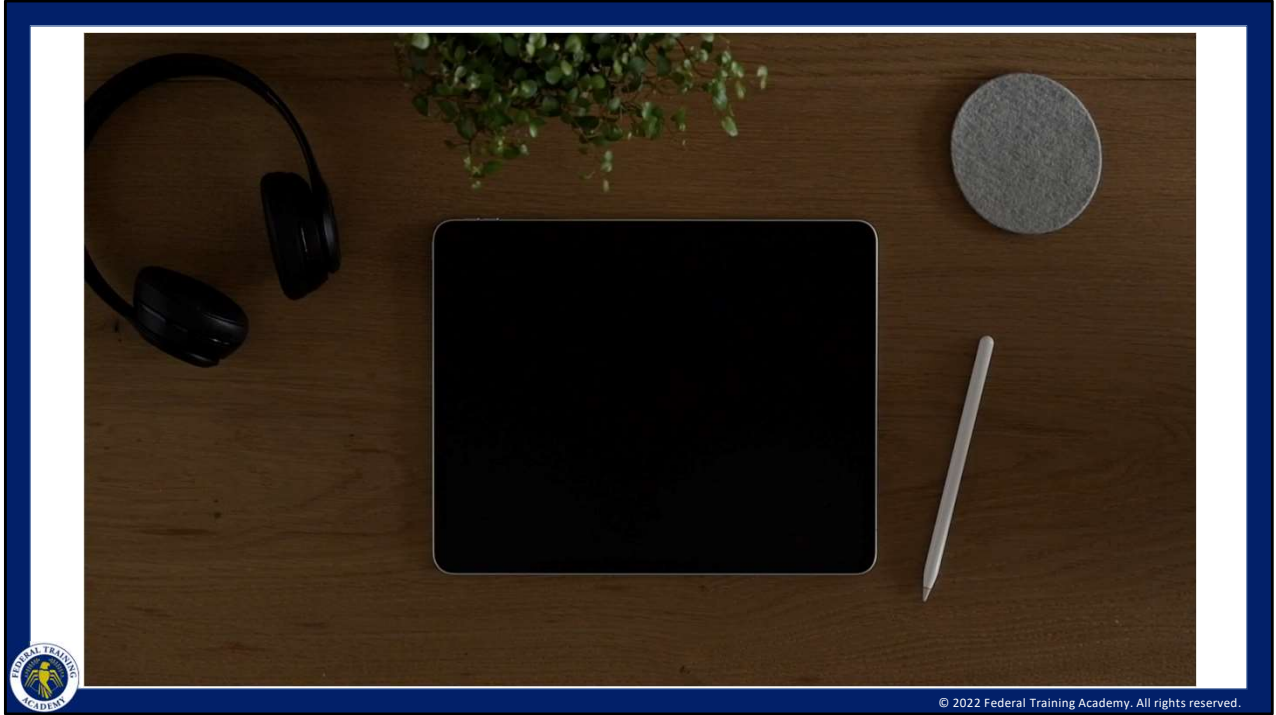
What are some helpful affirmations?

Examples:

- I will be my best self and do my best work.
- Each day, I am learning to become a better me.
- I am a valuable asset to my workplace.
- I am going to have a productive workday.
- I choose to be open to challenging feedback.
- I am grateful for my job and my colleagues.
- I can transform obstacles into opportunities.
- I am secure enough in my position to humbly ask others questions when I

need support.

- I am excited by the possibilities today brings.
- I deserve respect and will not be intimidated.
- I am not defined by my mistakes.
- I am talented.
- I will celebrate successes (my successes and the successes of others).
- I am creative and strive to innovate.
- I am in charge of my energy and how I respond to others.
- My colleagues believe in me and my contributions.
- I am fulfilling my purpose.
- I am supporting my organization's goals, my team's goals, and my own goals.
- I am confident.
- I am positive.
- I can, will, and must heal, bless, and prosper.
- I will use my words for joy.
- All I need is within me.
- My team and I are fully prepared for any situation.
- I enjoy working for my organization.
- I enjoy working with my colleagues.
- I do my best to maintain positive, healthy, long-term relationships.
- My challenges are opportunities to grow and share with others.





**Stay Balanced**

*1. Increase your EQ with three key boosters.*

*2. Balance these four factors:*

- Emotional
- Mental/intellectual
- Physical
- Spiritual

*“In this internet economy where the fast beat the slow, it is important to balance our professional and personal lives. Jeff Patnaude’s work reminds us how to find balance in a world where the pace of change is extremely fast.”*

*John Chambers  
Chairman of the Board (ret.), Cisco Systems*



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“In this internet economy where the fast beat the slow, it is important to balance our professional and personal lives. Jeff Patnaude’s work reminds us how to find balance in a world where the pace of change is extremely fast.” – John Chambers

Source: Jeff Patnaude, Habits of Heroes & Patnaude.com.

Change is stressful. Boost your EQ with Bradberry’s “3 silver bullets.” (Source: Travis Bradberry, 3 Silver Bullets to Boost EQ, Global Leadership Network.)

1. Have an attitude of gratitude.
2. Sleep to remove the build up of toxic proteins in your brain. Stick to a routine.
3. Manage caffeine intake.

Overall, balance 4 key factors:

- Emotional
- Mental/intellectual
- Physical

- Spiritual

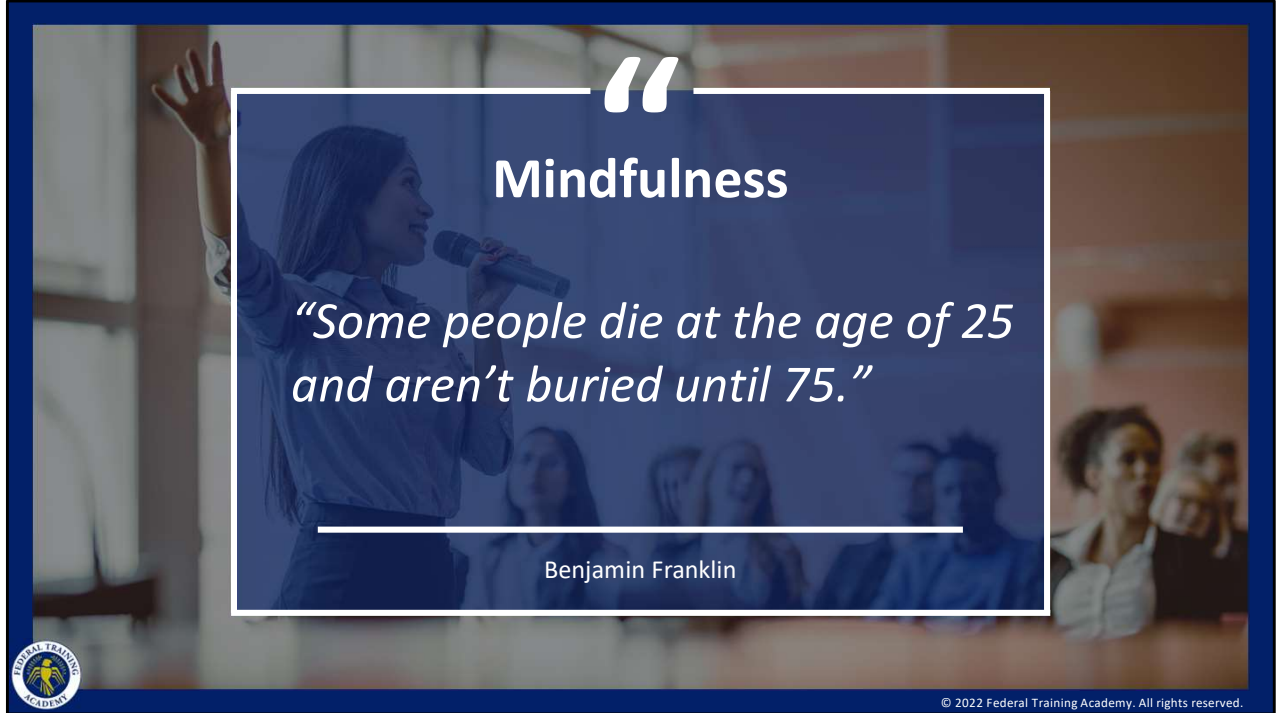
Which of these factors could use some attention? Add actions to your M.A.P.

4

**Section Objective**

*Explain mindfulness.*





### *What is mindfulness?*

- “A mental state achieved by focusing one’s awareness on the present moment, while calmly acknowledging and accepting one’s feelings, thoughts, and bodily sensations, used as a therapeutic technique.” (Google)
- “Mindfulness is the capacity to be fully aware of all that one experiences inside the self – body, mind, heart, spirit – and to pay full attention to what is happening around us – people, the natural world, our surroundings, and events.” (Boyatzis and McKee)
- “Mindfulness means to pay attention on purpose, in the present moment, and nonjudgmentally.” (Kabat-Zinn)
- “Mindfulness means to keep your attention alive in the present moment.” (Hanh) “The offering of aliveness calls us to wake up from the sleep walking of our life, and that we have the opportunity to do so throughout the entirety of our day.” (Niemiec)





## Neuroscience & Mindfulness Tests

*Do You Believe in the Proven Power of Mindfulness?*

**Discussion**



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“The mindfulness intervention was associated with increased activations in prefrontal regions during the expectation of negative and potentially negative pictures compared to controls. During the perception of negative stimuli, reduced activation was identified in regions involved in emotion processing (amygdala, parahippocampal gyrus). Prefrontal and right insular activations when expecting negative pictures correlated negatively with trait mindfulness, suggesting that more mindful individuals required less regulatory resources to attenuate emotional arousal. Our findings suggest emotion regulatory effects of a short mindfulness intervention on a neurobiological level.”

“Results indicate that meditation leads to activation in brain areas involved in processing self-relevant information, self-regulation, focused problem-solving, adaptive behavior, ....”

Sources:

- M. Boccia, L. Piccardi, & P. Guariglia, The Meditative Mind: A Comprehensive Meta-

Analysis of MRI Studies, [ncbi.nlm.nih.gov](http://ncbi.nlm.nih.gov).

- J. Lutz et al, Mindfulness and Emotion Regulation – a fMRI Study, [ncbi.nlm.nih.gov](http://ncbi.nlm.nih.gov).

# Mindfulness Techniques

*What mindfulness technique(s) will you incorporate into your daily routine?*



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***What mindfulness technique(s) will you incorporate into your daily routine?***

- Avoid an amygdala hijack. (Use previously shared strategies.)
- Meditate, pray, etc.
- Visualize success.
- Use breathing exercises.
- Listen to calming music.
- Once you awake, determine an intention for the day.
- Make a to-be list. (Who do you want to be? How do you want to show up today?)
- Schedule quiet time or a mental refresh.
- Daydream.
- Engage your body and use physical overflow to your advantage (e.g., walks, fingertip touches, etc.).
- Keep a gratefulness list.
- Use a journal.
- Check all of your senses.
- Try apps.

- Create your mindfulness routine.

5

**Section Objective**

*Develop ways to transition for work-life balance.*





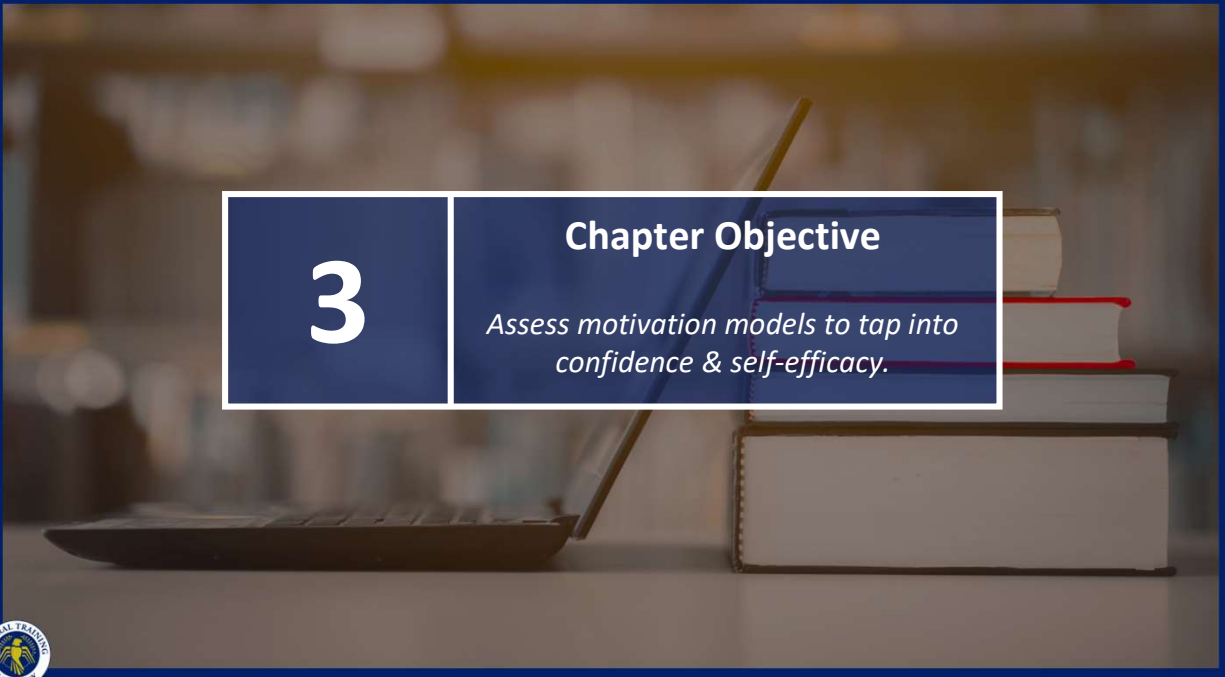
## Transition Time

When should we transition throughout the day?

What are some ways to transition?

1. *What will be my daily transition habits?*
2. *How will I purposefully use them?*


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**3**

**Chapter Objective**

*Assess motivation models to tap into confidence & self-efficacy.*



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# Motivation

***"Motivation is the desire to act in service of a goal. It's the crucial element in setting and attaining our objectives. Motivation is one of the driving forces behind human behavior. Motivation encompasses the desire to continue striving toward meaning, purpose, and a life worth living."***



Source: Sussex Publishers. (n.d.). *Motivation*. Psychology Today. Retrieved August 12, 2022, from <http://www.psychologytoday.com/us/basics/motivation?amp>

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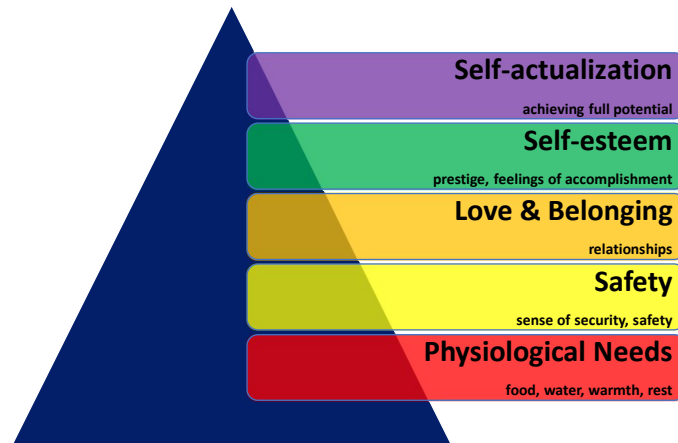
## Section Objective

*Review the hierarchy of human needs.*



# Human Needs & Motivation Research

## *Abraham Maslow's Hierarchy of Needs*



Source: Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396. <https://doi.org/10.1037/h0054346>

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### **SELF-FULFILLMENT NEEDS:**

- Self-actualization - achieving full potential

### **PSYCHOLOGICAL NEEDS:**

- Self-esteem - prestige, feelings of accomplishment
- Love & Belonging – relationships

### **BASIC NEEDS:**

- Safety - sense of security, safety
- Physiological Needs - food, water, warmth, rest

2

## Section Objective

*Explain 4 forms of motivation & the 3 key internal motivators.*



# 4 Forms of Motivation



1 Extrinsic Motivation

2 Introjected Motivation

3 Identified Motivation

4 Intrinsic Motivation



Sources: Fields, J. (2021, May 27). *The four forms of motivation*. Assembly. Retrieved August 12, 2022, from <http://www.joinassembly.com/blog/the-four-forms-of-motivation>. Pink, D. (2018). *Drive: The surprising truth about what motivates us*. Canongate Books.

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## 4 Forms of Motivation

### 1. Extrinsic Motivation – external motivators

Examples:

- Compensation
- Promotions
- Rewards – extrinsic rewards should be unexpected and offered only after a task is complete (e.g., gold star award, games in weekly team meetings, and the paper doll award)

Note: Avoid the “carrot and stick” approach, which may destroy overall performance and lead to unethical behaviors. See the Extrinsic Motivation slide for more details.

### 2. Introjected Motivation – negative internalized motivation, such as negative reinforcement

- Internalized guilt
- Negative feedback without positive action

**3. Identified Motivation – self-determined motivation; feeling or need to perform or accomplish a task but not acting on the need until the desire to do so actualizes; can result in lasting accomplishment and performance enhancement**

**4. Intrinsic Motivation – internal desire to succeed, desire for self-actualization, or desire for self-exploration**

Types according to Daniel Pink's book, Drive:

- A. Sense of autonomy/independence (Note: Control leads to compliance, but autonomy leads to engagement.)
- B. Sense of competence and mastery
- C. Sense of purpose and progress toward goal achievement (e.g., "The MBA Oath," by Harvard MBA grads – similar to the medical Hippocratic oath, it's a pledge to be loyal and dedicated to causes above and beyond the bottom line.

See the Intrinsic Motivation slide for more details.

## Extrinsic Motivation Example



Sources: *Extrinsic motivation*. Sketchplanations. (n.d.). Retrieved August 22, 2022, from <https://sketchplanations.com/extrinsic-motivation>. *The puzzle of motivation*. (n.d.). Dan Pink: *The puzzle of motivation* / TED Talk. Retrieved August 22, 2022, from [https://www.ted.com/talks/dan\\_pink\\_the\\_puzzle\\_of\\_motivation](https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation).

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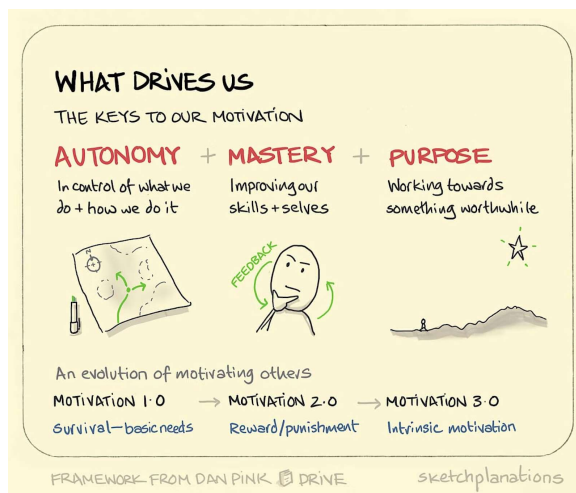
Jonathan Hey of Sketchplanations explains external motivation: “Extrinsic motivation is the carrot or the stick — when the motivation for doing something is an IF/THEN reward or punishment. We use extrinsic motivation all the time like paying people to come into work, or issuing speeding fines to make people slow down. It can work well for simple problems, basic compliance, and short-term results.

However, when you need long-term behavior change, when creativity is needed, or you're tackling complex problems, external rewards and the threat of punishments can even decrease performance and productivity. Rewards only go so far if you want to inspire a hit album, create the next Oscar-winning film, or create a breakthrough product. That is, for most of the important work we do in our lives, including I believe parenting, using extrinsic motivators of rewards or punishments is likely to be far less effective than tapping into intrinsic motivation — motivation that comes from inside ourselves.

I like Dan Pink's Autonomy, Mastery and Purpose framework for intrinsic

motivation. His TED talk on the Puzzle of Motivation is also a fun and interesting watch.”

# Intrinsic Motivation Example



Sources: *What Drives Us*. Sketchplanations. (n.d.). Retrieved December 12, 2022, from <https://sketchplanations.com/autonomy-mastery-purpose>. *The puzzle of motivation*. (n.d.). Dan Pink: *The puzzle of motivation* | TED Talk. Retrieved August 22, 2022, from [https://www.ted.com/talks/dan\\_pink\\_the\\_puzzle\\_of\\_motivation](https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation).

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Types of intrinsic motivation:

- A. Sense of autonomy/independence (Note: Control leads to compliance, but autonomy leads to engagement.)
- B. Sense of competence and mastery
- C. Sense of purpose and progress toward goal achievement

Jonathan Hey of Sketchplanations explains intrinsic motivation using Daniel Pink's research:

"In Dan Pink's book Drive, he looks at scientific studies showing that the all too common approach to motivating people involving rewards and punishments, or the carrot and stick approach, ultimately doesn't help motivate people for the tasks and work we have to do today. Instead, we do our best work when driven by intrinsic motivation — motivation from inside us, rather than imposed externally like rewards or punishments. And the 3 facets he highlights that help intrinsic motivation are:

Autonomy: being in control and able to guide both what we do and how we do it

Mastery: our desire to continually be improving and learning and bettering ourselves

Purpose: working towards something we think is worthwhile. Having a North star to aim for and a reason it's worth doing what we're doing.



I find it a useful framework to think through whenever I'm not feeling motivated, or when I want to help make sure the people I'm working with are motivated."

## Exercise: 3 Key Internal Motivators

Autonomy & Independence	Competence & Mastery	Purpose & Progress



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*For optimal productivity, tap into an individual's intrinsic motivators.*

*To identify intrinsic motivators, ask questions, such as the following:*

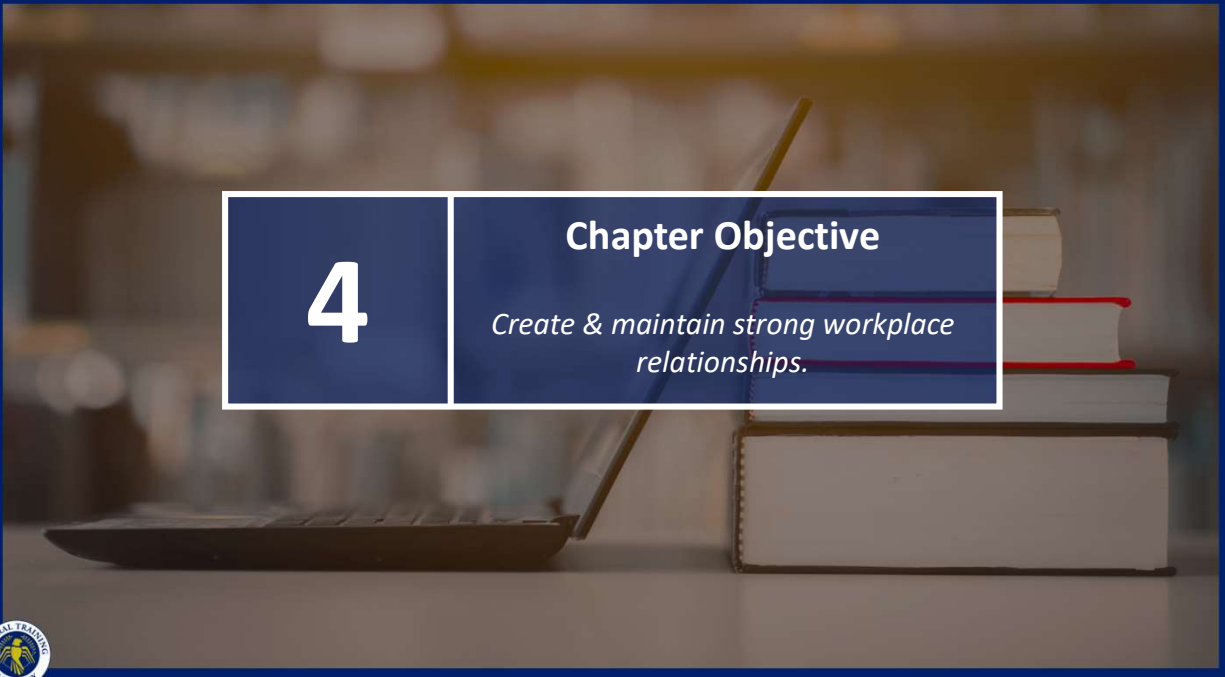
- What are you most proud of?
- What's your best memory of being recognized? How were you recognized?
- If you could change the current recognition system, how would you change it?
- How would you improve our recognition system?
- What work do you find most interesting? Most fun?
- What work is difficult but most satisfying when accomplished?

# Common Demotivators

- Carrot and stick approach
- Lack of earned recognition
- Micromanaging
- Boring, routine tasks
- Feeling overloaded
- Relationship conflicts
- Lack of effective communication




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**4**

**Chapter Objective**

*Create & maintain strong workplace relationships.*

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**1**

**Section Objective**

*Identify vital relationships.*



# Vital Workplace Relationships



- Partnership of two
  - You
  - Direct supervisor
- Team members
- Stakeholders
- Subject-Matter Experts (SMEs)
- Support network
  - Mentors
  - Coaches
  - Sponsors
  - Colleagues



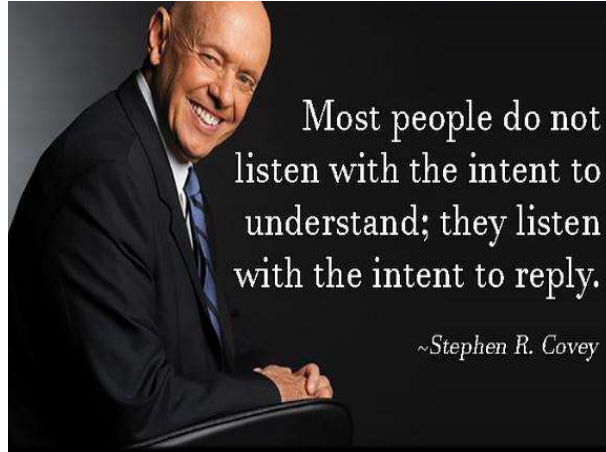
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2

**Section Objective**

*Share how to develop strong listening skills.*





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# Build Strong Listening Skills

- Be more than a laid-back listener.
- Be more than a self-focused listener.
- Challenge yourself.
- Catch the paralinguistics.
- Listen with your eyes.
- Use appropriate body language as a listener.
- Speak wisely.

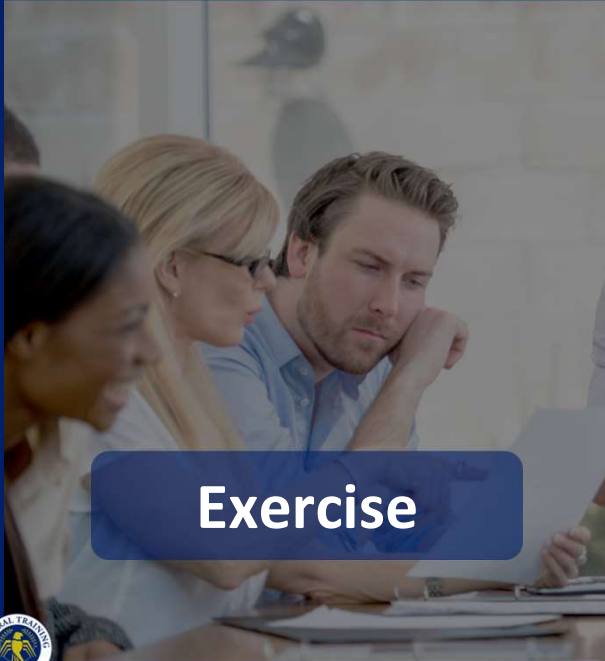


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## Build Strong Listening Skills

- Be more than a laid-back listener.
- Be more than a self-focused listener. Focus on the other person more than you do yourself or anything else.
- Challenge yourself. Beat the average adult attention span.
- Catch the paralinguistics.
  - Pacing – Is there hesitation? What’s the speed?
  - Volume – How strong/loud is the voice? Why?
  - Tone – What’s the spirit of the voice?
- Listen with your eyes.
  - Body language is more than 50% of communication.
  - What does a disconnect between the words and body language mean?
  - What’s really being said? What isn’t being said? Are there any hidden messages?
- Use appropriate body language as a listener.
  - Use appropriate eye contact.

- Use appropriate personal space.
- Remove distractions.
- Show interest in the other person.
- Take notes wisely.
- Speak wisely.
  - Avoid interrupting.
  - Ask thoughtful questions.
  - Paraphrase to ensure understanding.



## May I Have 5 Minutes of Your Time?

1. In your breakout rooms, 1 team member will speak for 5 minutes without being interrupted. Everyone else is a listener.
2. A volunteer should be the timekeeper and stop the speaker after 5 minutes.
3. After the 1<sup>st</sup> speaker ends, 1 listener will paraphrase what was said.
4. Repeat this exercise with 2 new volunteers.
5. In our class debrief, we'll assess how well you listened.

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## Exercise Debrief

- Did you self-manage your listening skills?
- Were you a self-focused listener?
- Were you a selective listener?
- Did you assume you knew what the other person had to say?
- Did you interrupt? If not, was it hard for you not to interrupt?
- Did you mentally tune out, or did you stay mentally engaged?
- Were you distracted? If so, what did you do to re-engage?
- Did you volunteer to paraphrase? If so, how did you do? Did you need help from other listeners? If you didn't volunteer to paraphrase, why not?
- Was it uncomfortable talking for 5 minutes? If so, why?
- Did your body language show you were actively listening and interested?



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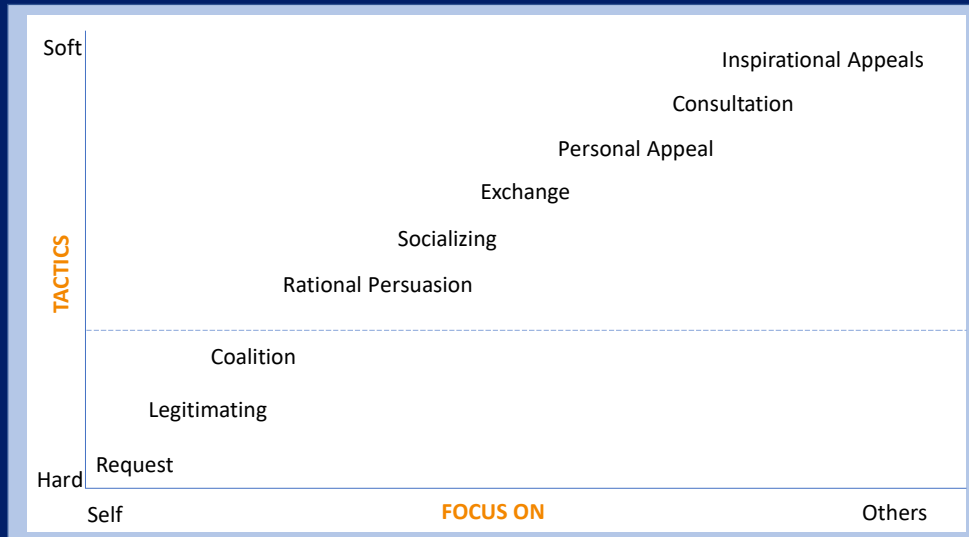
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**Section Objective**

*Examine 9 influencing tactics and when to use them.*



# 9 Influencing Tactics



Source: C. Feser, When Execution Isn't Enough: Decoding Inspirational Leadership, mckinsey.com.

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Should you always use soft tactics? No, it depends on the situation. Hard tactics create a high level of compliance but very little commitment to action or change. E.g., if there is a sense of urgency, requesting quick action may be necessary. For straightforward tasks, hard influencing tactics are efficient and effective when considering the cost of time.

Soft tactics are often more effective when it's a dynamic environment across many stakeholders, the task is complex requiring extra effort and commitment, and/or the task is ambiguous without one clear-cut approach.

## Requesting Examples

"I want you to inform Joe that ...."

"Could you please call Todd and ...?"

"Could you please finish the report by noon tomorrow?"

## Legitimizing Examples

“According to standard operating procedures, all travel must be...”

“The Director has asked me to look into...”

“As you know, it is a standard practice to...”

“Jody in IT said...”

### Coalition Examples

“Joe and I both think that...”

“As a team, we decided...”

“Everybody thinks it is a good idea to...”

### Rational Persuasion

“The department’s transformation is necessary to achieve growth and reduce costs.”

“Given the data available, the most logical and reasonable approach is...”

“I want you to take action. The facts suggest three reasons for moving ahead...”

### Socializing (aka Ingratiating) Examples

“I am very impressed by what you have achieved. That really shows lots of commitment and dedication. It would be great if you could...”

“I see the problem exactly the same way...”

“I love dogs too!”

### Personal Appeals - Examples

“You and I go back a long time in this company. I’d really like your support with...”

“I need to ask you for a favor...”

“Can I count on you to complete...?”

### Exchanging (aka Reciprocity) Examples

“In return for participating in this employee survey, I will send you an invitation to the pizza party.”

“If you support the decision, I will support your request to...”

“If you complete the assignment by Friday, I can support your request to...”

### Consultation Examples

“My suggestion is that we do XYZ. What would you suggest?”

“In your opinion, what would be the advantages and disadvantages?”

“Knowing the job, do you see our plan as the best choice?”

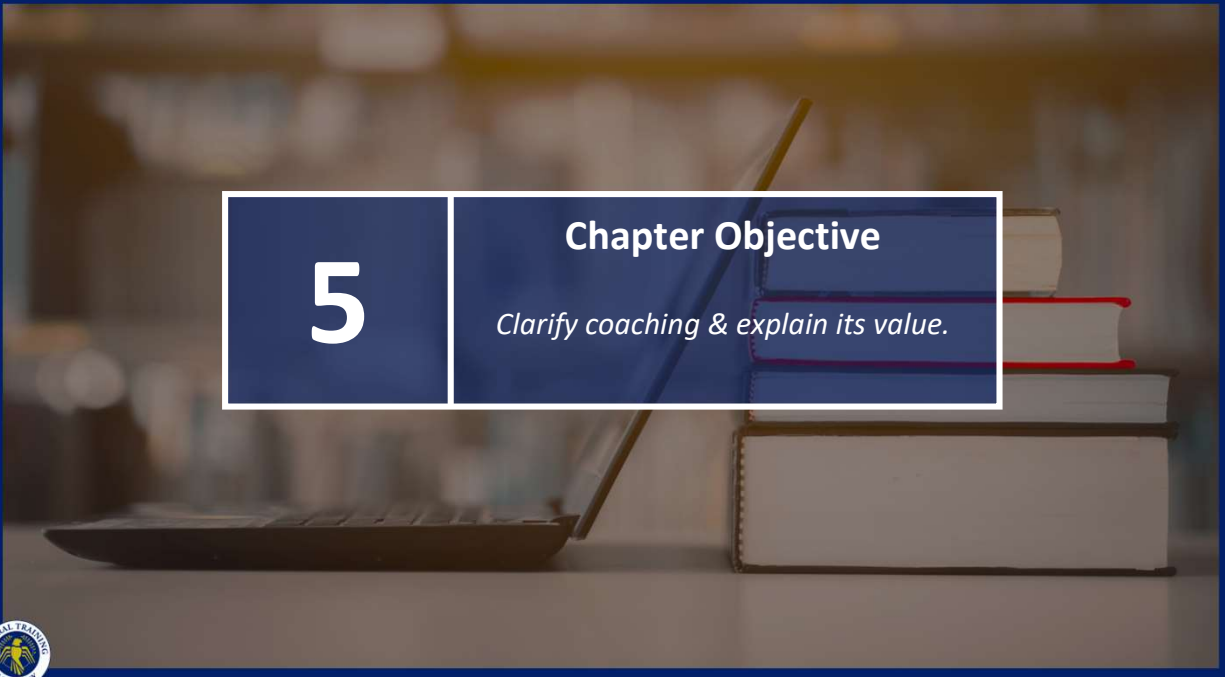
“As an expert in this area, do you think that...?”

#### Inspirational Appeals – Examples

“Because you care for the development of your team, I’d like you to take on the education project.”

“You’re the best one to handle this negotiation because you care about both parties.”






**5**

**Chapter Objective**

*Clarify coaching & explain its value.*



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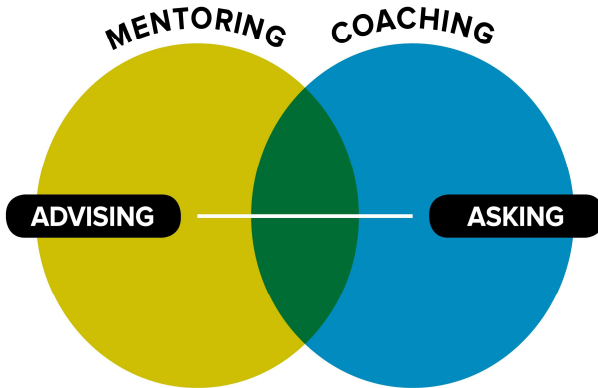
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**Section Objective**

*Review supervisory, mentoring, & coaching behaviors.*



## EI Reminder: Coach and Mentor



- Be approachable and welcome feedback.
- Provide timely feedback.
- Develop common coaching questions.



# Behaviors

Supervisors	Mentors	Coaches
<ul style="list-style-type: none"> <li>• Develop and communicate goals</li> <li>• Delegate tasks</li> <li>• Provide resources</li> <li>• Solve problems and tell others what to do (autocratic leadership)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide advice based on experience</li> <li>• Share knowledge and skills as a practitioner</li> <li>• Explain helpful attitudes, beliefs, and values</li> <li>• Are genuinely interested in long-term education and development of the mentee</li> </ul>	<ul style="list-style-type: none"> <li>• Ask powerful questions</li> <li>• Discover strengths</li> <li>• Provide feedback</li> <li>• Encourage discovery and growth experimenting with new approaches</li> <li>• Build problem-solving skills and allow others to generate solutions</li> <li>• Provide autonomy to accomplish tasks</li> <li>• Develop and strengthen relationships</li> </ul>



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Supervisors: “Do task X, and do it this way.”

Mentors: “When I experienced this last year, I did ...”

Coaches: “What is your goal? How do you want to go about accomplishing your goal? How can I support you in accomplishing your goal?”

Mentors have many functions, which often include coaching:

- Coach
- Protector
- Sponsor to increase visibility and exposure
- Role model
- Encourager
- Advisor
- Explainer

“Mentoring improves the mentee’s competencies, increases knowledge, encourages risk-taking, promotes leadership skills, enhances communication skills, and increases experience.” (D. Kasunic)

Although supervisors and mentors may sometimes act as coaches, coaches rarely act as supervisors or mentors. Why? Coaches rely on curiosity-based inquiry for self-discovery.

Coaches have many functions:

- Supporter
- Advocate for problem-solving and decision-making at the appropriate level
- Encourager of creativity by sharing adaptations or generalized skills
- Advisor to reflect on actions
- Explainer to fine-tune skills through feedback
- Empowerer allowing others to discover their own solutions (and not solving the problem for the coachee)

Coaching thrives under these conditions:

- It's voluntary (not mandatory).
- The Coach is not the supervisor (or completing performance evaluations for the coachees).
- It's ongoing and long-term.
- It's a collaborative and friendly relationship.
- There is trust and freedom to experiment without retaliation.

2

**Section Objective**

*Address the value of coaching.*



# Coaching Benefits



- Provides more autonomy and less reliance on others (linked to intrinsic motivation)
- Develops long-term problem solving skills
- Encourages viable and innovative solutions
- Increases employee ownership, commitment, and accountability
- Inspires growth with an inclusive leadership style
- Grows confidence and willingness to tackle challenges
- Builds trust



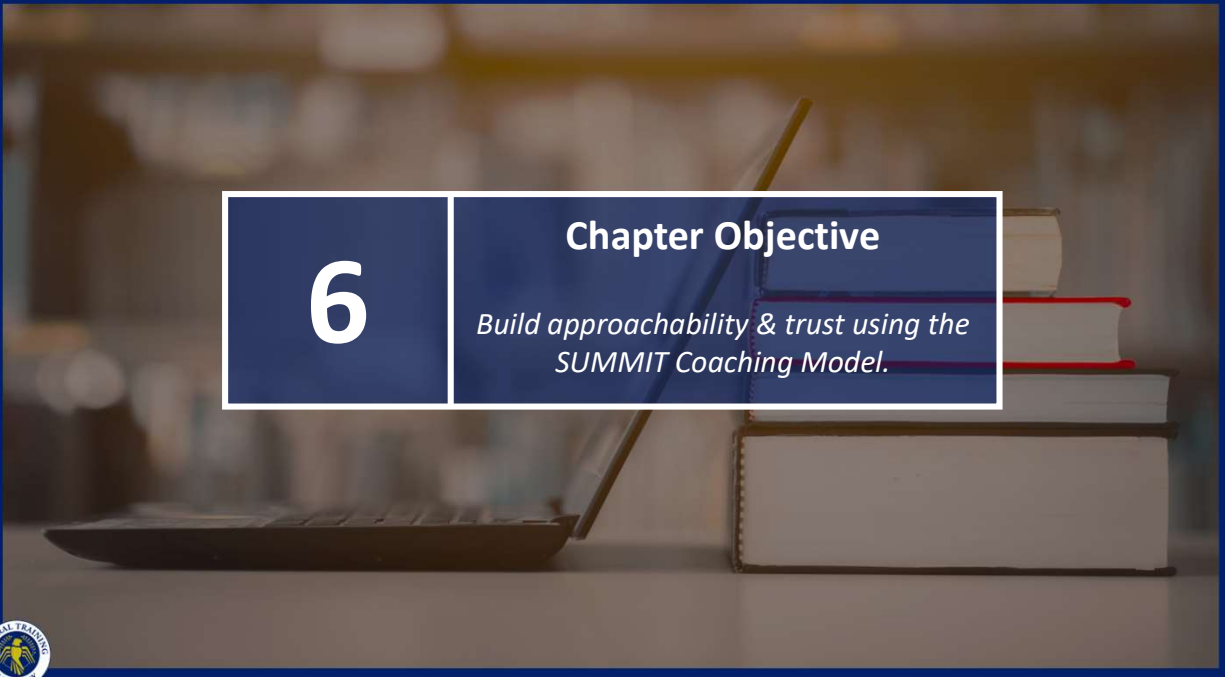
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**Everyday Coaching**  
**vs.**  
**Formal Professional Coaching**

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**6**

**Chapter Objective**

*Build approachability & trust using the SUMMIT Coaching Model.*



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**1**

**Section Objective**

*Describe the SUMMIT Coaching Model.*



# S.U.M.M.I.T. Coaching Model



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Since humans often process information through pattern recognition, and a typical pattern is the “rule of 3,” our coaching model is purposefully divided into 2 sets of 3.

The first set of 3 steps focuses on “the why” – these steps analyze the *current state, its impact, and why* change is desirable.

The last set of 3 steps focuses on “the how” – these steps determine the *future state and actions to implement* growth-minded performance.

Documentation often includes:

- Pre-coaching questions
- Clear step-by-step notes
- Outcomes directly tied to performance for all 3 engagement levels of individual, team, and organization

# Coaching Best Practices



- Timing
- Sense of curiosity
- Observation skills
- Listening skills
- Responding thoughtfully
- Completing documentation
- Proactively communicating and collaborating
  - F2F
  - Virtual
  - Hybrid



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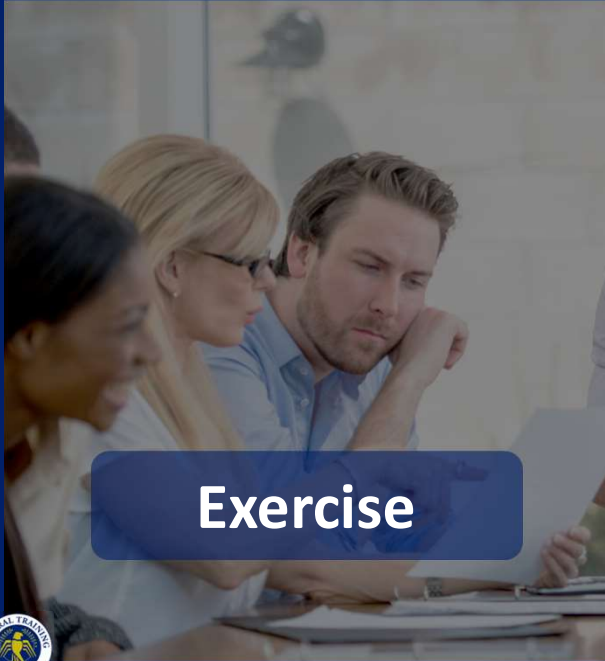
2

## Section Objective

*Review common coaching questions.*



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## Review Handout Packet

1. Review the SUMMIT Coaching Model job aid and template.
2. Review the lists of common coaching questions. Are there any other questions you would include?
3. Plan for your next coaching conversation.

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3

### Section Objective

*Explore actions that instill approachability & trust.*



**Discussion**

**TRUST EXISTS WHEN...**  
Adapted from Insights by Matt Whiat

- PEOPLE ARE VULNERABLE (THEY DON'T FEAR SAYING "I DON'T KNOW")
- PEOPLE SPEAK TRUTH TO POWER WITHOUT FEAR
- RECOGNITION IS YOUR MOST ABUNDANT RESOURCE
- INITIATIVE IS REWARDED
- PEOPLE GO ABOUT THEIR BUSINESS (NOT NERVOUS WHEN LEADERS ARE AROUND)
- PEOPLE ARE ACCOUNTABLE FOR THEIR DECISIONS
- COMMUNICATION IS PURPOSEFUL
- LEADERS START WITH "WE"
- LEADERSHIP IS A BEHAVIOR, NOT A POSITION
- EXCELLENCE IS INSPIRED NOT JUST COMPLIANCE

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## Discussion of LinkedIn Post: Trust Exists When...

☆ Trust makes or breaks relationships, teams, and organizations.

When I considered the insights by Matt Whiat (diagramed by Tanmay Vora), I remembered workplace examples of each and every point. A few of my thoughts are below.

☆ DO YOU RELATE? ☆

☆ LEADERSHIP IS A BEHAVIOR, NOT A POSITION - 100% agree, and I believe each person, regardless of their rank or formal position of authority, can become a leader at any level. If people are dedicated to learning leadership skills and mindfully demonstrate those skills each day as they cross the threshold into work, their influence will grow and upward mobility will follow. Do you agree?



☆ PEOPLE ARE VULNERABLE (THEY DON'T FEAR SAYING "I DON'T KNOW") & INITIATIVE IS REWARDED - It's okay to say you don't know the answer as long as you'll take the initiative to connect with an expert to discover the answer and willingly share it. People who have a deep sense of curiosity and are willing to ask questions instead of thinking they must always have the answers will thrive. This is a key differentiating factor between a merely good leader and a gifted one. Besides, no one likes a know-it-all, right?

☆ PEOPLE GO ABOUT THEIR BUSINESS (NOT NERVOUS WHEN LEADERS ARE AROUND) - I remember the feeling of walking on eggshells every time I stepped foot into the workplace; I remember the inconsistent leader and how my colleagues and I never knew what version of the supervisor we'd all experience that day. Trust was broken with each outburst. Have you ever walked on eggshells?

☆ Bottom Line: Increased trust produces better results. Are you an aspiring leader who strives to create cohesive, consistent, and results-driven environments? If so, and you'd like additional resources to grow into the most-trusted leader/colleague in the workplace, take a peek at our free online resources along with our training and government-focused coaching programs at [Federal Training Academy](#).

[#leadership](#) [#trust](#) [#FedAcademy](#)

Source: Angela Kochuba's LinkedIn post, September 2022:  
[https://www.linkedin.com/posts/angela-kochuba\\_leadership-trust-fedacademy-activity-6967310703829422080-aDpz?utm\\_source=share&utm\\_medium=member\\_desktop](https://www.linkedin.com/posts/angela-kochuba_leadership-trust-fedacademy-activity-6967310703829422080-aDpz?utm_source=share&utm_medium=member_desktop) (FTA purchased infographic and copyright use)



**“**  
*“Better to trust the man  
 who is frequently in error  
 than the one who is never  
 in doubt.”*  
**”**  
 Eric Sevareid

**Instill**

**Approachability & Trust**

- Use your EI strengths.
- Don't be a know-it-all.
- Remain mindful.
- Consider appreciative inquiry, and seek positives.
- Use the “magic ratio.”
- Manage conflict well, and have difficult conversations.
- Demonstrate commitment and consistency.
- Consider 5 waves of trust.



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### Instill Approachability & Trust

- Use your EI strengths.
  - Are you vulnerable and transparent?
  - Do you readily share information, or do you purposefully exclude and sabotage others?
  - Are you clear, straightforward, and honest?
  - Do you ask for feedback, and are you truly thankful when you receive feedback (even the negative feedback)?
  - Do you apologize when you make a mistake?
  - What are your EI strengths?
- Don't be a know-it-all.
  - Be a humble learner, and give credit to others.
- Remain mindful.
  - Be present, aware, and focused.
  - Listen.
  - Be patient.
  - Be respectful.

- Keep confidences when asked.
- Consider appreciative inquiry, and seek positives. (David Cooperrider)
  - Seek the positive attributes in each person. Avoid being a devil's advocate.
  - Looking for the positives in colleagues can influence the entire workplace culture. Our brains suffer from a negativity bias, so if we decide to seek positives, we're taking action to boost the environment.
  - "Your capacity to change yourself, change others, and even change the world, may boil down to how well you know your brain, and your capacity to consciously intervene in otherwise automatic processes." He found "neurons literally need positive feedback to create new long-term connections." It's through these connections that humans learn, grow, and thrive. (David Rock)
- Use the "magic ratio."
  - A "magic ratio" of 3 positive interactions to counterbalance 1 negative interaction is effective. The positive must be grounded in reality, and a fake, ungrounded positive can have a counterproductive result. (Tom Rath & Donald Clifton)
- Manage conflict well, and have difficult conversations.
  - Use the conflict model we discussed.
  - Be open to feedback, and avoid being defensive.
  - Don't avoid difficult conversations. Be courageous and proactive – open conversations.
- Demonstrate commitment and consistency.
  - Be dependable.
  - Be generous with your time and expertise.
- Consider 5 waves of trust. (Stephen M.R. Covey)
  - Self-trust (Are you confident in yourself and your abilities? Are you confident in your ability to accomplish goals?)
  - Relationship trust (Are you consistent? Do you show the 13 trust behaviors?)
    1. Talk straight
    2. Demonstrate respect
    3. Create transparency
    4. Right wrongs
    5. Show loyalty
    6. Deliver results

7. Get better
  8. Confront reality
  9. Clarify expectations
  10. Practice accountability
  11. Listen first
  12. Keep commitments
  13. Extend trust
- Organizational trust (Have you ever worked with people you trusted but in an organization you didn't? Do the organization's systems and processes generate trust?)
  - Market trust (What is your public reputation or brand?)
  - Societal trust (Are you creating value for others and giving back to society?)



Congratulations! This concludes the Federal Training Academy course: Practical Emotional Intelligence for the Workplace – Tailored IRS Delivery.

Please visit [FederalTrainingAcademy.com](https://www.FederalTrainingAcademy.com) to see a list of our courses and certificate programs.

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We are grateful you chose Federal Training Academy, and we look forward to our continued journey.

### **Optional Application Activities After the Session**

We encourage you to use the ***FTA Method of Action Planning (MAP)***.

- a) Consolidate all of your notes and lessons learned from the session.
- b) Commit to reading your notes once every workday, at the start of each workday, for one month. Add this to your schedule. (Make this process enjoyable with a morning snack and beverage/coffee/tea/smoothie/etc.)

For professional coaching, please visit our Coaching HUB™ to Hone **Ultimate Behaviors**: [FederalTrainingAcademy.com/thecoachinghub/](https://www.federaltrainingacademy.com/thecoachinghub/)

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