

The Emotionally Intelligent Auditor: A Guide to Achieving Power with People

AUDT8911G

PARTICIPANT GUIDE



GOVERNMENT AUDIT TRAINING INSTITUTE


Graduate School USA

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The Emotionally Intelligent Auditor:

A Guide to Achieving Power with People

Participant Guide, Version 3.1



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Courses are identified by the following skill levels:

Foundation

Suggested for auditors with up to three years of experience and for more experienced auditors with limited exposure to the subject matter

Intermediate

Suggested for auditors with two to five years of experience and for more experienced auditors with limited exposure to the subject matter

Advanced

Suggested for seasoned auditors with over five years of experience at mid or upper level, or for those preparing for supervisory, management or leadership responsibilities

All Levels

Appropriate for auditors at all levels

**SEE NEXT PAGE FOR AN OVERVIEW OF SKILLS AREAS
AND DESIGNATED COURSES.**



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GOVERNMENT AUDITING, ANALYSIS, AND EVALUATION COURSES BY COMPETENCY AREA AND LEVEL

All

Foundation

Intermediate

Advanced

(suggested)

Competency Area	GOVERNMENT AUDITING, ANALYSIS, AND EVALUATION COURSES BY COMPETENCY AREA AND LEVEL									
	All	Foundation	Intermediate	Advanced	<i>(suggested)</i>					
Basic & Refresher Auditing Skills	Basic Governmental Auditing (AUDT7001G)	Audit Evidence & Documentation (AUDT7011G)	Government Auditing Standards: Review & Update (AUDT7732G)	Conducting Performance Audits (AUDT7002G)	Interviewing Techniques for Auditors (AUDT7012G)	Developing & Presenting Audit Findings (AUDT7021G)	The Governmental Audit: From Planning to Reporting (AUDT8032G)	Quick Response Auditing (AUDT8011G))		
Performance Audit & Program Evaluation	Federal Appropriations Law for Auditors (AUDT7010G)	Conducting Performance Audits (AUDT7002G)	Introduction to Program Evaluation (PGMT7003D)	Data Collection Methods (PGMT8011D)	Intermediate Performance Auditing (AUDT8046G)	Using Metrics to Assess Performance (AUDT8027G)	Cost Benefit Analysis Workshop (PGMT8100D)	Auditing Performance Outcomes (AUDT9012G)	Management Analysis: Advanced Applications (PGMT9000D)	Effective Audit Resolution, Follow-up & Implementation (AUDT8034G)
Writing & Communications	Developing & Presenting Audit Findings (AUDT7021G)	Interviewing Techniques for Auditors (AUDT7012G)	Written Communication for Auditors (AUDT8611G)	Presentation Skills for Auditors (AUDT8522G)	Writing Audit Reports by Objectives (AUDT8511G)	Clear Writing Through Critical Thinking (WRIT7100D)	Reviewing Other People's Report Writing (AUDT9502G)			
Analysis & Analytics	Microsoft Excel 2013 Introduction (SPRD7155T)	Microsoft Excel 2013 Intermediate (SPRD8155T)	Analysis Techniques for Auditors (AUDT7900G)	Auditing with Data Analytics (AUDT8100G)	Data Analytics: Tools & Techniques (AUDT8913G)	Practical Statistical Sampling for Auditors (AUDT8112G)	Decision Support Analytics (FINC8120D)	Intermediate Decision Support Analytics (FINC9150D)	Microsoft Excel 2013: Advanced (SPRD9155T)	
Internal Controls & Information Security	Army Managers' Internal Control Administrators Course (AUDT9015G)	Manager's & Auditor's Roles in Assessing Internal Control (AUDT8003G)	Compliance Auditing (AUDT8095G)	Assessing Controls in Performance Audits (AUDT8021G)	Counterintelligence for Information Security Assessment & Protection (AUDT7200G)	Assessing Financial-Related Activities & Controls (AUDT8811G)	Effective Audit Resolution, Follow-up & Implementation (AUDT8034G)	Enterprise Risk Management: Executive Seminar (AUDT8912G)		
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Information Technology	Information Systems Auditing (AUD8029G)	Information Technology for Auditors (AUDT8024G)	Counterintelligence for Information Security Assessment & Protection (AUDT7200G)	Assessing the Reliability of Computer-Processed Data (AUDT8043G)						
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Executive Audit Seminars	Emotionally Intelligent Auditor: Achieving Power with People (AUDT8911G)	Ethical Decision Making for Auditors (AUDT9030G)	Data Analytics: Tools & Techniques (AUDT8913G)	Enterprise Risk Management: Executive Seminar (AUDT8912G)	Selecting & Planning Audits for Return on Investment (AUDT8914G)	Managing for Results (EXEC9913L)	Executive Survival Skills (EXEC9911L)	Leadership, Motivation & Accountability for High-Performance Audit Organizations (AUDT9010G)		

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Keys to Getting the Most from Your Course

<p>✓ Participate! Get involved by asking questions. Make contributions. Be active in any case studies or other exercises. You'll get more out of the class and so will your classmates.</p>	<p>✓ Take notes! Don't let any good ideas get away. Note taking reinforces learning and helps you organize your thoughts. You'll be able to pull out your notes months from now and get a quick, concise review.</p>
<p>✓ Meet other people! Expand your network of contacts. Take the initiative to meet as many classmates as possible. Some of them may provide solutions to your problems. You can benefit from their experiences just as they can benefit from yours.</p>	<p>✓ Develop an "action" plan! After your class ends, write down your plans for putting into practice some of the things you've learned. Block out some time (schedule a meeting with yourself) one week from now to see how well you're progressing. Schedule follow-up meetings to measure your progress.</p>
<p>✓ Relate what you learn to yourself! Don't settle for "abstract" knowledge. What are the one or two most important things this course could do for you? Let your instructor know these things early in your course.</p>	<p>✓ Don't call the office! There will always be things that demand your attention, but in most cases, they can wait. Let colleagues know how to reach you, but concentrate on the training while you're with us. Please turn off your cell phone.</p>
<p>✓ ENJOY YOURSELF! Training is fun. Relax and look for every opportunity to benefit from class. Don't worry about the office (it'll be there when you get back). This is your time to develop—take advantage of it.</p>	

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Course Learning Outcomes

- Examine and work toward achieving these key characteristics of emotional intelligence for personal effectiveness in auditing and leading change: Self-awareness, Self-control, Attitude and Motivation, Empathy, and Social Competence
- Maintain control, power and influence by managing challenging personalities and situations
- Build strong working and personal relationships through mutual trust and confidence to overcome the natural resistance to change and maximize the personal leadership for buy-in and action

Module 1

What is Emotional Intelligence (EQ)?

What is Emotional Intelligence (EQ)?

We will examine these questions and characteristics along with ways of recognizing and navigating different personality traits and behaviors, including our own, to achieve control, power and influence in challenging situations. These skills are essential for auditors, employees, team members and leaders in building trust and constructive relationships to overcome the natural frustration of challenging situations regularly faced by auditors, dealing with others who do not see things the way we do, resistance to critical assessment and change.

The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

—Daniel Goleman, *Working with Emotional Intelligence*

The first component of EQ is to understand ourselves and the behaviors that control our lives, in relation to others and the situation, in what we do and what we say. Next, we need to apply that understanding in navigating challenging personalities and situations beyond our impulses to build constructive relationships for change and problem solving. This is achieving power WITH People!

We need to ask three questions:

1. How do I occur to myself?
2. How do I occur to others?
3. How do I want to occur to others?

Do all three line up? How do I know? What can I do about it?

The key characteristics associated with emotional intelligence are:

- Self-awareness
- Self-control
- Attitude and Motivation
- Empathy
- Social Competency

Module 2

Why is Emotional Intelligence Important to Auditors and Leaders?

Why is Emotional Intelligence Important to Auditors and Leaders?

The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and adaptation.

In 1983, Howard Garder's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of Multiple Intelligences which included:

- Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of others)
- Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and emotions)

In Gardner's view, traditional types of intelligence such as IQ fail to fully explain cognitive ability. It wasn't until the 1995 publication of Daniel Golman's best seller *Emotional Intelligence: Why It Can Matter More Than IQ*, that the term became wide popularized.

As defined by Daniel Golman "Emotional Intelligence," is a phrase for a different way of being smart. It is not the usual academic IQ, but it's how you navigate life, manage yourself, your feelings, how you get along with other people, how empathetic and motivated you are.

EQ may be more important than IQ in auditing and leadership roles. While technical skill may be sufficient in most positions, the ability to deal with others in difficult situations becomes critical as the work of assessing conditions, making findings and recommending improvements for change. Such work is often threatening to others, which can provoke a defensive and emotional reaction.

Similar to any new science or research, critics will disagree. However there is general agreement that emotional intelligence does exist, and through education, learning and practice, EQ can improve our skills in achieving power with people.

The role of auditor, employee, and leader is about gaining cooperation or influencing change through trust, confidence and buy-in; not coercion!

What do most people think of auditors? How do they react to auditors?

What Authority Do Auditors Have to Implement Change or Get Others to Act?

NONE! Auditors only Have the Power of Persuasion!

Building relationships is the first order of business to establish trust and confidence. If they don't trust you or have confidence in you—they won't have the belief to act. That is why EQ is needed!

So...what are you doing to build relationships for trust and confidence???

Let's Get Greek! Sell your ideas by appealing to theirs

ETHOS = It is the right thing ethically and morally

PATHOS = It feels like the right thing to do

LOGOS = It is the logical thing to do

Emotional Intelligence requires Left and Right Brain thinking—Yours and Theirs

Left Brain	Right Brain
<p>Is verbal and processes information in an analytical and sequenced way looking at the pieces, and then putting them together.</p> <ul style="list-style-type: none">• Numerical skills• Math/scientific skills• Written language• Spoken language• Objectivity• Analytical• Logical• Reasoning	<p>Is visual and processes information in an intuitive way looking at the whole picture first, then the details for consistency with subject beliefs.</p> <ul style="list-style-type: none">• Shapes• Music/art• Intuition• Creativity• Imagination• Subjectivity/beliefs• Emotion• Synthesizing

Factors of Emotional Intelligence

1. Self-Awareness

How well you understand yourself—what makes you tick—and how others perceive you.

- Recognizing your feelings and how you are perceived—why you feel and act the way you do
- Recognizing when your actions and behaviors are a problem

2. Self-control

Managing your emotions—how well you exercise self-control, especially under pressure or when challenged, and in dealing with others who can't control their emotions or are difficult to deal with.

3. Motivation

The ability to self-start yourself and to energize or motivate others. Attitude is contagious—is yours worth catching?

4. Empathy

How well you can empathize and see things from an alternate point of view. Understanding other people's feelings and emotions.

5. Social Awareness/Relationship Management

Your use of social skills—ability to build friendships and relationships.

Emotional Intelligence in a nutshell—Acting Differently than How You Feel, and the Ability to Connect with Others, Even When We Disagree!

Module 3

Gaining Self-Awareness

Self-Awareness

Recognizing Your Personality Style

There are many self-assessment tools, books, and research papers on this subject

- Relationship Strategies
- Social Styles
- Myers Briggs
- DiSC—This is what we will use today

We all have different ways of perceiving events and people, and different ways of understanding and processing information we receive. Being aware of these differences gives us a foundation upon which to build more effective relationships with others. Self-Awareness of these traits is essential to understanding ourselves and our preferred style. Most of all—understanding how to connect with others.

Four commonly recognized categories of personality traits are:

- Introvert
- Extrovert
- Thinker
- Feeler

Are You an Extrovert or an Introvert?

Answering these two simple questions will identify your basic styles. As a quick assessment of the first personality trait preference, ask yourself:

When given a difficult problem to solve at work:

“Do I prefer to talk through the problem immediately with other people?” (A)

OR

“Do I prefer to have time to myself to process the information and then enter into a discussion with others?”(B)

-
- | | |
|--|----------------------------------|
| A. Talk first then process? Get energy from people? | (to what degree? 1 to 10) = ___? |
| B. Process first, then talk? Takes energy to be with people? | (to what degree? 1 to 10) = ___? |
| Total must be 10 = ____ | |
-

Your answer to this question is an indicator of your preference as either an Extrovert (A) or an Introvert (B).

Are you a Thinker or a Feeler?

To Answer the Question of Thinking Versus Feeling, Ask Yourself:

“Am I a just the facts type person? Feelings/intuition are not important?” (C)

OR

“Am I concerned about emotional reactions and feelings involved in a situation? (D)

-
- | | |
|--|----------------------------------|
| If you consider yourself a (C), you are more of a thinking type person | (to what degree? 1 to 10) = ___? |
| If you consider yourself a (D), you are more of a feeling type person. | (to what degree? 1 to 10) = ___? |
| Total must be 10 = ____ | |
-

Let's look at what this means about you in general....to some degree, but not absolute!

Score for each preference

A. Extrovert (E) = ___?

B. Introvert (I) = ___?

Total = 10

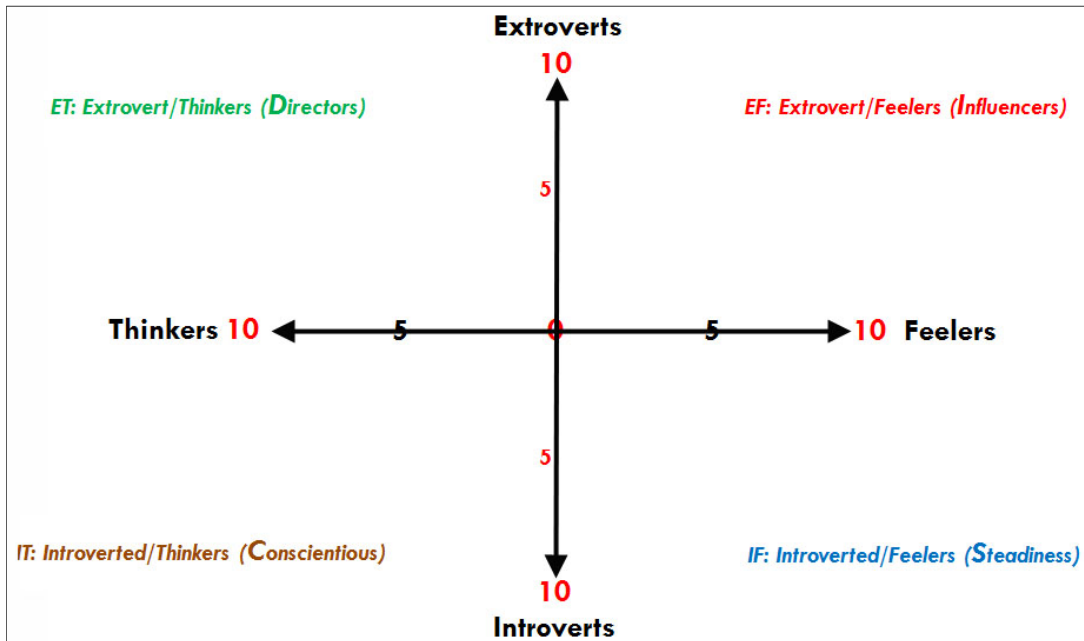
And

C Thinker (T) = ___?

D Feeler (F) = ___?

Total = 10

Plot your profile type: Using the DiSC Assessment Scale



Who is mostly:

ET Extrovert Thinkers = Directors?

EF Extrovert Feelers = Influencers?

IT Introvert Thinkers = Conscientious?

IF Introvert Feelers = Steadiness?

We will examine the positive and challenging traits of each type!

Refer to the DiSC Chart on pg. 63.

Managing Challenging Personalities

There are just SIX categories of difficult behavior we need to understand, which are categorized succinctly in the table below:

BEHAVIOR	MANIFESTATION	HANDLING
Aggression	Bullying Arguing	Encouragement
Negativity	Pessimism Pig-Headed	Positivity
Nit-Picking	Over-fussy Know-it-All	Objectivity
Shy	Thin-Skinned Shrinking-Violet	Praise
Lazy	Careless Chattering	Challenge
Slow	Pedantic Procrastinates	Patience

Recognize the Manifestation of Difficult Behavior

Bullying: Those who seek a position of power by throwing their weight around, verbally and even physically

Arguing: Debating the point of a matter, especially when it is irrelevant

Pessimism: Refusing to see the good side of ANY situation

Pig-Headed: Resist change by locking into one way or another of doing things

Over-Fussy: Taking an eternity to produce a good result

Know-it-all: Being closed to information from others

Thin-skinned: Being over-sensitive to even perceived slights

Shrinking-Violet: Avoiding social contact at all costs

Careless: Believing that near enough is good enough

Chattering: Talking constantly about nothing without getting on with the job

Pedantic: Taking considerably longer than is needed on any job

Procrastinates: Leaving things until the last moment

Handling the Key Behavior Modes

Bullying & Arguing: The first principle of handling this sort of person is NEVER join the argument or become physical yourself. Use encouragement for that person to change course. Encourage this type to look at both sides.

Pessimism & Pig-Headedness: Speak of the positive that will be gained. Don't get involved in their discussion. Present a reasonable optimism by asking for a worst-case scenario, or using the lesser of two evils argument. Then ask for the best case.

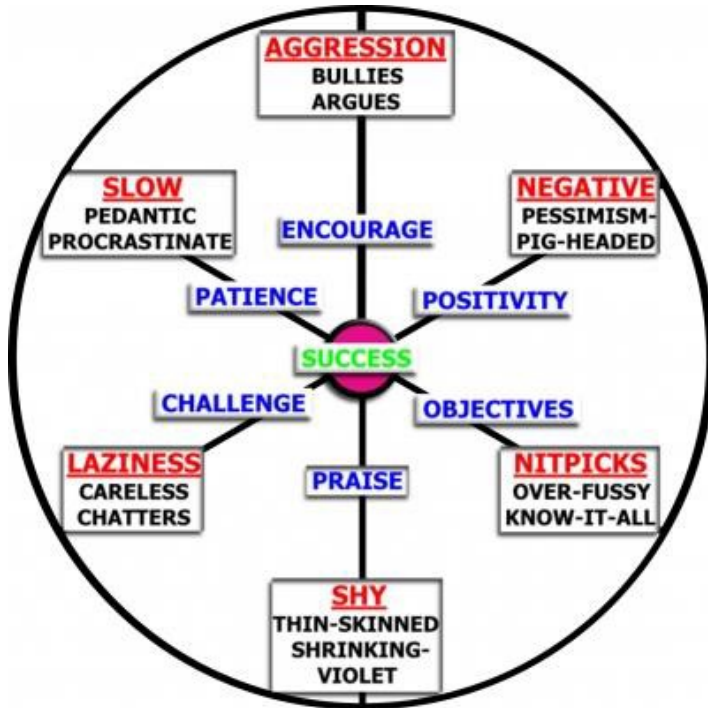
Over-Fussy & Know-it-all: Set a specific time or job completion-based task. Do not get into a debate about quality. Emphasize overall objectives and suggest a logical step-by-step approach.

Thin-skinned or Shrinking-Violet: Give genuine praise for ANY, however small, achievement. Do not force them into things. Get to know them, so that they feel comfortable in your presence. Ask for their opinions or ideas.

Careless or Chattering: Throw down a demanding challenge for a time or deadline. Do not try to push more work onto them though.

Pedantic or Procrastination: Initially use patience, but you will need to monitor this type. Do not be overbearing though. Shorten deadlines.

Your Own Arsenal of Skills



It is a truism to say that the **ONE** behavior you have control over is **your own**. To become really adept at handling a range of other people, you will need to be able to adapt your reactions, and be flexible as to how you apply them. This could include working on your level of self-confidence, listening much more carefully to what people are **REALLY** saying, not their words only, force yourself to be patient, especially if you are not inclined to be so at the moment. There is no doubt that when you are in control of how **YOU** behave towards others, your level of personal power will escalate dramatically, and the number of difficulties and their nature will reduce in proportion.

Do you recognize these people?

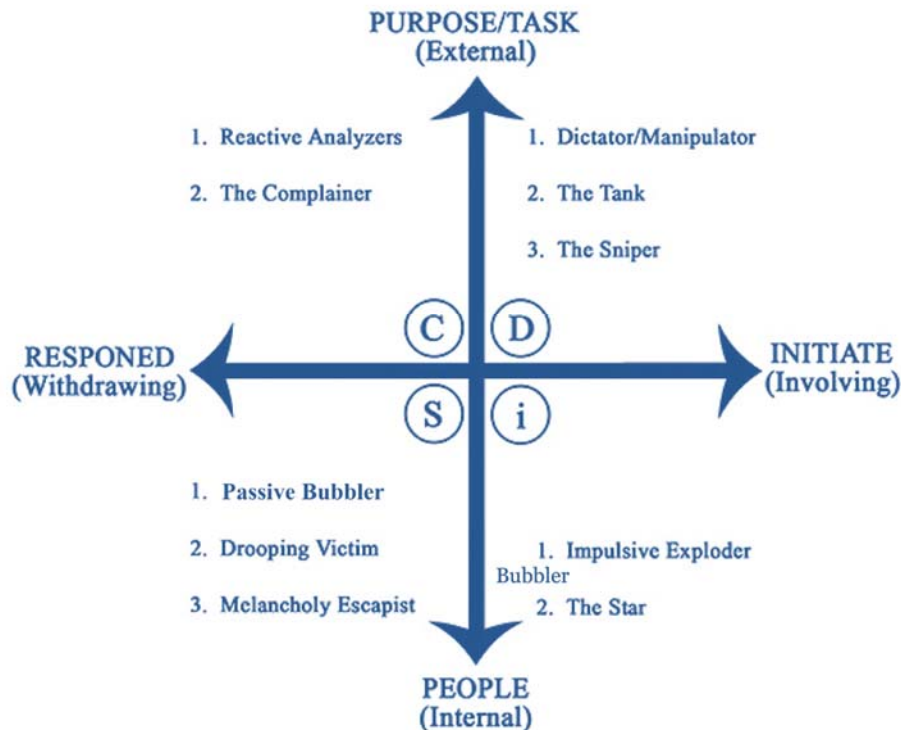
					
The Know-It-Alls	The Passives	The Dictators	The "Yes" People	The "No" People	The Gripers
They're arrogant and usually have an opinion on every issue. When they're wrong, they get defensive.	These people never offer ideas or let you know where they stand.	They bully and intimidate. They're constantly demanding and brutally critical.	They agree to any commitment, yet rarely deliver. You can't trust them to follow through.	They are quick to point out why something won't work. What's worse, they're inflexible.	Is anything ever right with them? They prefer complaining to finding solutions.

Of course you do. They are the people we work with, live with, and... they may even be you!

Identify Difficult People

Let's take a deeper look into these four categories of difficult people in order to better understand ourselves and care for or cope with difficult people. We will use the DiSC model to identify some types of difficult people by category.

Four Categories of Difficult People



Identifying / Understanding Negative and Distressed Behavior

A) High D's in distress: (ETs)

The Dictator/Manipulator

- obsessed with power and control
- calculating and tenacious
- can appear charming in order to trick
- plays “the blame game”
- tells half-truths and conceals facts
- seeks to gain the advantage
- is provocative or quarrelsome

- sets up arguments
- creates negative drama
- ignores or breaks the rules
- blames and finally abandons
- wants to be the star, grabs the credit, takes all the bows
- uses anger as a club
- uses intimidation or patronizes
- is threatened by talented people
- glosses over some problems and magnifies other problems

The Tank

- abusive, abrupt, and intimidating
- leaves their victims on the defensive
- seeks to overpower people by being persuasive, crude, or subtle
- disrespects people who seem weak
- determined to remove anyone or anything that does not serve their purposes
- seeks to invalidate others in order to intimidate and control
- hurts people but justifies their own actions
- suppresses guilt and avoids atonement
- loves to embarrass victims in front of a group and is good at it
- has low self-esteem but hides this by displaying an over inflated ego
- uses self-importance to make up for feelings of inferiority
- the way to make an invalidator lose his grip is to invalidate him/her
- if you invalidate your boss, who is an invalidating tank, you may feel very satisfied as you stand in the unemployment line.

The Sniper

- expert at taking pot shots and making sneak attacks in subtle ways
- uses humorous put-downs, sarcastic tones, and disapproving looks or innuendoes
- demonstrates covert hostility
- is a bushwhacker who loves to trap and make others look bad

B) High I's in distress (EFs)

Impulsive Exploders

- fun-loving, joyous people who are lively, enthusiastic and friendly when not in distress or negative behavior
- is negative, distressed behavior:
- acts out impulses instead of dealing with anxiety or frustration
- becomes obsessive or compulsive
- displays erratic mood swings
- gets depressed and feels despair
- rejects criticism
- blames other, “If it weren’t for . . .”
- gets greedy
- demands attention
- seeks hard to please
- allows other to think for them
- gets negative and complains
- says yes but means no
- gets bored easily; feels hurt; jealous
- delegates inappropriately and without direction
- fears rejection—so in great distress feels censured and chooses to “get even”

The Star Performer

- seeks attention and accolades
- excessive need for acceptance and love
- wants to win and is a poor loser
- aims for center stage
- turns slightest remark into an insult
- interrupts and dominates conversations
- makes sweeping statements
- values position and status symbols
- boasts and brags about accomplishments
- asks aggressively challenging questions
- makes fun of some serious things

C) High S's in distress (IFs)

Passive Bubbler

- fears being unloved, unwanted, and unworthy
- avoids decisions because of past mistakes
- shuns responsibility and confrontation
- keeps deepest thoughts and feelings private
- accepts bad treatment but fumes inwardly, or sulks
- seeks sympathy and instills guilt
- can become domineering and manipulative when angry where normally more compliant and passive
- makes excuses for playing it safe or for being selfish
- holds grudges; becomes obstinate
- dissociates self from all conflicts
- over adapts to others
- lacks assertiveness
- invites criticism with passive behavior and low self-esteem

Drooping Victim

- gets taken for granted
- feels ignored and unappreciated
- tries too hard to please everybody
- turns anger inward
- plays the role of victim
- violent behavior can take place after repeated victimization, even suicide

Melancholy Escapist

- self-inhibited and emotionally blocked
- depressed and alienated
- easily fatigued and has a low motivation
- tormented by delusional or negative self-concept
- blames others and drives people away
- often feels hopeless
- can be self-destructive
- prone to abuse drugs or alcohol in order to escape negative feelings
- struggles for significance
- will often attack a rescuer
- creates codependent relationships
- withdraws and prefers to be alone or only with one significant person

- feels no one cares or understands
- gets engrossed in fantasy rather than reality
- wears a drooper or victim mask
- thinks “I am not ok but you are ok”
- passively waits rather than acts
- needs a lot of solitude and external direction

D) High C’s in Distress (ITs)

Reactive Analyzers

- becomes preoccupied with their thoughts and interpretations rather than with reality
- detaches from the practical world
- becomes provocative and abrasive
- is cynical and argumentative
- expects perfection and has difficulty delegating
- is very frustrated with people who do not think clearly
- over controls with criticism
- emotionally reactive and extreme when criticized or angered
- over thinks for others
- seeks to control
- easily frustrated
- verbally attacks from a “you” position
- jumps to conclusions
- can turn nasty or caustic
- in conflict tends to burn their bridges and ultimately reject others
- demands and expects perfection
- wears an attacker mask
- thinks “I am ok, you are not ok”
- strives to be perfect and over controls
- can be obsessive, avoidant, or compulsive

The Complainer

- idealists who are crusaders, advocates, or critics
- demands conformity
- picky, judgmental, and perfectionist
- very opinionated and expressive
- impatient with criticism
- moralizing and scolding

- can become abrasive or indignantly angry
- dogmatic and self-righteous
- intolerant and inflexible
- sees others as wrong
- breaks in judgments while rationalizing own actions
- obsessive about overcoming the imperfections and wrong-doings of others
- tries to correct, fix or police others
- may be hypocritical and do the opposite of what they preach
- condemning and punitive toward those they see as “wrong-doers”
- fears being wrong defective, or incompetent
- focuses on what is wrong, not what is right
- wears attacker mask
- thinks “I am ok, you are not ok:
- expects you to be perfect for them
- pushes beliefs
- needs recognition and success
- final distress behavior will be to forsake others

Dealing with these Types of Difficult People

A) Dealing with high D’s in distress—three types: (ETs)

- Dictator / Manipulator
- The Tank
- The Sniper

These describe people in distress who tend to be overly aggressive and seek to exercise authority over others for their own purposes. Great distress or anxiety in these personality types often produces a high level of hostility along with dominance.

Suggestions for dealing with high D’s in distress:

- Avoid conflict with overly dominant and hostile people
- Don’t argue
- Avoid being manipulated by either their charm or force
- Expect that they will become hostile if challenged and allow them to knock you off balance emotionally
- Be assertive or they will not respect you but only see you as weak and easy to control/manipulate
- Back off before you become unduly aggressive in response to their anger
- Use truth and tact in confronting distressed controllers

- Expect their wounds to be excessive and stubborn
- Slow down and think carefully before you speak
- Keep a check on your facial expressions and gestures
- Answer them calmly and courteously if possible
- Look for the traps they will set to create conflict to project blame

B) Dealing with high i's in distress—two types: (EFs)

- Impulsive exploders
- The star

These personality types are very spontaneous, creative, responsive, and excitable people who can be very materialistic and greedy. They never feel they have enough and can be demanding and pushy yet unsatisfied. They can be too talkative, irritating, immature, and narcissistic. Some of them may be gossips who are indiscrete, competitive, sharp-tongued, sneaky, imposing, critical, disloyal, and angry. Then there are the two-faced backstabbers. They can be clandestine, seductive, sabotaging, phony, evasive, superficial, and untrustworthy.

Suggestions for dealing with high i's in distress:

- Ignore aggressively challenging questions or statements
- Affirm them for their accomplishment
- Be sympathetic and personable
- Be playful, positive, and upbeat
- Be direct and attack the problem, not the person
- Avoid the need to reach consensus at all costs
- Try not to be defensive
- Involve people in appropriate responsible action to resolve the issue
- Share your own feelings and try to connect
- Be a good listener
- Assure the person you can respect him/her
- Don't push, criticize, or try to intimidate

C) Dealing with high S's in distress—three types: (IFs)

- Passive Bubbler
- Drooping Victim
- Melancholy Escapist

In a healthy emotional state of mind, these people are usually caring, unselfish, altruistic, people who give unconditional love to others. They need security, solitude, and positive recognition. They fear being unwanted and abandoned. They are nonassertive, often manipulated, or used, and see themselves as victims who are unworthy and must try to please others.

Suggestions for dealing with high S's in distress:

- Understand that these are normally caring, compassionate, warm-hearted people who are hurt, angry, and in distress
- Seek to build a positive relationship with them.
- Watch out for their possessiveness and codependent tendencies
- Avoid allowing them to project on to your unfair guilt
- Affirm them but reject any coercive or selfish behavior
- Try to calm their fears and tendency to become victimized
- Do not reject them if at all possible
- Understand their need for security, peace, and calm
- Respect their need for privacy at times
- Expect that they will be unassertive but hostile when deeply hurt
- Help them direct their repressed anger in positive ways
- Encourage them to make positive decisions
- Don't say, "I don't understand you," and do not attack their self-esteem
- Do not leave them alone and allow them to withdraw from important relationships
- Recognize their need for motivation and encouragement even when they are being difficult.

D) Dealing with high C's in distress—two types: (ITs)

- Reactive Analyzers
- The Complainer

When not in distress these people are responsible, logical, organized, conscientious, dedicated, purposeful, and perfectionistic. In distress they become reclusive, isolated, dogmatic, self-righteous, and over-controlling. They fear being wrong or incompetent. A hot button for them is when someone criticizes or challenges them. They need to achieve their dreams and make sense of their environment. In distress they attack and seek to be in control.

Suggestions for dealing with high C's in distress:

- Understand their need for perfection, organization, and caution
- Expect them to be cynical and argumentative when provoked or challenged
- Confront their verbal attacks
- Do not let them think for you
- Criticizing them will only intensify their attacks
- Look beyond their attacker mask and see a person driven to be right whose self-esteem is linked to analytical thinking
- Respect their need for space
- Affirm their attention to detail
- If arguing with them be prepared to use logic and facts
- Keep an open mind when interacting with them
- Remember they are very opinionated about most things and impatient with incompetence
- Expect them to be moralizing, scolding, abrasive, and indignantly angry
- Confront their dogmatic intolerance and severe judgmentalism
- Since they fear being wrong or defective expect the attacker mask to be used to cover these fears
- If possible, affirm their need for recognition of their work and opinions

Conclusion

Difficult people, *including ourselves*, manifest character and personality characteristics—often by impulse—which negatively impacts their thinking, feeling, and relating. Difficult people are not always difficult in every relationship unless they are mentally ill. Their character and difficult behavior may seem normal to them and is usually very hard to change. Recognizing difficult behavior and knowing how to manage it *is why Emotional Intelligence, Self-Awareness, and Self-Control is important.*

Self-Awareness Is the First Step to Understanding

Self-awareness is that “Aha” moment that comes from knowledge and the discovery that not everyone thinks and sees the world as we do! The importance of this is to become aware of our preferences and how they may be impacting our effectiveness with other people and our ability to gain trust and confidence.

Where and how do we get feedback about ourselves? Do a quick test of your Emotional Intelligence.

Using a Scale of 1 (almost never) to 5 (most of the time). Do it once for you, and then for “others”			
	Me	Others	<i>(when doing it for others, replace “I”/“My” with “They”/“Their”/“Them”)</i>
1			I recognize how my feelings affect my performance
2			I am aware of my strengths and weaknesses
3			I welcome candid and constructive feedback openly
4			I am interested in continuous learning and self-development
5			I believe that I control the direction of my life
6			I am willing to express an unpopular opinion or stand up for something that I
7			I can make quick sound decisions even in uncertain and pressurized situations
8			My behavior reflects a high level of self-assurance
9			I am reflective on situations and learn from my experiences
10			I feel certain about my values and capabilities
11			I have a strong presence at work and at home
12			I show a sense of humor and perspective about myself
Total			
Scoring Results: 1-12 very low; 12-24 low average; 24-36 average; 36-48 high average; 48-60 very high			

Exercise: Working with Difficult Team Members

Using the creative process, and understanding of difficult people, come up with as many options as you can to get the project done and engage these 2 individuals into helping instead of hindering.

You volunteer to head up a church fundraising event and it seems that there are few individuals that do not want to flow along with your ideas. They complain to the others and when you address them about complaining they deny it. They are slowing down progress and seem to want to sabotage your efforts. They have been with the church for a long time and do not influence with others.

Module 4

Self-Control—Managing Emotions

Self-Control—How You Respond is a Matter of Perception and Beliefs

Beliefs: Assumptions we make about the world. Our values stem from those beliefs. Beliefs are learned from what we see, hear, experience, read, and think about. They drive our values about what is right or wrong. Beliefs overrule logic. We defend what validates our sense of rightness, and reject or fight what we think is wrong. Defending rightness is like a biological survival need driving our actions.

Emotions: How we interpret stimuli to produce feelings as: Anger, Fear, Disgust, Happiness, Sadness, Surprise. The limbic system of the not-conscious part of your brain that stores beliefs, controls feeling and dispatches information to the cortex which is the conscious center of your brain where thinking controls behavior. Emotions are formed by past events that control behavior and impulses.

Conclusion: You can re-learn beliefs and self-limiting perception to change your feelings and behavior.

Control is acting differently than how you feel, and not letting a situation escalate or become personal beyond repair. *It is Always Your **Choice** in How You Respond!*

Ask Yourself...When Am I Being a Jerk, How Will I Know? What about “Them”?

In this lesson on how to deal with difficult people you will be encouraged to learn how to both be an observer and a participant at the same time. At times we are all “difficult Jerks.” We occasionally overreact, irritate, annoy, or confuse one another causing others to overreact. Self-awareness and Self-control is how we know, how we react and can do something about it!

There are different kinds of difficult people or situations that cause you or others to be difficult:

- **Normal Person** who is in a moderate or severe level of distress manifesting negative failure behaviors with flawed thinking.
- **Dysfunctional** people who tend to stay in distress because of reactive behavior or aggressive behavior.
- **Nasty**, almost impossible people who hurt others by invalidation, intimidation, or victimization, and fail to accept responsibility through denial and avoidance. They usually have low self-esteem but big egos. They are usually unconscious or only semiconscious of what they do.
- **Troublesome**, flawed in character, or personality disordered.

Hot Buttons: How to Keep People from Pushing Yours

List three of your Hot Buttons

- 1.
- 2.
- 3.

Ways to avoid having your hot buttons pushed, acting on impulse and maintaining control!

- Know your hot buttons (ask others who know you well—they probably know)
- Know, anticipate and avoid situations that trigger your hot buttons
- Be prepared to respond artfully and tactfully

Avoiding the Poison Apple—The Five Seconds that can Derail a Career

“Emotions tend to be contagious. Toxic ones can leak out into the workplace affecting more than just the person afflicted. It can poison a team, a workplace, an organization.”

—Peter Frost Toxic Emotions at Work

Exercise: Learn Self-Control by Anticipating and Recognizing “Hot Button” Situations/Triggers

Describe when you or someone else “lost it.”

What was the cause?

What was the impact or reaction?

How could it have been handled better? Or how can you/them handle it better next time?

Lost it Action/Behavior	Cause/Poison	Reaction/Response	Handle Different Next Time

- You are also being a jerk when your behavior causes others to behave badly or overreact.
- You may be oblivious to that behavior or have a blind spot.

Ways of Lowering the Temperature and Minimizing the Environment for Conflict

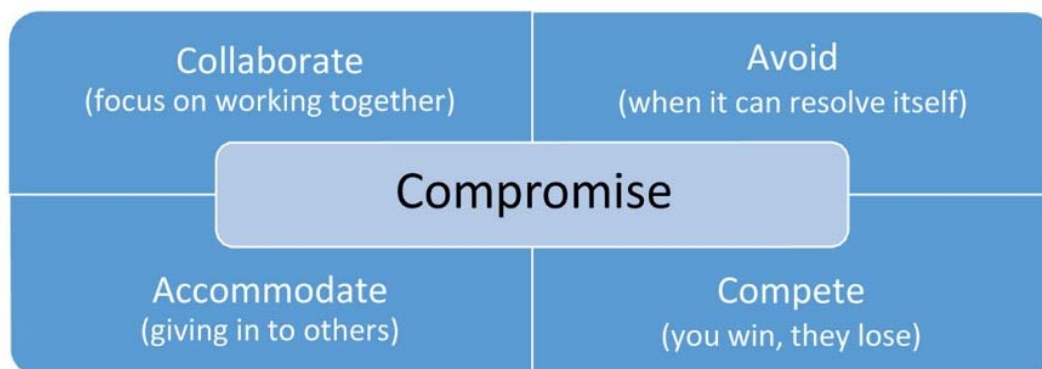
- Don't get ambushed—Take a time out—ask to reconvene at a mutually agreeable time
- Ask questions that help understand their intent and opposing point of views
- Make a commitment to deal with the situation—do not dismiss the situation
- Find common ground—what do we all agree with
- Stick with your message in relation to a positive principle and desirable outcome
- Give the other person credit for their concern and point of view where possible
- Ask for specifics—ask how do you know?
- Find out what you don't know and what they don't know. Get the facts from other sources
- Find out what they want
- Treat people with ultra-respect—show that their issue is important
- Use empowering questions to get them invested in helping to solve the conflict

Paradox of Anger

- The more someone gets angry—the more frequently they will become angry
- The more an angry person vents—the sooner they will run out of steam
 - Don't try to shut up a difficult person—encourage them to express themselves

We have a choice about how we react—

Conflict Resolution Strategies



When might you use each technique? What are the costs and Benefits of each?

—

Conflict Management Instrument

Directions: What follows are several pairs of statements that describe how you might possibly respond to situations where you find yourself at odds with your own manager or a peer or anyone. Choose either the “A” or the “B” statement which is most characteristic of your response. You must make a choice in all cases.

- 1A.** There are times when I would let _____ take responsibility for solving the problem.
- 1B.** Rather than negotiate on things on which we disagree, I try to stress those things on which we agree.

- 2A.** I try to find a compromise solution.
- 2B.** I attempt to deal with all of his/her and my concerns.

- 3A.** I am usually firm in pursuing my goals.
- 3B.** I might try to soothe his/her feelings and preserve our relationship

- 4A.** I try to find a compromise solution
- 4B.** I sometimes sacrifice my wishes for the wishes of _____.

- 5A.** I consistently seek his/her help in working out a solution to our problem.
- 5B.** I try to do what is necessary to avoid useless tensions.

- 6A.** I try to avoid unpleasantness for myself.
- 6B.** I try to win my position.

- 7A.** I try to postpone the issue until I have had time to think it over.
- 7B.** I give up some points in exchange for others.

- 8A.** I am usually firm in pursuing my goals.
- 8B.** I attempt to get all concerns and issues immediately in the open.

- 9A.** I feel that differences are not always worth worrying about.
- 9B.** I make some efforts to get my way.

- 10A.** I am firm in pursuing my goals.
- 10B.** I try to find a compromise solution.

- 11A. I attempt to get all my concerns and issues immediately out in the open.
- 11B. I might try to soothe his/her feelings and preserve our relationship.

- 12A. I sometimes avoid taking positions which would create controversy.
- 12B. I will let _____ have some of his/her positions if he/she will let me have some of mine.

- 13A. I propose a middle ground.
- 13B. I press to get my points made.

- 14A. I tell _____ my ideas and ask for his/hers.
- 14B. I try to show _____ the logic and benefits of my position.

- 15A. I might try to soothe his/her feelings and preserve our relationship.
- 15B. I try to do what is necessary to avoid tensions.

- 16A. I try not to hurt his/her feelings.
- 16B. I try to convince _____ of the merits of my position.

- 17A. I am usually firm in pursuing my goals.
- 17B. I try to do what is necessary to avoid useless tensions.

- 18A. If it makes _____ happy, I might let him/her retain his/her own views.
- 18B. I will let _____ have some of his/her positions if _____ will let me have some of mine.

- 19A. I attempt to get all concerns and issues immediately out in the open.
- 19B. I try to postpone the issue until I have had some time to think it over.

- 20A. I attempt to immediately work through our differences.
- 20B. I try to find a fair combination of gains and losses for both of us.

- 21A. In approaching negotiations, I try to be considerate of _____'s wishes.
- 21B. I always lean toward a direct discussion of the problem.

- 22A. I try to find a position that is intermediate between _____'s and mine.
- 22B. I assert my own wishes.

- 23A. I am very often concerned with satisfying all of both our wishes.
- 23B. There are times when I let _____ take responsibility for solving the problem.

- 24A. If _____'s position seems important to him/her, I would try to meet his/her wishes.
- 24B. I try to get _____ to settle for a compromise.

- 25A. I try to show _____ the logic and benefits of my position.
- 25B. In approaching negotiations, I try to be considerate of _____'s wishes.

- 26A. I usually propose a middle ground.
- 26B. I am nearly always concerned with satisfying all of both our wishes.

- 27A. I sometimes avoid taking positions which would create controversy.
- 27B. If it makes him/her happy, I might let _____ retain his/her views.

- 28A. I am usually firm in pursuing my own goals.
- 28B. I usually seek _____'s help in working out a solution.

- 29A. I propose a middle ground.
- 29B. I feel that differences are not always worth worrying about.

- 30A. I try not to hurt _____'s feelings.
- 30B. I always share the problem with _____ so that we can work it out together.

Scoring

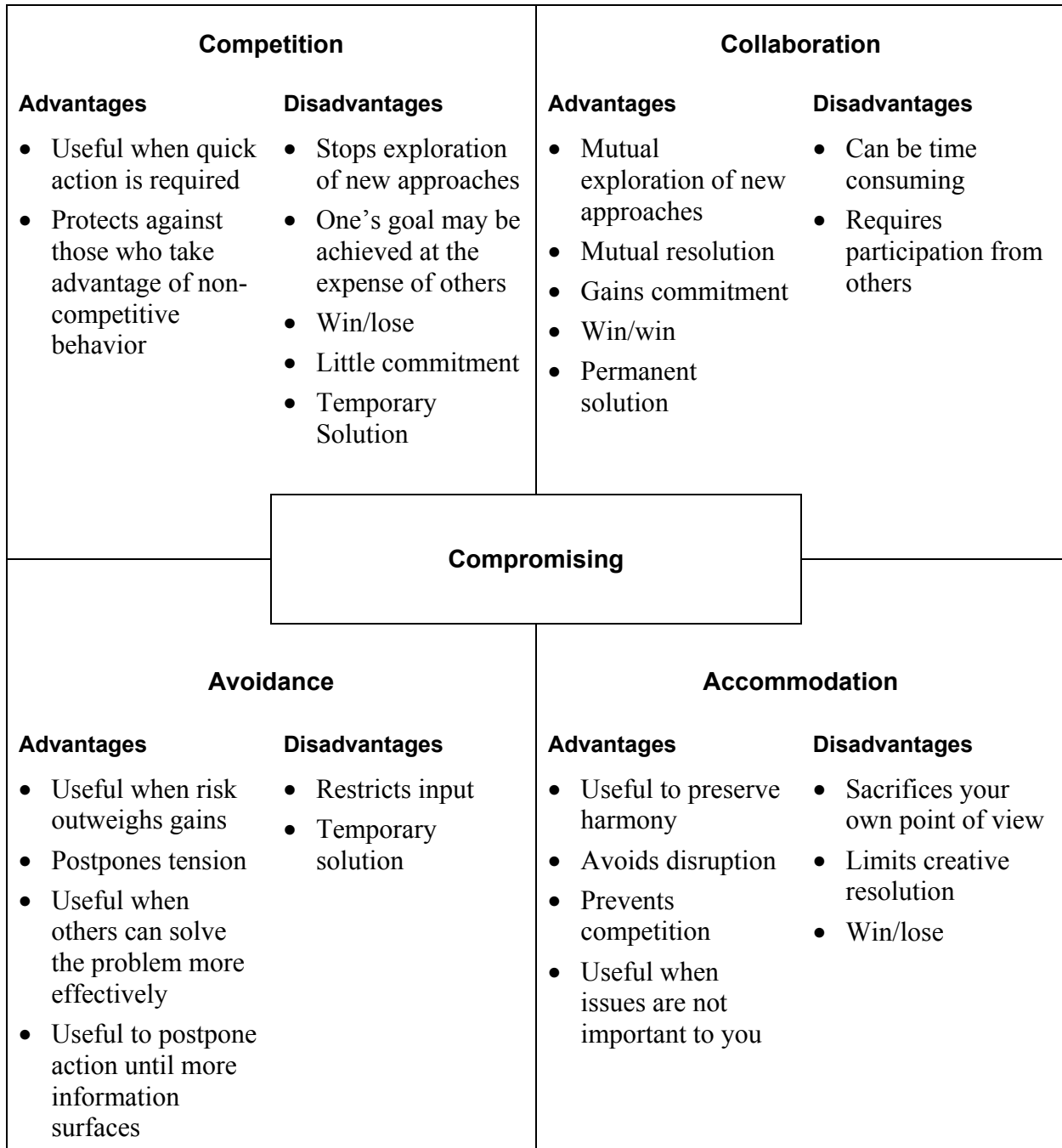
Select the letters below which you selected on each item of the questionnaire.

	Competing (forcing)	Collaborating (problem-solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1.				<input type="checkbox"/> A	<input type="checkbox"/> B
2.		<input type="checkbox"/> B	<input type="checkbox"/> A		
3.	<input type="checkbox"/> A				<input type="checkbox"/> B
4.			<input type="checkbox"/> A		<input type="checkbox"/> B
5.		<input type="checkbox"/> A		<input type="checkbox"/> B	
6.	<input type="checkbox"/> B			<input type="checkbox"/> A	
7.			<input type="checkbox"/> B	<input type="checkbox"/> A	
8.	<input type="checkbox"/> A	<input type="checkbox"/> B			
9.	<input type="checkbox"/> B			A	
10.	<input type="checkbox"/> A		<input type="checkbox"/> B		
11.		<input type="checkbox"/> A			<input type="checkbox"/> B
12.			<input type="checkbox"/> B	<input type="checkbox"/> A	
13.	<input type="checkbox"/> B		<input type="checkbox"/> A		
14.	<input type="checkbox"/> B	<input type="checkbox"/> A			
15.				<input type="checkbox"/> B	<input type="checkbox"/> A
16.	<input type="checkbox"/> B				<input type="checkbox"/> A
17.	<input type="checkbox"/> A			<input type="checkbox"/> B	
18.			<input type="checkbox"/> B		<input type="checkbox"/> A
19.		<input type="checkbox"/> A		<input type="checkbox"/> B	
20.		<input type="checkbox"/> A	<input type="checkbox"/> B		
21.		<input type="checkbox"/> B			<input type="checkbox"/> A
22.	<input type="checkbox"/> B		<input type="checkbox"/> A		
23.		<input type="checkbox"/> A		<input type="checkbox"/> B	
24.			<input type="checkbox"/> B		<input type="checkbox"/> A
25.	<input type="checkbox"/> A				<input type="checkbox"/> B
26.		<input type="checkbox"/> B	<input type="checkbox"/> A		
27.				<input type="checkbox"/> A	<input type="checkbox"/> B
28.	<input type="checkbox"/> A	<input type="checkbox"/> B			
29.			<input type="checkbox"/> A	<input type="checkbox"/> B	
30.		<input type="checkbox"/> B			<input type="checkbox"/> A

Total number of items selected in each column:

Competing	Collaborating	Compromising	Avoiding	Accommodating
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Managing Conflict Model



Conflict Resolution Techniques—the Steps

Most conflict is resolved by shifting between Active Listening and I Messages.

1. Use the “I” message—with 2 parts: a. I feel part; b. Impact part. Try it!

2. State your request clearly
3. Focus on the behavior—not the person
4. Use appropriate non-verbal behaviors
5. Appeal to the higher ground
6. Ask empowering questions
7. Credit and build

Successfully Manage Conflict

1. Open communications lines
2. Establish Ground Rules
3. Listen (don’t interrupt or judge)
4. Monitor and control emotions and impulses
5. Set the stage (control the environment)
6. Use the Model for Conflict Resolution

Step 1: Identify the problem (what problem are you trying to solve?)
Step 2: Enter problem resolution phase
Step 3: Identify necessary changes
Step 4: Develop an action plan
Step 5: Follow-up

Difficult Situation Scenarios—Practice

1) Define the personality types. 2) What is the best strategy in each scenario?

- A.** Anna, the front desk attendant at a hotel, and Lynn, her manager, are trying to understand each other's perspective. Anna has become increasingly frustrated because she has to obtain approval from her manager before addressing any customer's complaint. Anna wants the flexibility (and the freedom) to adjust charges or offer an extra amenity if the situation warrants. Lynn is opposed to the idea "because it's against company policy." She is known to do everything by the book. How might Anna address Lynn?
- B.** Lou, a computer programmer, is struggling to get his boss to listen. Because of budget cuts, Lou is working long hours plus weekends. He's trying to offer solutions that will not only reduce his burnout but also increase productivity in his department. When Lou attempts to discuss this issue, his boss makes snide remarks. His boss is extremely controlling. How might Lou deal with his boss?
- C.** Jan is attending a weekly departmental meeting. Five minutes into the meeting, Jack, another employee, begins dominating the group discussion. This occurs regularly. Jan has noticed that the other employees (including herself) aren't being heard. Many times important information isn't shared because of Jack's dominance. Jan decides that she is through with Jack. How might she approach the situation?
- D.** Luke and Sarah are discussing a sales opportunity with a major client. Luke has received some valuable information regarding the client. Sarah is notorious for interrupting conversations, but today it comes to a head for Luke. Provide some suggestions for Luke to address the interrupting behavior with Sarah.

Exercise

Putting Emotional Intelligence and Managing Difficult Personalities to Work

Now— Each group develops an Auditor /Leadership Situation Scenario with a difficult person (auditee/client, other employee, supervisor, performance review, other stakeholder, family member, government official) for report out or act out presentation and discussion.

One person is the out of control Jerk, the other is a nice and soothing as possible, then trade roles.

Can be done with 2 or 3 participants per group.

1. The “Jerk”
2. The “Soother”
3. The Observer (optional)

Quick Guide to Recognizing and Responding to DiSC Types	
Behavior Type	Strategies for Managing Behavior
<p>C (IT) (investigator)</p> <ul style="list-style-type: none"> • Reserved • Cautious • Severe Demeanor • Preoccupied • Diligent • Task oriented • Businesslike • Reluctant to challenge Status quo • Discounts intuitive side • Rejects teamwork over solitary 	<p>Know your stuff Go step by step Use facts, logic and structure Backtrack to address their concerns Turn the person into a mentor Ask about process and specifics Be patient</p>
<p>D (ET) (commander)</p> <ul style="list-style-type: none"> • Highly verbal • Directive • Forceful communications • Emphatic/takes lead • Aggressive body language • Blunt/pushy • Arrogant • Impatient with slow pace 	<p>Understand and support their goals Get to the point Be businesslike Be task oriented Ask them to elaborate Don't waste time with small talk</p>
<p>I (EF) (Socializer)</p> <ul style="list-style-type: none"> • Expressive/enthusiastic • Animated • Receptive • Shares personal feelings • Enjoys relationships • Ignores follow-up/due dates • Impatient • Overlooks details • Attacks under pressure • Takes things personally 	<p>Be flexible Be enthusiastic Let them talk Use demonstrations Set deadlines Ask and tell about something personal</p>
<p>S (IF) (Relater)</p> <ul style="list-style-type: none"> • Asks • Listens • Reserves opinions • Slower speech • Deliberate • People oriented • Values approval of others • Gives in under pressure • Reluctant to lead 	<p>Be casual and sincere Slow down and listen Make honesty safe Set goals Build them up Ask for their ideas and opinions</p>

Module 5

Attitude and Motivation

Attitude and Motivation

A positive mental state of self-direction that provides high energy with a reason and desire to act with optimism and resiliency—even when challenged by obstacles. The only thing you can control, is your attitude—and attitude is contagious.

Quick Self-Test—And ask others to rate your attitude and motivation (scale of 1-10)

How would you rate your attitude and motivation (1-10)? ____ By what factors? ____

How would others rate your attitude and motivation (1 to 10)? ____ by what factors? ____

Can you describe what success looks like? Do you have goals/objectives? Are they SMART?

Develop a Winning Attitude—Attitude is Contagious—is Yours Worth Catching?

“The last of the human freedoms is to choose one’s attitude on any given set of circumstances.”

—Victor Frankl (Holocaust survivor)

The Power of Positive Language

Exercise: Turn these “don’t do” phrases into positive language

Don’t come in late: _____

Don’t lie, cheat, or steal: _____

Don’t gossip: _____

Stop wasting time _____

Don’t blame others for your mistakes _____

Praise and Recognition

“Too much of a good thing can be wonderful” Mae West

Praise should be:

- Specific to the person/group
- Meaningful to the person/group
- Timely
- Sincere

Exercise

1. Think of a time when you were shown appreciation. How did you feel? How did you react?

2. Think about a time when you showed appreciation to someone. Did you notice a difference?

Module 6

Empathy

Empathy

Getting in sync with people with whom we are interacting. The capability of sharing another person's position, feelings, concern, and emotions. Key Elements are:

- Communication—tuning into and sensing emotional cues
- Understanding—connecting with their personality types
- Listening—Active listening
- Establishing rapport—reaching out, showing desire to connect and concern
- Relationship building—investing time and effort to build trust

Module 7

Social Competency Awareness

Social Competency

The ability to adapt, get along and build relationships, seek and respond to feedback; initiate contact, understand and use appropriate body language; and influence others.

Quick Self-Test—And ask others for feedback on your behavior to these questions (scale of 1-10)

- 1) How well do you listen? _____
- 2) Do you show empathy and concern for others? _____
- 3) Do you encourage discussion of different viewpoints? _____
- 4) Do you have the ability to persuade people without threatening/coercion? _____
- 5) Do you show openness and vulnerability to others that is appropriate to the situation? _____

Building Powerful Relationships

To be a trustworthy auditor and leader to influence action for improvement and change, you must harness your ability to create powerful relationships. Leaders gain influence over others from their ability to establish and leverage powerful relationships. Faking it doesn't cover when you are trying to build trust and a powerful image (look, sound and act). Use the seven "Cs." What do they mean?

- Character
- Confidence
- Credibility
- Caring
- Courage
- Compassion
- Competence

Exercise

What can you do to demonstrate each of these—and establish trust, influence rapport?

Preparing to Manage Your Communications

List up to three people with whom, or situations in which you find it difficult to communicate.

1.

2.

3.

Describe the behaviors that cause problems for you.

How do you generally respond to these problematic behaviors?

Now, if you could have done it over, how could have you responded differently?

Listening

Practice Active Listening

(“seek to understand before being understood” ... Covey)

- Eye Contact—maintain eye contact for 3-5 seconds
- Leaning In
- Listening gestures
- Paraphrase
- Note-taking
- Considering (contemplate before responding)
- Eliminate distracting elements
- Don’t over talk
- Avoid jumping to conclusions
- Don’t finish their sentences or say I know what you are going to say
- Avoid just thinking about your response

<h3>Exercise</h3>

Pair-up! Decide who is A and B

Person A has 30 seconds to describe as many of their favorite foods to person B

Then wait for instructions:

Person B has 30 seconds to describe as many of their favorite trips to person A

What did you notice about the other person? How did you feel about this?

Tune into Body Language

The non-verbal message can be more powerful than the words you speak.

Yours

- Smiling (with eyebrows)
- Frowning (with eyebrows)
- Nodding your head
- Finger pointing
- Touching your face, neck hair
- Staring off into space/eye rolling/squinting
- Eye contact
- Arms folded/or extended
- Hands on hips
- Leaning forward/or slouched
- Hands in pockets or fidgeting
- Personal space

Theirs

- Turning away
- Wandering/looking at phone
- Eyes glazed over
- Fidgeting

Exercise: Interpret the Body Language

Non Verbal Behavior	Interpretation
Consistent eye contact	
Rubbing the eyes	
Hand to cheek	
Touching face, slightly rubbing nose	
Head resting in Hand, eyes downcast	
Patting/playing with hair	
Arms crossed on chest	
Fist clinched	
Excessive blinking	
Hands on hips	
Tapping or drumming fingers	
Pinching bridge of nose	
Open palm	
Rolling the eyes	
Feet pointed or body leaning toward the exit	

Appendix

FINAL QUIZ: Identifying Personality Type Characteristics and Strategies for Dealing with Each

Directions: Using the chart on the next page, match the Characteristics and Strategy with Each Type—then score: 50 possible points

Getting Feedback: How do you get feedback and what you do with it?

Self-Awareness/Motivation/Empathy—what do you do well, get satisfaction/energy from?

How do you perceive yourself?

Extra Credit Exercise

Do a personal SWOT—put yourself in a position to succeed!

Strengths	Opportunities
Weaknesses	Threats

How do others perceive you?

Have someone else (or several people) do a personal SWOT on you!

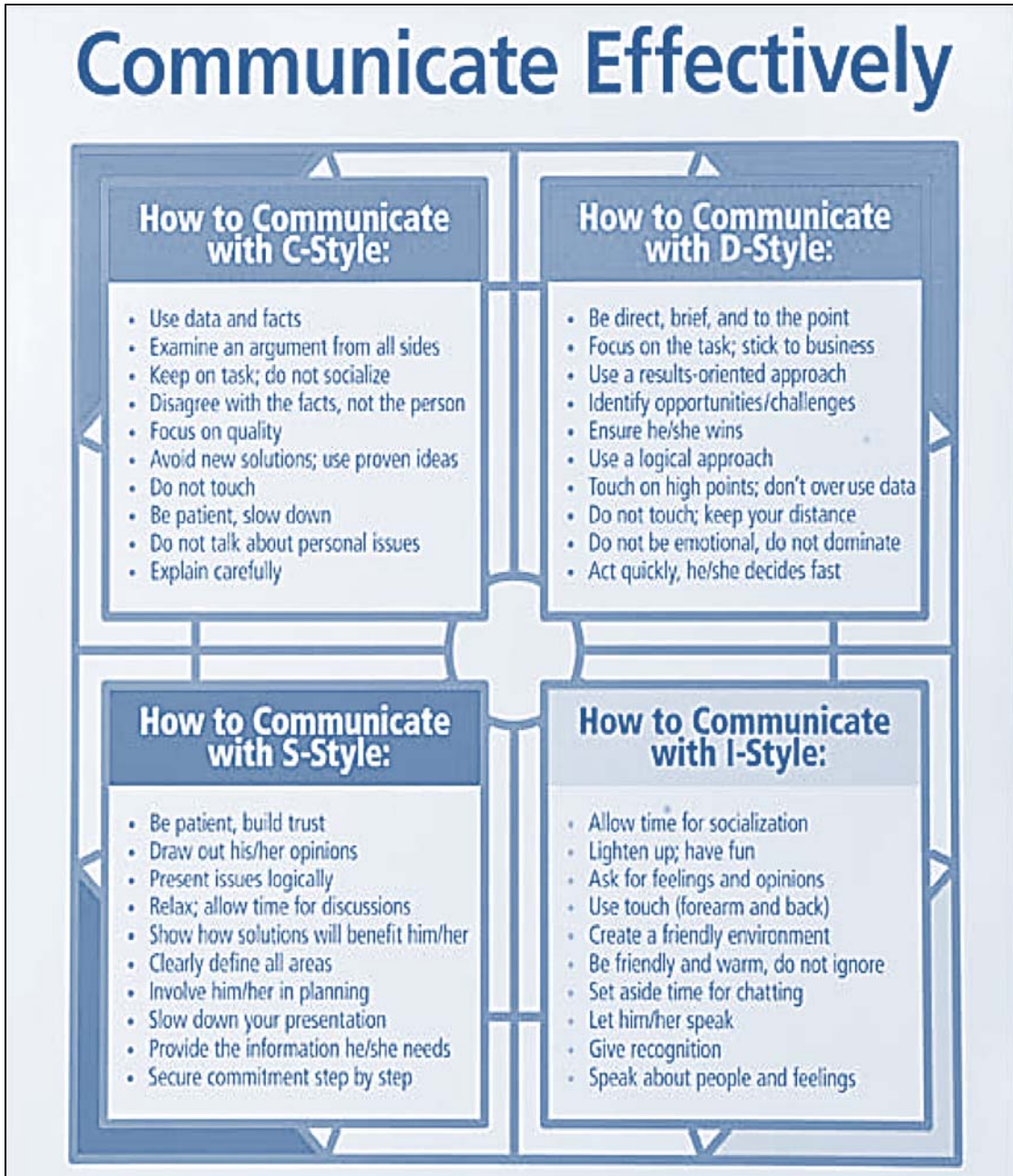
Strengths	Opportunities
Weaknesses	Threats

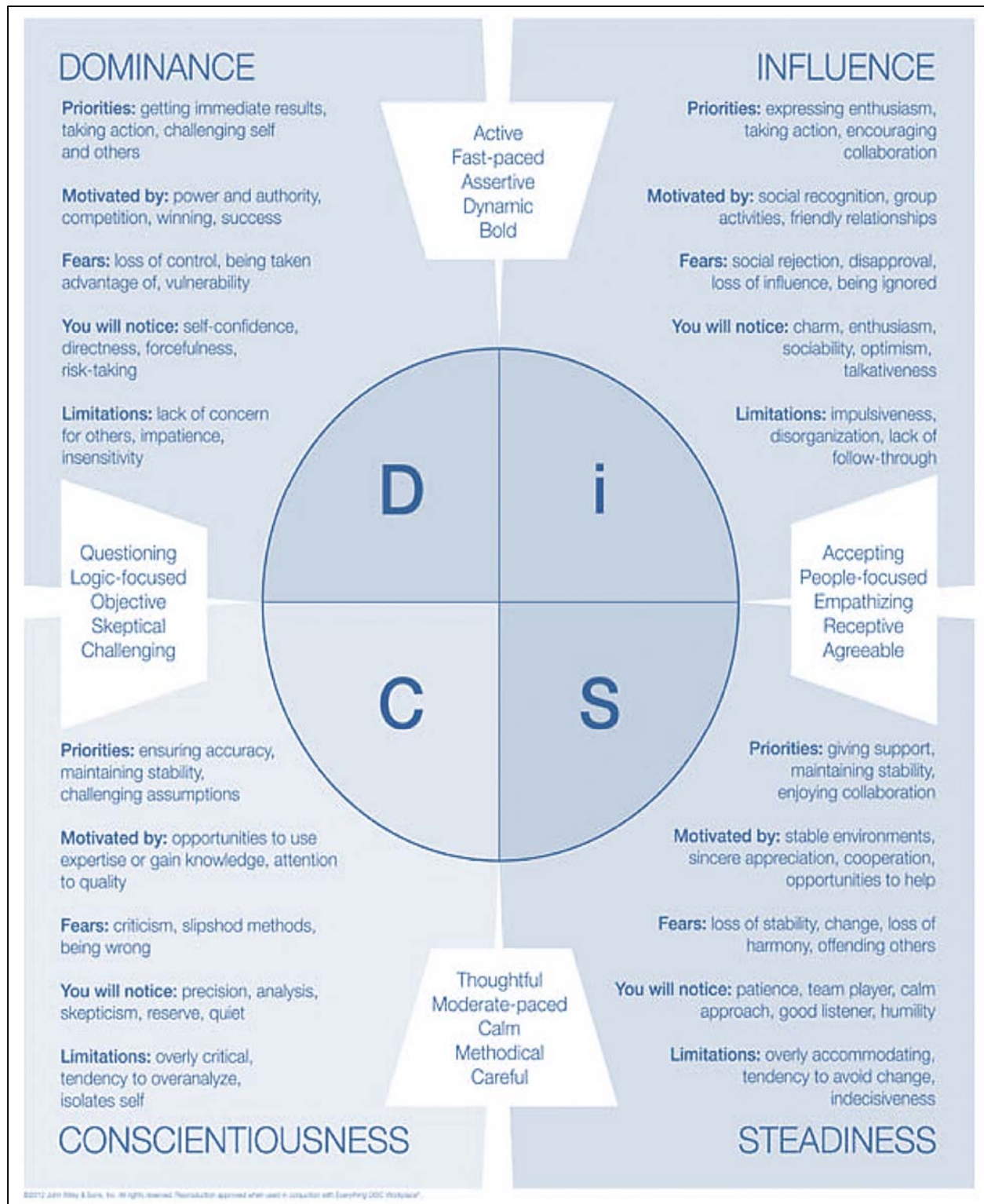
Supplemental DiSC Assessment

<i>Select the Term On Each Line that BEST DESCRIBES YOU (not just what you would like—or think you should be—but is)</i>				
1	<input type="checkbox"/> Persuasive	<input type="checkbox"/> Inspiring	<input type="checkbox"/> Steady	<input type="checkbox"/> Humble
2	<input type="checkbox"/> Original	<input type="checkbox"/> Charming	<input type="checkbox"/> Flowing	<input type="checkbox"/> Conservative
3	<input type="checkbox"/> Attractive	<input type="checkbox"/> Sociable	<input type="checkbox"/> Gentle	<input type="checkbox"/> Detail Oriented
4	<input type="checkbox"/> Bold	<input type="checkbox"/> Talkative	<input type="checkbox"/> Sweet	<input type="checkbox"/> Attentive
5	<input type="checkbox"/> Will-Power	<input type="checkbox"/> Persuasive	<input type="checkbox"/> Loyal	<input type="checkbox"/> Accurate
6	<input type="checkbox"/> Precise	<input type="checkbox"/> Introspective	<input type="checkbox"/> Obliging	<input type="checkbox"/> Sensitive
7	<input type="checkbox"/> Competitive	<input type="checkbox"/> Cheerful	<input type="checkbox"/> Even-Tempered	<input type="checkbox"/> Systematic
8	<input type="checkbox"/> Unconquerable	<input type="checkbox"/> Fun-Loving	<input type="checkbox"/> Considerate	<input type="checkbox"/> Explanatory
9	<input type="checkbox"/> Brave	<input type="checkbox"/> Jovial	<input type="checkbox"/> Playful	<input type="checkbox"/> Precise
10	<input type="checkbox"/> Adventurous	<input type="checkbox"/> Playful	<input type="checkbox"/> Patient	<input type="checkbox"/> Fussy
11	<input type="checkbox"/> Decisive	<input type="checkbox"/> Cordial	<input type="checkbox"/> Soft-Spoken	<input type="checkbox"/> Timid
12	<input type="checkbox"/> Polished	<input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Family-Oriented	<input type="checkbox"/> Controlled
13	<input type="checkbox"/> Daring	<input type="checkbox"/> Convincing	<input type="checkbox"/> Moderate	<input type="checkbox"/> Diplomatic
14	<input type="checkbox"/> Determined	<input type="checkbox"/> Animated	<input type="checkbox"/> Satisfied	<input type="checkbox"/> Well-Disciplined
15	<input type="checkbox"/> High-Spirited	<input type="checkbox"/> Admirable	<input type="checkbox"/> Kind	<input type="checkbox"/> Cautious
16	<input type="checkbox"/> Energetic	<input type="checkbox"/> Popular	<input type="checkbox"/> Generous	<input type="checkbox"/> Devout
17	<input type="checkbox"/> Persistent	<input type="checkbox"/> Companionable	<input type="checkbox"/> Tolerant	<input type="checkbox"/> Agreeable
18	<input type="checkbox"/> Daring	<input type="checkbox"/> Good-Mixer	<input type="checkbox"/> Agreeable	<input type="checkbox"/> Respectful
19	<input type="checkbox"/> Fast-Moving	<input type="checkbox"/> Good Human Relations	<input type="checkbox"/> Neighborly	<input type="checkbox"/> Scrutinizing
20	<input type="checkbox"/> Aggressive	<input type="checkbox"/> Trusting	<input type="checkbox"/> Good-Natured	<input type="checkbox"/> Adaptable
21	<input type="checkbox"/> Force of Nature	<input type="checkbox"/> Light-Hearted	<input type="checkbox"/> Easy-Going	<input type="checkbox"/> Peaceful
22	<input type="checkbox"/> Optimistic	<input type="checkbox"/> Accommodating	<input type="checkbox"/> Respectful	<input type="checkbox"/> Obliging
23	<input type="checkbox"/> Positive	<input type="checkbox"/> Emotional	<input type="checkbox"/> Adaptable	<input type="checkbox"/> Introspective
24	<input type="checkbox"/> Outspoken	<input type="checkbox"/> Can't say no	<input type="checkbox"/> Nonchalant	<input type="checkbox"/> Compliant
25	<input type="checkbox"/> Restless	<input type="checkbox"/> 'Eggs in many Baskets'	<input type="checkbox"/> Trusting	<input type="checkbox"/> Needs-Facts
26	<input type="checkbox"/> Impatient	<input type="checkbox"/> Optimistic	<input type="checkbox"/> Lenient	<input type="checkbox"/> See-Figures
27	<input type="checkbox"/> Result-Oriented	<input type="checkbox"/> Enjoy-Company	<input type="checkbox"/> Accurate	<input type="checkbox"/> Put in Writing
28	<input type="checkbox"/> Aggressive	<input type="checkbox"/> Willing	<input type="checkbox"/> Controlled	<input type="checkbox"/> Resigned
Total				
Percent				
	D	i	S	C

SCORING

Count the Total number of selections circled in each column, then calculate the % for each column (N/28). Color in the quadrants of the % scored for each.





Completion of the Course Evaluation

The morning of the last day of class, you should receive an email from the Graduate School USA, either from surveys@graduateschool.edu or from regina.gibbons@graduateschool.edu. This email contains a link to the course evaluation for your specific session. We suggest that you add these email addresses to your address book or otherwise indicate in your email settings that these are safe senders.

We use the evaluation information to make changes to course materials and instructional methodology to ensure the training you receive is the very best possible. Please be honest in your evaluations and complete them in the time frame indicated.

If you have not received the email with the course evaluation link by the end of the last day of class, please contact our Registrar's Office at bonita.mims@graduateschool.edu for additional assistance.

Accessing Your Certificate of Completion

Certificates of Completion will be available approximately 7–10 days after the last day of your course session. This provides time for you to complete your course evaluation, your instructor to certify your completion, and for Graduate School USA staff to complete the behind-the-scenes work needed to ready the certificate for you. Below are access instructions.

1. Go to <https://register.graduateschool.edu/modules/>
2. Click on the Student Login link in the tool bar at the bottom of the page.
3. Create a new Customer Account (if your agency didn't previously do this for you and you have never before taken a Graduate School USA course) or sign into the Customer Login with your login and password.
4. Click on My GSUSA, then Certificates. Your certificate will be available for download from this page.
5. For assistance, please call 888-744-4723 or email CustomerRelations@graduateschool.edu.



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