

Sample

**Balanced Leadership: The Role of  
Behavior Styles and Emotional Intelligence**

# **Balanced Leadership: The Role of Behavior Styles**

Sample

# Exercise: Let's Discover Something About Ourselves...

- Complete your individual profile
- Select the word that most describes you at work
- There are no right or wrong answers
- No one will see your selections

# Your Behavior Style Profile

- Which “you” was your focus at the time you completed the profile?
- External conditions and situations exist at the present time that may impact your current response
  - Avoid labels

# Tasks vs. People

More, better, faster

Capable, competent  
Likeable

Tasks

People



# Process vs. Expediency

Thorough,  
comprehensive, need  
to make one **RIGHT**  
decision

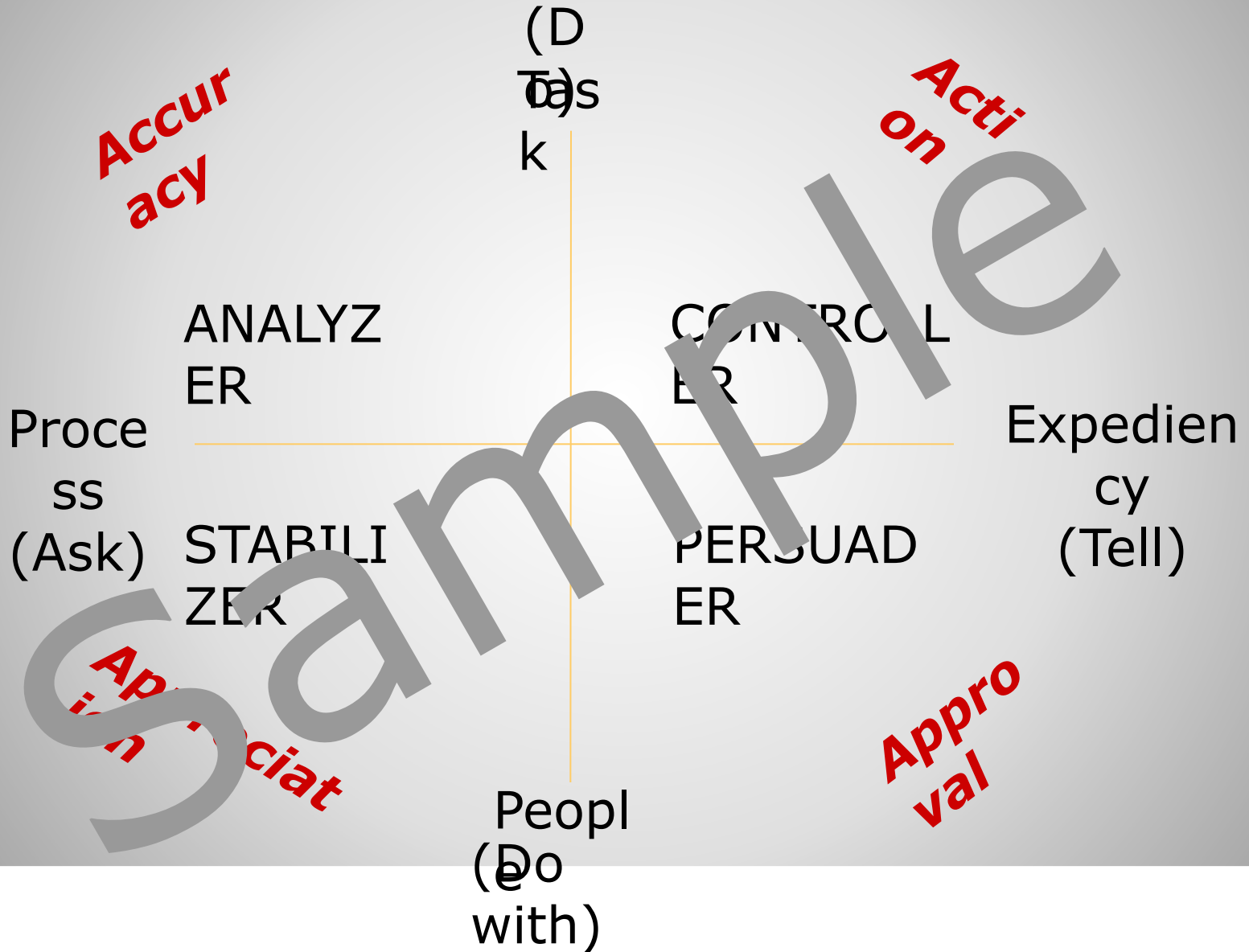
Fast, gut, quick



**Process**

**Expediency**

# Behavior Styles



# Creating Your Profile

**Step One** Tally your results

**Step Two** Complete page 5 (Bar Graph)

**Step Three** Complete page 7 (Style Combinations)

**Step Four** Find your combinations (Pages 8-15 or pg. 16 for Overbalance)

**Step Five** Group yourselves by style



## Discussion

- Review your style as summarized on the Quick Reference Card and discuss with your style group
- Do these descriptions ring true for you?
- Do they make sense to you? Do they suggest approaches that you appreciate or to which you respond positively?

# ANALYZERS

- Tendency toward perfectionism
- Decisions and information provided are usually accurate and thoughtful
- Deal with facts, data, logic, details
- Sometimes slow to make decisions
- May appear overly cautious and not good risk takers
- Feelings and emotions kept inside

# Positives and Negatives per Style

	+	-	
A	Industrious Persistent Serious Exacting Orderly	Critical Indecisive Stuffy Picky Moralistic	C

S

P

# Analizers in Teams...

## Contributions

- Perceived as thorough, analytical and accurate, above all else
- Focus on getting things right (emphasis on “task” rather than “people”)

## Limitations

- Can overanalyze things that don't warrant the attention (analysis-paralysis)
- Concern for getting it right can slow or freeze the team's progress
- Can be perceived as aloof and have an excessive concern with perfection that can stifle creativity in the group

## Fear

- Unwarranted personal criticism

# With Analyzers...

## DO

- Prepare in advance
- Be accurate
- Be direct
- List pros and cons
- Present specifics
- Be persistent
- Use time tables for actions
- Provide tangible, practical evidence

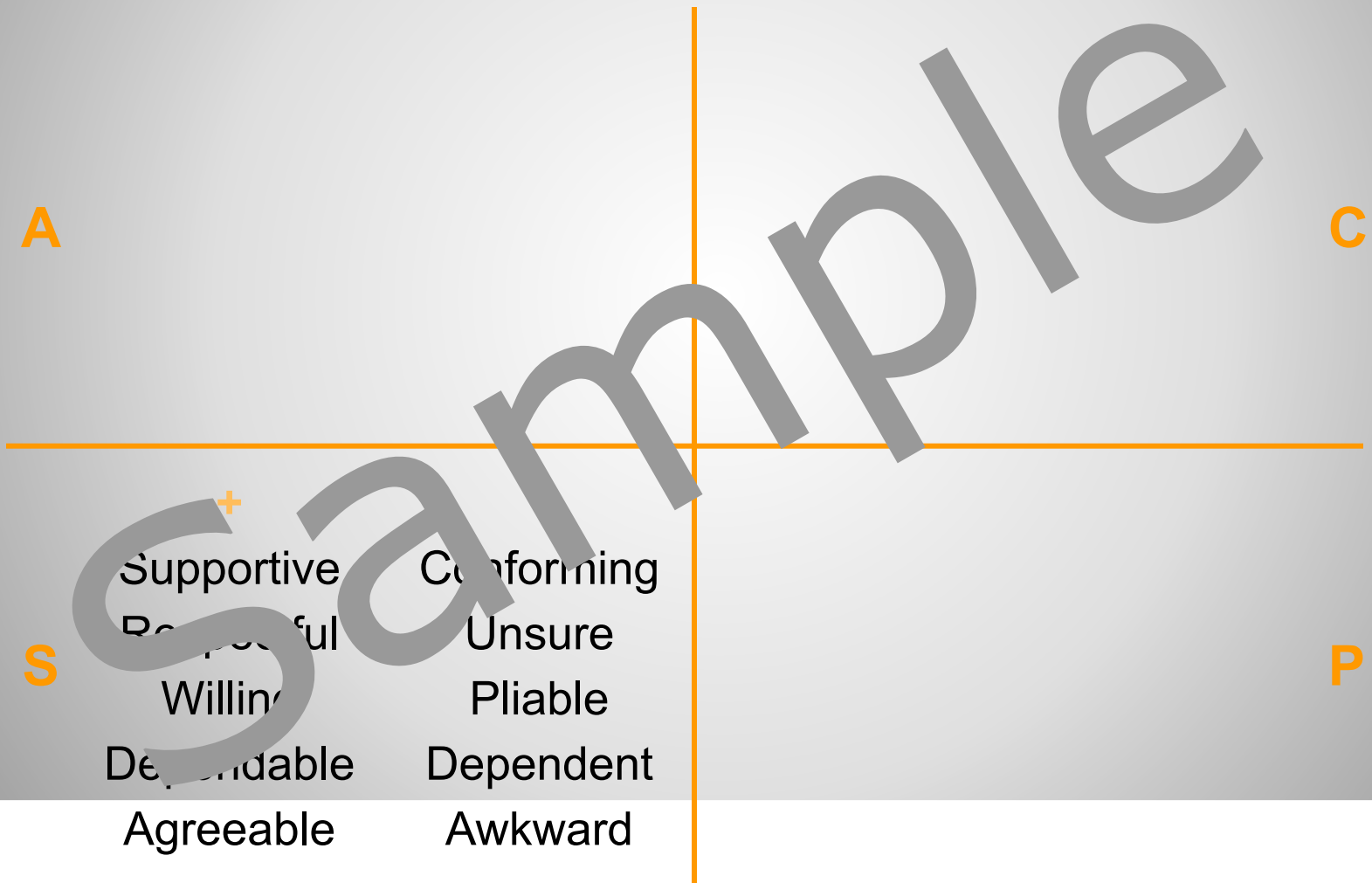
## DON'T

- Be disorganized or messy
- Be casual, informal or loud
- Rush decision-making
- Fail to follow through
- Waste time
- Leave things to chance
- Threaten or cajole
- Use opinions as evidence
- Be manipulative

# STABILIZERS

- “Warm and fuzzies”
- People and friendships are very important
- Good at juggling multiple tasks
- Concerned about feelings of others
- Dependable
- Agreeable, less inclined to speak their mind openly
- Can get hurt feelings or be offended easily

# Positives and Negatives per Style



# Stabilizers in Teams

## Contributions

- Often viewed by team members as a good team player
- Empathetic and sensitive to the needs of others
- Likes harmony in team

## Limitations

- Can be indecisive, unwilling to confront directly and resist change
- Because of their need to maintain team harmony, their own needs may be suppressed. Over time, this can cause resentment and a degree of passive-aggressiveness
- Not inclined to celebrate their accomplishments, yet they can become frustrated and perhaps resentful if their contributions go unnoticed too long

## Fear

- Confusion, chaos, and change



# With Stabilizers...

## DO

- Start with a personal comment
- Show sincere interest in them as people
- Listen and be responsive
- Be casual and non-threatening
- Ask "how" questions
- Watch for hurt feelings
- Provide assurances

## DON'T

- Rush into business
- Stick constantly to business
- Force them to respond quickly
- Be demanding
- Debate facts & figures
- Be abrupt
- Be patronizing
- Decide for them

# CONTROLLERS

- Strong, decisive and results-oriented
- Provide strong guidance for others
- May appear pushy at times
- Demanding of both themselves and others
- Highly self-critical
- Efficient; resent those who “waste” time with idle chit-chat

# Positives and Negatives per Style

A

+  
Strong-willed  
Independent  
Practical  
Decisive  
Efficient

-  
Pushy  
Cynical  
Tough  
Dominating  
Harsh

C

S

P

# Controllers in Teams...

## Contributions

- Able to make decisions when no one else wants to
- Is not afraid to confront tough issues
- Embraces change as a personal challenge

## Limitations

- Can be perceived as overly opinionated, combative, arrogant, impatient, and like change for change's sake
- May overextend him/herself due to competing priorities and become inefficient

## Fear

- Losing control

# With Controllers...

## DO

- Be specific & brief
- Stick to business
- Be prepared
- Present facts clearly
- Ask "what" questions
- Provide alternative solutions
- Take issues with facts

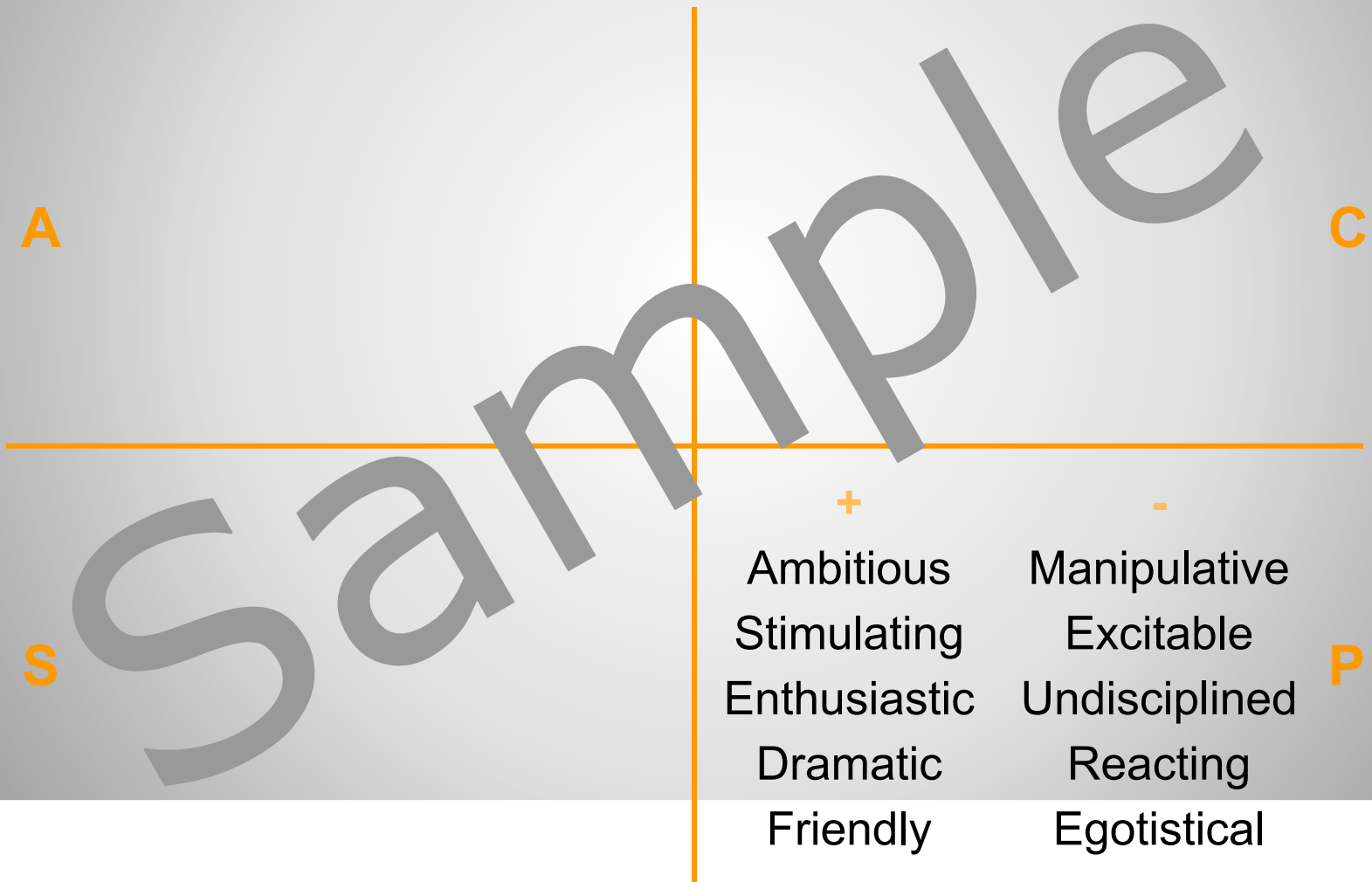
## DON'T

- Ramble or waste time
- Be disorganized or messy
- Leave loopholes or be unclear
- Ask rhetorical questions
- Make decisions for them
- Speculate
- Be directive

# PERSUADERS

- Like to get others involved in activities
- Highly creative and enthusiastic
- Operate primarily by intuition
- Party people; like to have a good time
- Little tolerance for those who are not expressive
- Easily bored or distracted
- Difficult to keep on task

# Positives and Negatives per Style



# Persuaders in Teams...

## Contributions

- Has great enthusiasm for working with others
- Inspires and motivates others
- Always available to others
- Gives positive feedback easily to others

## Limitations

- Can be perceived as disorganized and superficial in their approach to tasks and people
- Can overdo emotional expression

## Fear

- Being blamed or disliked



# With Persuaders...

## DO

- Be fast-moving, entertaining
- Leave time for socializing
- Talk about their goals
- Deal with the “big” picture
- Ask for their opinions & ideas
- Provide examples from people they believe are important
- Offer incentives or rewards

## DON'T

- Legislate
- Be cold, aloof, or tight-lipped
- Press for solutions
- Deal with details
- Be dogmatic
- Talk down to them

# Constructive Feedback

You are an expert on

- Other people's behavior
- Your feelings

You are NOT an expert on

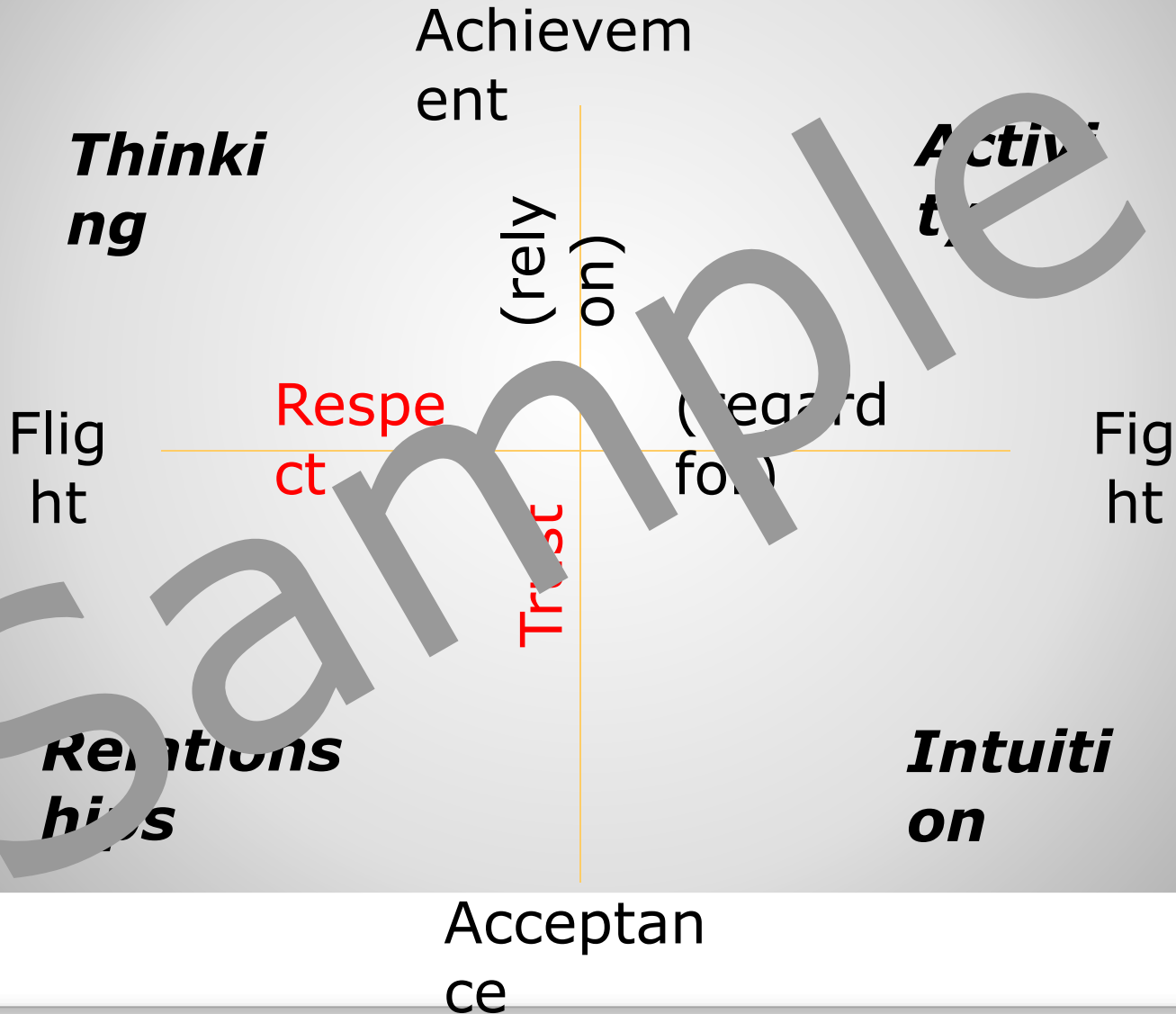
- Your behavior
- Other people's feelings

# Philosophy of a Good Communicator

Assume 100% of the responsibility for understanding what the other person ***means***.

Assume 100% of the responsibility for making sure that the person you are communicating with ***understands you***.

# Trust and Respect



# Style Flex

## **Flexibility:**

The ability to meet another person's style needs & satisfy personal style needs as well.

## **Being flexible means to:**

Situationally, purposefully & temporarily modify behavior on one or both dimensions.

# Why Increase Flexibility?

- You want to understand how others see you.
- You value being more effective with others.
- You are willing to obtain a more realistic picture of your impact.
- You pay attention – aware & pick up clues.
- You allow adequate time to learn how to adjust

# Impact of Tension on Behavior

How does tension impact our behavior?

Do all styles react the same way?

What happens when we can't get rid of the tension?

# Variables impacting TENSION-REACTION

There are two important variables that influence what you will do under tension:

## CORE

- Family of Origin
- Cultural Norms
- Personal Belief System
- World View

## SITUATIONAL

- What is happening?
- Who is the person involved?
- Who else is present or involved?
- Where is this happening?
- What is my current energy level?



# Situational Responses - Initially

WITHDRAW

A

TAKE CONTROL

C

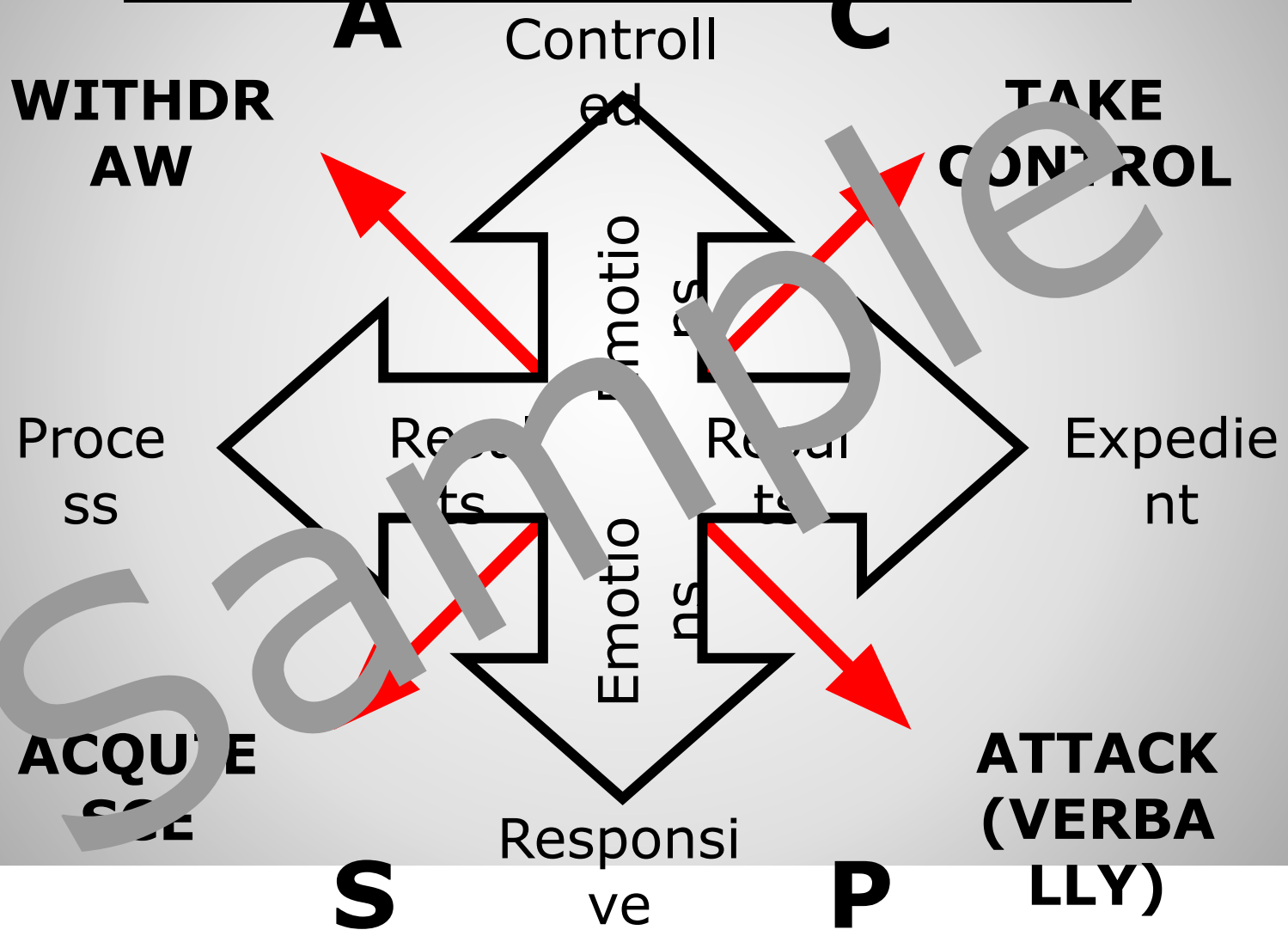
VERBAL ATTACK

P

ACQUIESCE

S

# INITIAL REACTIONS TO TENSION & STRESS



# Tension - Reaction Behavior

Nitpick

Leave

Prove they are "right"

Pull away

Withhold emotions

Wait too long to act

Tell others

Avoid

Give in & get even

Worry emotionally

Explosive

Blame

Dictate

Take control

Suppress emotions

Verbal attack

Talk about everything

Cry

"Dump" it & forget it

Overreact emotionally

**Withdrawal**

**Take Control**

Integrity <b>A</b>	Take Control
Acquiesce	Attack

Withdraw	Respect <b>C</b>
Acquiesce	Attack

Withdraw <b>S</b>	Take Control
Loyalty	Attack

Withdraw	Take Control
Acquiesce	<b>P</b> Trust

**Acquiesce**

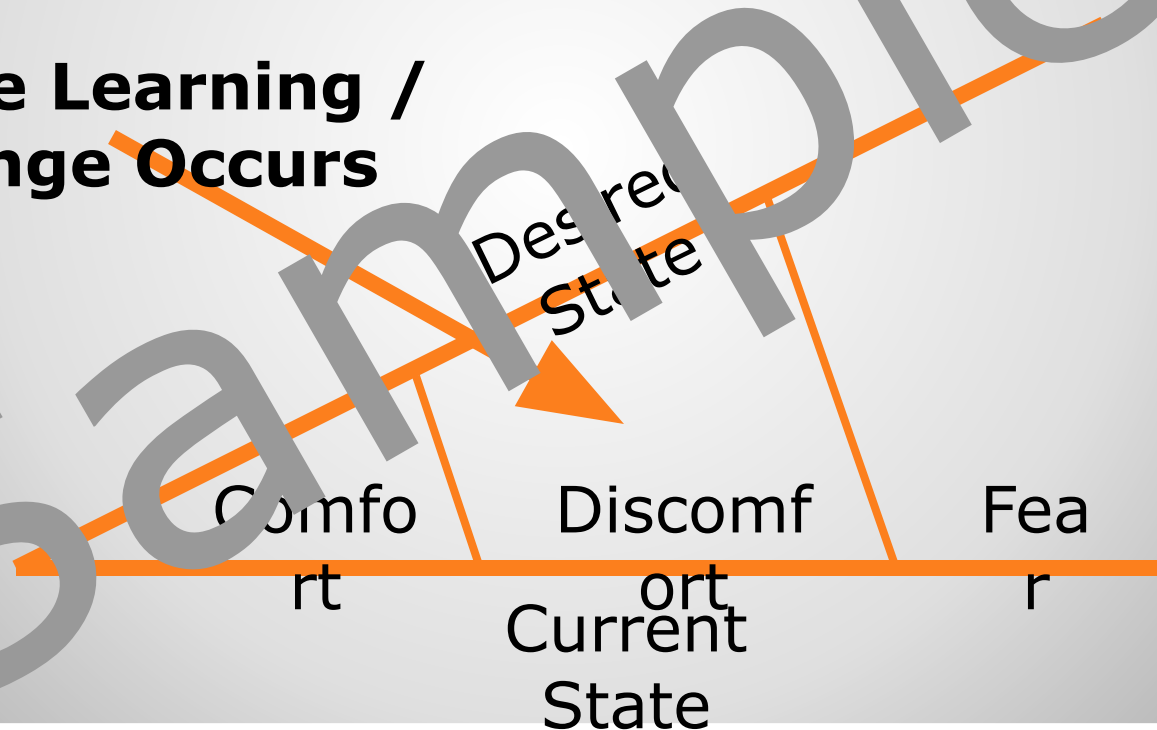
**Attack**

**Continual Need Deprivation**

# When and How Do We Learn / Change?

## The Zones of Comfort

Where Learning / Change Occurs



# Stages of Learning

Awareness

Choice

Practice

Awkwardness

Skill

Integration

Sample

# Suggested Reading

- **People Styles at Work: Making Bad Relationships Good and Good Relationships Better.** Robert Bolton and Dorothy Grover Bolton
- **Social Style/Management Style: Developing Productive Work Relationships** Robert Bolton and Dorothy Grover Bolton
- **Personal Styles & Effective Performance Make Your Style Work for You.** David W. Merrill, Ph.D. Roger M. Reid, M.A.
- **How to Speak and Listen Effectively.** Harvey A. Robbins

# Balanced Leadership: The Role of Emotional Intelligence

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# Leadership

Influencing behaviors, thoughts, feelings of...  
human beings.

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# Leadership

- “Leadership is one of the... least understood phenomena on earth.”  
*James MacGregor Burns*

- “...Leadership has been the subject of an extraordinary amount of dogmatically stated nonsense.”  
*Chester Barnard*

# Building A Leader

- Physical vitality & stamina
- Intelligence
- Practical judgment
- Vision
- Situational competence (*the knowledge a leader has of the task at hand*)
- Ambition
- Skill in understanding & dealing with people (*including followers/constituents*)
- Organized
- Capacity to inspire others
- High ethical standards
- Willingness to take risks
- Charisma / magnetism
- Oratorical skills as a public speaker
- Adaptability, flexibility of approach
- Willingness to accept responsibility

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# Making the Case for Emotional Intelligence

**IQ vs. EQ**

**What is IQ?**

**What is EQ?**

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## **I.Q. (Intelligence Quotient)**

A number that shows the rating of a person's intelligence. It is found by dividing the mental age, as shown in tests, by the actual age (16 is the largest age used) and multiplying it by 100.

### **Intelligence Test**

Any test used to measure mental development. Most intelligence tests include tasks involving memory, reasoning, definitions, numerical ability, and recalling facts.

# Descriptions

Cognitive capacities;  
Technical expertise; Educated;  
Know-how; Intellect; Smarts;  
Skills; Book-learning.

IQ (the quotient component) tends not to change much past our teen years.

**Why?**



## What Then Is EI?

- E. I. (as defined by World Book) – the ability to understand oneself and to empathize with others.

“The phrase ‘emotional intelligence’ was coined... to describe qualities like understanding one's own feelings” and ‘the regulation of emotion in a way that enhances living.’”

# Descriptions

Character; Personality; Soft skills; Socially capable; Self-confident; Good communicator.

**“IQ gets you the interview –  
EQ gets you the job.”**

## Misconceptions

EI does not merely mean “being nice.” Nor does it mean allowing free rein to your feelings or “letting it all hang out.”



# Two Different Kinds of Intelligence

**Intellectual**

**and**

**Emotional**

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# Research Findings

## Neuroscience Research

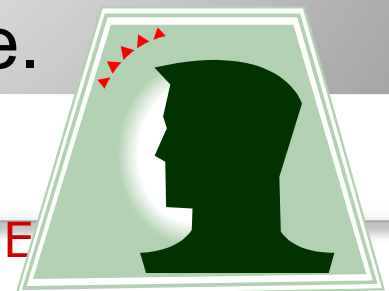
Finding that intellect is based solely on the workings of the neo-cortex (the **rational brain**), the more recently evolved layers at the top of the brain. Emotional centers – lower in the brain, closer to the brainstem, in the more ancient sub-cortex or limbic system (the **emotional brain**). These two different parts of the brain learn differently. Emotional centers result in skills grounded in our evolutionary heritage for survival and adaptation.

# Gender Differences?

**Women** tend to be more aware of their emotions, show more empathy and are adept interpersonally.

**Men** tend to be more self-confident and optimistic, adapt more easily, and handle stress better.

However, on the whole, men and women are generally equal in total emotional intelligence.



## Further Research

- Work focused around the nature and types of emotional competencies have evolved current thinking around expanding the personal and social nature of emotional intelligence.
- Emotional intelligence can be learned and is enhanced with experiences – maturing.

# Survey of Job Descriptions

Position*	IQ	EQ
Clerical		
Supervisory		
Managerial		
President		

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## Survey of Attendees Responses to Question of “Job challenges”

**IQ**

**IQ/EQ**

**EQ**

IQ – Need cognitive skills or competencies to address challenge.

EQ – Need emotional skills or competencies to address challenge.

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# The Emotional Competence Framework

**Personal Competence**

**Social Competence**

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# Your Styles : Your Competencies

- Given what you now know about your behavior style...

A C  
S P

... how does your behavior style inform your personal & social competencies?



# Four Domains of Emotional Intelligence

**Personal  
Competen  
cies**

Self  
Awareness

Self  
Management

Social  
Awareness

**Social  
Competen  
cies**

Relationship  
Management

Sample

# POWER BASE



PERSONAL vs. POSITIONAL

Sample



# The Good and The Bad Exercise

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**GREAT LEADERS MOVE US  
through our emotions,  
which are contagious.**

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# EXERCISE

- Think of a leader for whom or with whom you worked - one that you would gladly work with or for again.
- Think of a person in a leadership position that you try to avoid, or left you drained, or hoping for more.
- Describe each person? How did they make you feel?

# The Good - Descriptions

## Good Retail Experience

- Friendly
- Approachable
- Good Listener
- Caring
- **Knowledgeable**
- Took Time
- Reflective
- Concerned
- Responsive
- Above & Beyond
- Self Confident
- Took Ownership
- Cheerful
- Helpful
- Insightful
- Accommodating
- Personable

## Good Boss

- Visionary
- Humorous
- Kind
- Appreciative
- Good communicator
- Clear, precise (communication)
- **Hard worker**
- Empathetic
- Good team builder
- Positive
- Ethical
- **Results-oriented (vs. process)**

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# The Bad - Descriptions

## Bad Retail Experience

- Rude
- Headstrong
- Insensitive
- Closed
- Unhelpful
- Unprofessional
- Unconcerned
- **Untrained**
- **Incompetent**
- Unethical
- Lazy / Bored
- Blame others
- Smarmy
- Arrogant
- Condescending
- Non-responsive

## Bad Boss

- Disrespectful
- Belligerent
- Demeaning
- Moody
- Negative
- Unethical
- **Incompetent**
- Discouraging
- Self-absorbed
- **Inconsistent direction**
- Vindictive
- Ego-maniac
- Proudful
- Manipulative
- Paranoid

# The Good - Feelings

## Good Retail Experience

- Satisfied
- You were important
- Valued
- Customer for life
- Relieved
- Pleasant
- Open
- Grateful
- Impressed
- Worthy
- Validated
- Happy
- Equal
- Encouraged
- Hopeful
- Special

## Good Boss

- Empowered
- Enthusiastic
- Valued
- Energized
- Hopeful
- Confident
- Safe
- Relaxed
- Mutual admiration
- Respected
- Motivated to excel

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# The Bad - Feelings

## Bad Retail Experience

- Angry
- Ignored
- Devalued
- Unimportant
- Vengeful
- Helpless
- Unsatisfied
- Disrespected
- Unsafe / Vulnerable
- Used & Abused
- Frustrated
- Victimized
- Disappointed
- Discontent
- Stressed
- Distressed
- In shock
- Disbelief
- Drained
- Hopeless

## Bad Boss

- Little, small, demeaned
- Hopeless
- Stupid
- Drained
- Very Stressed
- Angry
- Fearful
- Depressed
- Unappreciated
- Incompetent
- Rebellious
- Withdrawn
- Uncooperative
- Unproductive
- Eager to sabotage

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**INTENT =  
IMPACT**

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**INTENT =/= IMPACT**



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# Intent vs. Impact

- People with highly-developed EI are aware of their IMPACT.
- They are acutely aware that the impact that *behavior* has on others can be different from what you intend or expect.
- People respond to you based upon what they perceive about your behavior, not *what you think they perceive*.

**Intelligence**

**Intellectual**

**Emotional**



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# Suggested Reading

Goleman, D., (1995). **Emotional intelligence: Why it can matter more than IQ.** New York: Bantam.

Goleman, D. (1998). **Working with emotional intelligence.** New York, NY: Bantam.

Goleman, D. (2000). **Leadership that gets results.** Harvard Business Review March-April, 82-83.

Goleman, D., Boyatzis, R., McKee, A. (2002). **Primal leadership: Learning to lead with emotional intelligence.** Boston, MA: Harvard Business School Press.

Sterrett, E.A. (2000). **The manager's pocket guide to emotional intelligence.** Amherst, MA: HRD Press.

Moments

Sample

The

*Walgreens*

Experience

Sample



# Food for Thought

*Watch your words; they become actions.*

*Watch your actions; they become habits.*

*Watch your habits; they become character.*

*Watch your character; it becomes your destiny.*

Frank Outlaw

## Concluding Thoughts

Here is Edward Bear,  
coming downstairs now,  
bump, bump, bump  
on the back of his head  
behind Christopher Robin.



## Concluding Thoughts

It is, as far as Edward knows,  
the only way of coming  
downstairs.



## Concluding Thoughts

But sometimes,  
he feels that there is another way,  
if only he could stop  
bumping for a  
moment, and think  
about it.



**Balanced Leadership:  
The Role of Behavior Styles and  
Emotional Intelligence**

*Thank you!*

**ADDENDUM to**

**Behavior Styles and  
Emotional Intelligence**

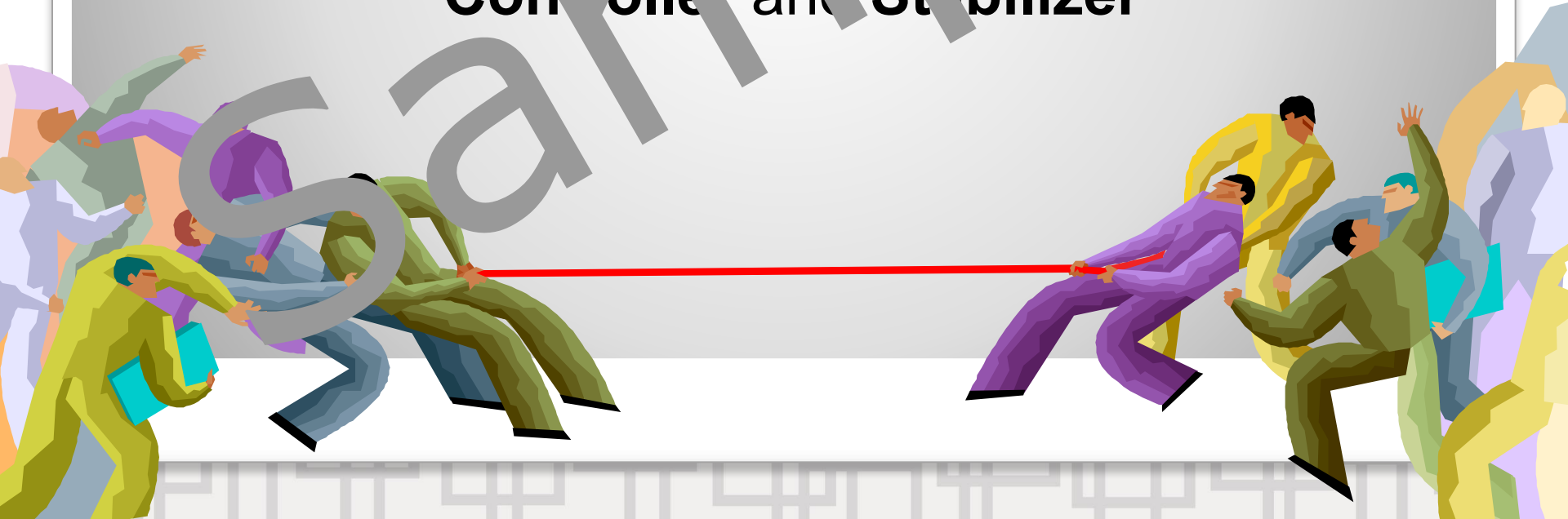
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# Potentially Toxic Relationships

Natural tensions occur between individuals whose orientations are dramatically different from one another.

**Analyzer and Persuader**  
**Controller and Stabilizer**





# Potentially Compatible Relationships

Controller and Analyzer  
Analyzer and Stabilizer  
Stabilizer and Persuader  
Controller and Persuader

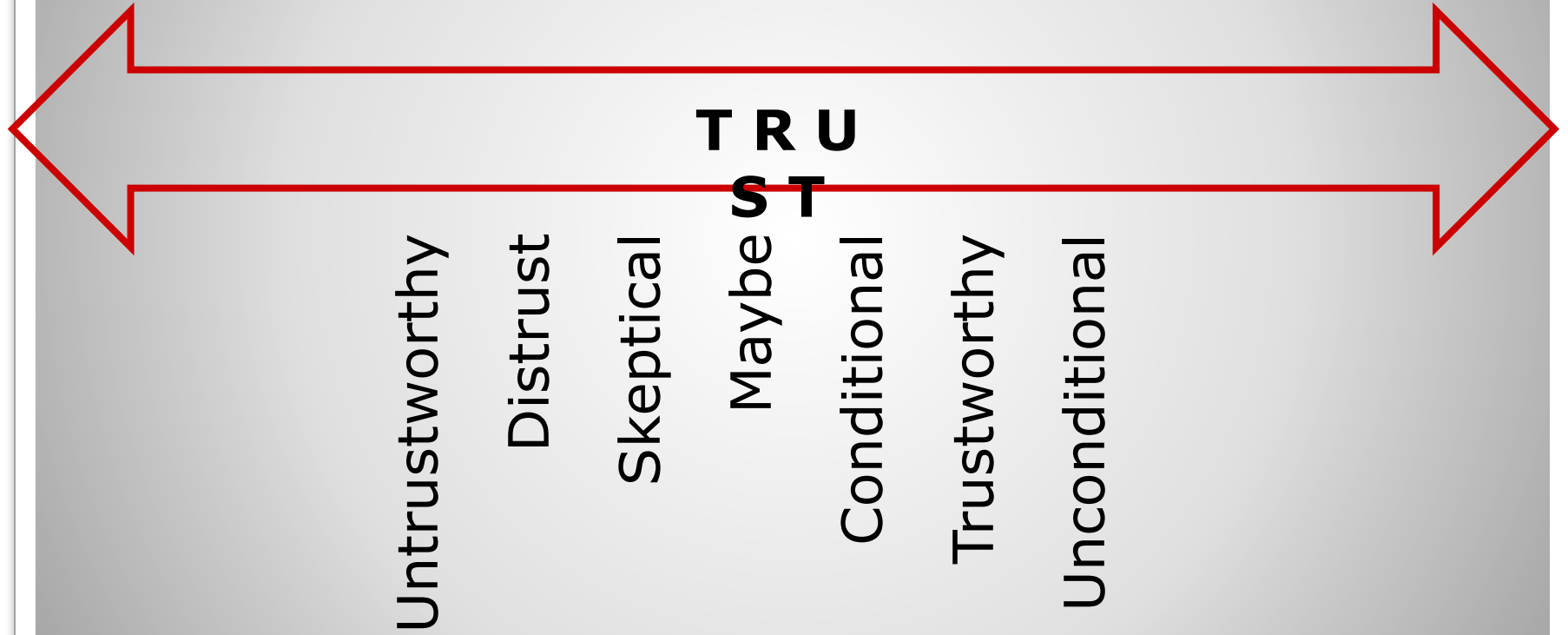




# Behavior Styles: Trust

- For this discussion, “trust” means *I can rely on you for repeated patterns of expected behavior.*
  - There is perceived authenticity; you are real, you are genuine.
  - There is a perceived pattern in behavior.
  - I must believe you CARE.

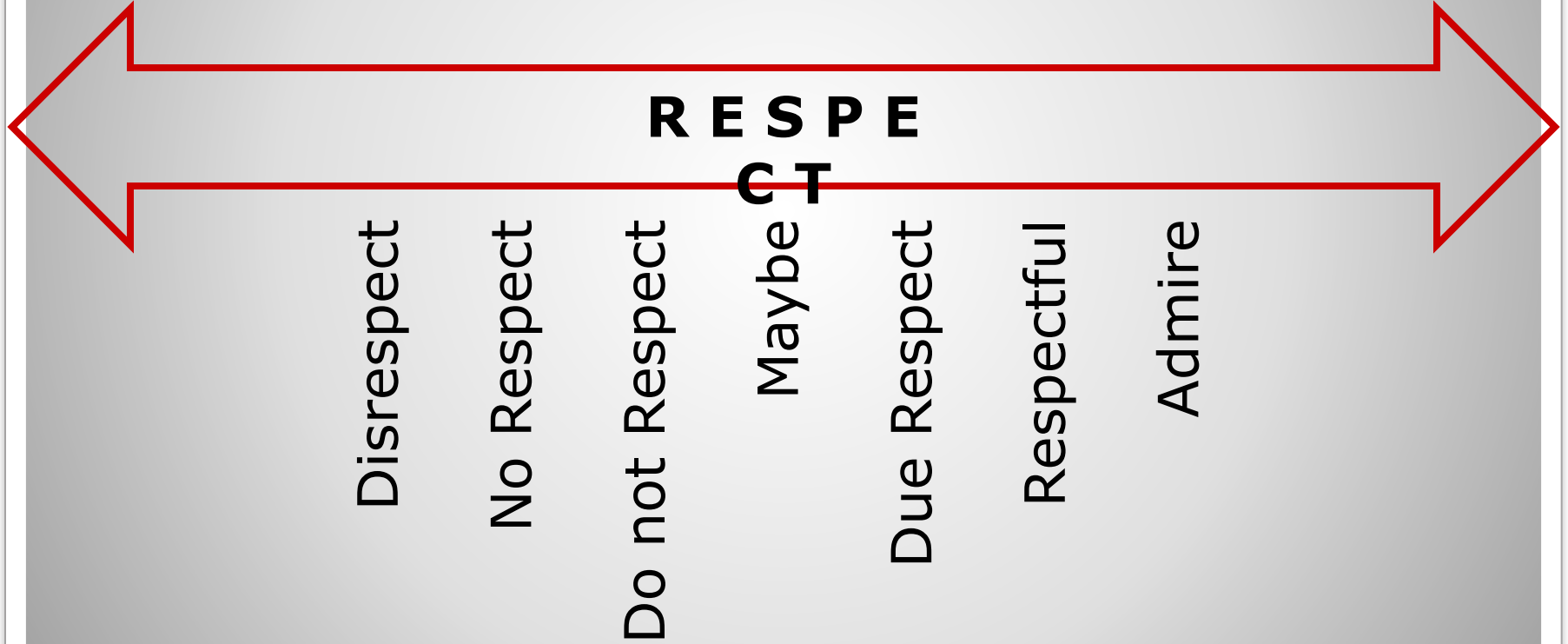
# The TRUST Continuum



# Behavior Styles: Respect

- While trust ties to the chemistry part of a relationship, “respect” ties to the *talents and skills a person brings to the relationship*.
  - It is tied to the fact that you are good at doing something.
  - I have a high “regard for” your ability to use your talents and skills.

# The RESPECT Continuum



# Emotional Intelligence Considerations

- How can we strengthen competencies that are currently less developed?
- How does this information shape the way we guide and interact with others?
- How does our understanding of behavior styles impact our EI?
- How can we use this information to be better leaders in our work? In the community?

# Developing Your Emotional Intelligence

## Acting With Integrity

- Difficult choices occur
- Align choices with core values
- Negative impact from being “out of alignment”

# Understanding the Applicability of EI

- Gifted individuals who are exceptionally bright can also be remarkably ineffective and unproductive
- Consider your own area of expertise- which components are intellectual and which are emotional? (Banking, Public Administration, Education, Service Providers, Engineering, Community Development, etc)
- Behaviors are learned and can be “unlearned”

# Another View

Per Daniel Goleman...

**EI** refers to 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.

*and*

**EI** is the “ability to motivate oneself and persist in the face of frustrations, to control and delay gratification, to regulate one’s moods, to empathize and to hope.” (p. 34)



# The Case for Emotional Intelligence

## ● US Air Force Recruiter Selection

- Most successful recruiters scored significantly higher in EI competencies
- Using EI to select recruiters increased USAF ability to predict successful recruiters by nearly three-fold
- Immediate gain was a savings of \$3 million annually.

## The Case for Emotional Intelligence

- L'Oreal sales agents selected on the basis of EI competencies
  - Significantly outsold sales people selected using old procedures.
  - Sold \$91,370 more than other agents for a net revenue increase of over \$2.5 million.
  - Had 63% less turnover during their first year.

## The Case for Emotional Intelligence

- After supervisors in a manufacturing plant received EI training...
  - Lost time accidents were reduced by 50%
  - Formal grievances were reduced from an average of 15 per year to 3 per year
  - The plant exceeded productivity goals by \$250,000

# PERSONAL COMPETENCE

## Self-Awareness

Knowing one's internal states, preferences, resources and intuitions.

- Emotional Awareness
- Accurate Self-assessment
- Self-confidence

# PERSONAL COMPETENCE

## Self Management

### Self-Regulation

Managing one's internal states, preferences and resources.

- Self-control
- Trustworthiness
- Conscientiousness
- Adaptability
- Innovation

### Motivation

Emotional tendencies that guide or facilitate reaching goals.

- Achievement Drive
- Commitment
- Initiative
- Optimism

# SOCIAL COMPETENCE

## Empathy

Awareness of others' feelings,  
needs and concerns.

- Understanding Others
- Developing Others
- Service Orientation
- Leveraging Diversity
- Political Awareness

# SOCIAL COMPETENCE

## Social Skills

Adeptness at inducing desirable results from others.

- Influence
- Communication
- Conflict Management
- Leadership
- Change Catalyst
- Building Bonds

# Communication is...

- Understanding between and among people
- An interdependent process
- Not necessarily agreement
- Constant. You cannot NOT communicate. We constantly communicate, and we constantly receive communication from others.



# Basic Principles of Communication

- 90% of interpersonal communication takes place on the unconscious level.
- People judge you by your *behavior*, not your intent.
- People are motivated by their needs, not yours.

# Communicating Through Filters

**values**

**assumptions**

**memories**

**interests**

**attitudes**



**strong feelings**

**expectations**

**past experience**

**prejudice**

**physical environment**

# How We Communicate

- What people can see
- What people can hear
- What we actually say

Communication is in the mind of the recipient. You're just making noise if the other person doesn't hear you.

# Effective Communicators...

- Understand how communication occurs
- Understand their own communication behavior style
- Learn to diagnose the communication needs of others
- Develop listening skills
- Communicate with others in a way that is sensitive to and aware of their needs

*Easier said than done, huh?*

# Wouldn't it be great if you could...

- Understand how your *preferred* style of working comes across to other people?
- “Read” other people’s behavior so you’ll know the best way to work with them?
- Find common ground with people while maintaining your individuality and integrity?
- Adjust your behavior in small ways that dramatically improve results among different styles?
- Relate effectively—no matter how others react to you?

*People Styles at Work: Making Bad Relationships Good and Good Relationships Better.* Robert Bolton and Dorothy Grover Bolton.



*“Trust me Mort – no electronic-communications superhighway, no matter how vast and sophisticated, will ever replace the art of the schmooze.”*



# Effective Communication Techniques

- Use feedback
- Choose appropriate (and perhaps multiple) channels
  - Email, phone, one-on-one?
  - Amount of information and timing?
- Be sensitive to the receiver
- Be aware of observable behaviors and symbolic meanings
- Use simple language
- Use repetition

*How to Speak and Listen Effectively*, Harvey A. Robbins.

# Most Common Poor Listening Habits



- Not paying attention
- “Pseudolistening”
- Listening but not hearing
- Rehearsing
- Interrupting
- Hearing what is expected
- Feeling defensive



# Developing Positive Listening Habits



- Paying attention
- Listening for the whole message
- Hearing before evaluating
- Paraphrasing what was heard

*25 Activities for Teams, Pfeiffer & Company*

# Key points to take away

- Ñ Think about your communication/behavioral style
- Ñ Think about how you apply that style in dealing with others, particularly those with other styles
- Ñ Remember that communication is more than words
- Ñ Assume real responsibility for your communication
- Ñ **If you want to get different results, YOU have to do things differently.**

# Active Listening

- Minimize distractions
- Reduce physical barriers
- Avoid or limit interruptions
- Detect the central idea
- Control your emotions
- Evaluate the message
- Be aware of your physical position and nonverbal behavior
- Allow silence
- Ask probing and occasional questions
- Acknowledge and respond using paraphrasing, perception checking and summarizing

# Giving Constructive Feedback

1. **“When you . . .”** Start with a “When you . . .” statement that describes the behavior without judgment, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible.
2. **“I feel . . .”** Tell how their behavior affects you. If you need more than a word or two to describe the feeling, it’s probably just some variation of joy, sorrow, anger, concern or fear.
3. **“Because I . . .”** Now say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you.

# Giving Constructive Feedback

- 4. Pause for discussion**      Let the other person respond.
- 5. “I would like....”**      Describe the change you want the other person to consider...
- 6. “Because....”**      ...and why you think the change will alleviate the problem.
- 7. “What do you think?...”**      Listen to the other person’s response. Be prepared to discuss options and reach consensus on a solution.

# Example: Giving Constructive Feedback

1. **“When you...”** “When you are late for team meetings,
2. **“I feel...”** I get angry...
3. **“Because I...”** ... because I think it is wasting the time of all the other team members and we are never able to get through all of the agenda items.”
4. **(Pause for discussion)**
5. **“I would like...”** “I would like you to consider finding some way of planning your schedule that lets you get to these team meetings on time.”
6. **“Because...”** “Because that way we can be more productive at the team meetings and we can all keep to our tight schedules.”
7. **“What do you think?”**