

The Prevue Leadership Model

- ☺ PROLOGUE
- ☺ INSTRUCTIONS
- ☺ NEGOTIATION STRATEGIES

Introduction to
The Success Discovery Process
for Leadership Training and the
Prevue Process Model for Management

The “Prevue Process Model” report series is designed to improve your ability to bring peers, subordinates, and clients within your sphere of influence.

This report is not designed to be a “read only” document. It is meant to be used as a roadmap and guide toward Leadership development.

The Prevue Process Model Report consists of two distinct sections.

1. Prevue Development and Coaching Report - Understanding the following traits:

- Working with Numbers, *Words, Shapes (Graphs, Maps, and Abstract Thinking)*
- Working with *People, Data, and Things.*
- Behavioral *and Personality Traits.*
- Cognitive Ability *and the ability to solve problems and think “Outside the box.”*
- Personal Interests, *Attitudes, and Values.*

2. Emotional Intelligence Quotient traits. - Understanding:

- Self-Awareness (*Ability to understand your moods and drives*)
- Self-Regulation (*Ability to control or redirect disruptive influences*)
- Motivation (*Work for reasons that go beyond money or status*)
- Empathy (*Ability to understand the emotional makeup of others*)
- Social Skills (*Proficiency in managing relationships and building networks*)

Managing and Developing the above listed traits goes to the heart of Management Development and the Leadership Competencies of “making complex decisions.” Your goal therefore, is to bring others into your sphere of influence based upon your effectiveness in combining a mixture of analysis, wisdom, experience, and judgement. In short, you will be sought out by others for your expertise, advice. and solutions.

PROCESS MODEL

Management and Leadership Development - INSTRUCTIONS

The Prevue Process Model report is designed to become the basis for Management, Leadership, and Executive intervention type Performance Development program. It does require several hours to read, understand, and analyze. Unless the workbook that follows is completed, the benefits will be minimal. Upon completion of the workbook Success Discovery Process please discuss the report and the completed workbook with a friend and your manager or facilitator.

Day 1 - Upon receipt read through the entire report to obtain an overview.

- Use a yellow highlighter to highlight any statement in the report(s) that you strongly disagree with. Make notes for future reference.
 - **Remove the “Negotiation” insights section.** Fill out and complete the “People I Know” worksheet and begin practicing the recommended negotiation techniques until they become “second nature” to you. This will take time and practice..
 - Set the report aside and reflect upon the contents.
-

Day 2 - Carefully re-read the Coaching Report section. (Part 1)

- Make notes after reading each trait taking into account the report recommendations on:
 - Training, and performance development and learning insights and-
 - Continuous Quality Improvements.
 - Think about how you will adapt to fulfill the report recommendations.
(Make a separate list if necessary).
- **Fill out and complete the “Trait development section”**
- Reflect upon how you intend to develop traits in need of improvement.

Keep in mind this portion of the report examines your approach to life, and to the job by analyzing your job focus and Personal Interests, Attitudes, and Values).

Day 3 - Re-read the Emotional Intelligence section. (Part 2)

- Make notes based upon the report recommendations.
- **Carefully complete the EIQ Discovery Process portion of the workbook.**
- Create an action plan for improvement.
- Immediately begin applying what you have learned. Practice on friends, family, peers, and subordinates.

Note: Properly applying EIQ techniques is an invaluable tool for management and sales personnel. The goal of E.IQ. is to persuade and influence others, to take control of stressful situations and exhibit the ability to mediate in complex social situations.

(Continued on the next page)

Day 4 - Review once again the Coaching Report section and carefully
Complete any unfinished part of the Discovery Process Workbook.

Day 5 - Re-read the entire report to imprint an in-depth understanding of the information contained within the report.

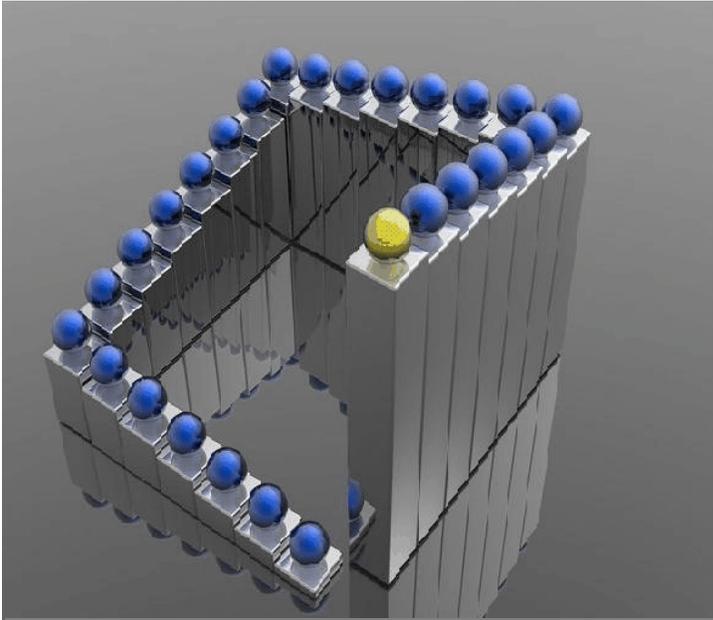
Continuous focus:

- Review your “Action Plans” daily.
 - Stay focused and on target.
 - Remember
We are the sum of our experiences, that is what makes each of us unique and individual.
 - It takes time and focus to intervene and change our “usual” way of doing things.
 - Review the report monthly until all Leadership traits have been enhanced.
 - The effort you expend on the Process Model Discovery Process will bring lifelong rewards and benefits both personally and professionally.
-

Continuous Learning:

As we have moved away from the Industrial Age to more intangible jobs, the need for Continuous Learning has become paramount. Continuous Learning can be a challenge for some people especially those in Senior Management Positions. Your future career success depends on continuous learning.

- The top ten in demand jobs in 2010 did not exist in 2004.
- U.S. Department of Labor estimates that today’s new job candidate will have 10 to 14 jobs by age 38.
- In 2009 there were 31 billion searches on Google every month.; only 2.7 billion for the year 2006.
- Jobs are changing and the job market is changing. Continuous Learning is an absolute necessity.



- Negotiation Techniques/Strategies

NEGOTIATION STRATEGIES

Use this page for ideas on how to control the interaction between yourself and another person. In any negotiation you must first gain control of the situation - then, read the other persons style and apply the appropriate strategy. Review the detailed strategies on the following pages. Adjust your strategy and intensity to the other person. Use "Mirror Imaging" Techniques. The negotiation strategies listed here are not easy to master. We suggest you draw up a list of friends, family, and co-workers, and put each of them in a category (style #1, 2, 3, or 4) that matches their communication/negotiation style. Apply the appropriate negotiation techniques to each of them, every time you meet and communicate with them. Keep a record of your progress!

PROSPECT or CLIENT	STRATEGY
Skeptical, Suspicious	Agree on minor points and expand. Be conservative in assertions.
Nervous, irritable, high strung	Use a quiet, tactful, soothing manner.
Pessimistic, grouchy, complaining	Listen patiently, ask questions to find out their real concerns.
Egotistical, opinionated, high hat	Flatter their ego. Concentrate on getting results.
Argumentative, blustering	Create response by challenging in a sincere manner.
Silent, secretive	Be more personal than usual to draw them out.

- Improving Your Negotiating Flexibility -

When interacting with a person with the following “Assertive” style, type #1,:

- Fast-paced speech
- Gives a strong first impression
- Impatient
- Direct
- Tries to control the situation

Factors that will improve negotiations with this type of person:

- Speed up - omit some of the details
- Speak with confidence
- Flatter their ego
- Don't waste their time
- Stress Service - be fast and efficient
- Stress new products and service

Factors that will create tension or dissatisfaction with this type of person:

- Not reacting quickly
- Speaking slowly and deliberately

When interacting with the following “Relationship” style, type #2:

- Friendly and talkative
- Impulsive
- Uses many hand gestures when speaking
- Gets emotional
- Imprecise about the use of time

Factors that will improve Negotiations with this type person:

- Be more demonstrative with your facial gestures
- Be flexible with your time schedule....allow time for them to talk
- Let them know you enjoy their company
- Be prepared for them to be emotional
- Let them know you are interested in helping them

Factors that will create tension or dissatisfaction with this Style person:

- Not sharing information freely
- Not displaying a sense of urgency

When interacting with the following “Supporter” style, type #3:

Patient
Easy going
Uses an unemotional tone of voice
Reserved
Deliberate - methodical

Factors that will improve Negotiations with this type of person:

Maintain a friendly environment
Show a demonstrated need for urgency
Present information in a systematic fashion
If change is necessary, give many reasons and benefits
Show sincere appreciation
Stress security
Assure them that many others are using your product/service

Factors that will create tension or dissatisfaction with this type of person:

Not demonstrating personal attention
Being possessive of information

When interacting with the following “Analytic” style, type #4:

Speaks slowly
Asks questions about facts and data
Deliberate in actions
Uses few gestures
Skeptical
Suspicious

Factors that will improve Negotiations with this type of person:

Be diplomatic and courteous
Don't ask probing, personal questions
Avoid criticism of their comments or choices
Provide assurances of correct decisions
Avoid sudden or abrupt changes
Don't threaten them

Factors that will create tension or dissatisfaction with this type of person:

Sloppy work environment
Overselling

- People I know -

Instructions:

Read the Negotiation Strategies and the four main types of people and how to influence them. Make a list of people you interact with on a regular basis. Put them in Category 1, 2, 3, or 4. Every day select one person from your list and apply the strategy and communication style that will best influence them. Practice this technique until it becomes natural for you. Your goal is to be able to persuade and influence others.

Assertive People - Type 1

Name: _____

Name: _____

Name: _____

Name: _____

Relationship Oriented People - Type 2

Name: _____

Name: _____

Name: _____

Name: _____

Supporting People - Type 3

Name: _____

Name: _____

Name: _____

Name: _____

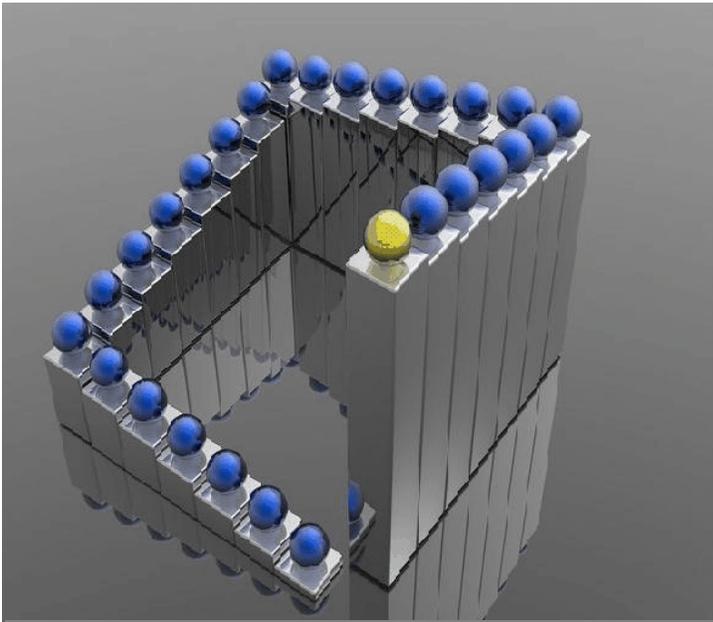
Analytic People - Type 4

Name: _____

Name: _____

Name: _____

Name: _____



Part Two - Leadership Coaching

Prevue Self-Help & Development Program

Instructions:

- Ratings of 4 through 8 are generally considered to be "Average" and appropriate for most jobs. It is not necessary to focus on traits with ratings of 4 through 8.
- A Rating of 9 is considered "High" verify that your focus is appropriate to the job.
- A Rating of 10 may be an excessive focus that may turn a strength into a potential weakness.
- Ratings of 2 or 3 are generally considered to be "weak" or outside the norm. If your rating is 2 or 3, examine if this will have a negative impact on the job.
- A rating of 1 in any trait is an area for concern. Discuss with your Manager. Work together to find an improvement solution.

Enter your rating for each of the following traits:

Trait: **Working with Numbers**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Working with words**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Working with Shapes**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Working with People**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Working with Data**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Working with Things**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Diplomatic**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Cooperative**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Submissive**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Spontaneous**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Innovative**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Reactive**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Introvert**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Self-Sufficient**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Reserved**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Emotional**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Restless**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Excitable**

My Rating: _____

I intend to improve in this area by:

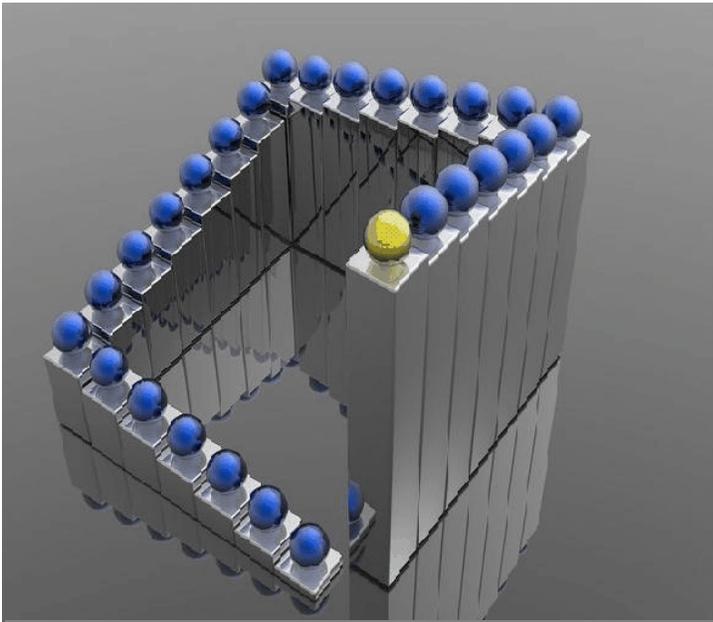
If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.

Trait: **Frank**

My Rating: _____

I intend to improve in this area by:

If your rating is 1, 2, or 3, this is an area of concern. List how you propose to improve in this area. If your rating is 10, your approach to the job may be excessive in this area, list how you propose to moderate or refocus your behavior.



Part Two - Emotional Intelligence

Introduction to
The Success Discovery Process
for the
Emotional Intelligence Portion
of the
LEADERSHIP MODEL

The Emotional Intelligence Quotient report is not designed to be a “read only” document. It is meant to be used as a roadmap and guide toward Emotional Intelligence development.

First we must understand: **What is Emotional Intelligence?**

- Emotional Intelligence is not about being nice all the time, It is about being honest.
- It is about being aware of your feelings, and those of others.
- It is about developing your EIQ to enhance your ability to influence others.
- Emotional Intelligence is not about being emotional, it is about being smart with your emotions.
- Learn to recognize the five competencies you can work on to increase your level of Emotional Intelligence and why they are important to personal and professional success.
- Listen to and employ your emotions for better decision making.
- Show you care, and build trust by displaying sensitivity and concern.
- Use your EIQ, energy and enthusiasm to motivate others.

What are the Personal Benefits of Emotional Intelligence?

- Greater Career Success
- Stronger Personal Relationships
- Increased optimism and confidence
- Better physical and emotional health

What are the Professional Benefits of mastering Emotional Intelligence?

- Effective Leadership skills
- Improved communication
- Less workplace conflict
- Better problem solving skills
- Increased likelihood of promotion
- The ability to unite team members toward achieving goals.

How does one define, and understand the “Emotional Intelligence Quotient”

The EIQ is comprised of two categories separated into five traits.

1. Intra personal, or EIQ traits turned inward, that is focusing on yourself, they are: Self-awareness, Self-Regulation, and Motivation.
2. Interpersonal, or EIQ traits focused outward to better understand others. These traits are Empathy, and Social Skills.

How do I develop my EIQ?

- A. Read your EIQ report.
- B. Discuss it with your manager, friends, spouse, or partner. Ask their opinion.
- C. Focus attention on any trait listed as being “LOW”
- D. Read and put into practice the recommendations listed in the “What you can do” section.
- E. To develop leadership skills, read and put into practice the recommendations for any trait where you are listed as “AVERAGE.”
- F. Make a concerted effort to focus on the recommendations each and every day.
- G. Complete the Discovery process pages that follow.

Practicing and Developing – SELF-AWARENESS

1. What situation comes to mind that would have turned out more positively if you were more aware of your emotions and feelings so you could control them instead of allowing them to control you?

2. How can you learn to “tune-in” to your emotions so they can give you valid information about your responses to stressful situations?

3. Do you recognize the importance of emotions even in technical fields?

YES NO

Why? _____

4. Do you agree that humans are emotional beings?

YES NO

Why? _____

5. Why would emotional self-awareness be an important trait when managing others?

6. List three emotions that rise to the surface when you feel stressed.

I. _____

II. _____

III. _____

Which of these (if any) would be in your best interest to restrain?

When the last time you were under stress, were you aware of the emotions that surfaced?

___ YES ___ NO

Why? _____

7. Is there an emotional “trigger” that causes you to “loose it” when confronted?

___ YES ___ NO

Why? _____

8. The next time you are placed in a stressful situation to you think you will be able to summon the presence of mind to use your new-found sense of self-awareness to control your emotions?

___ YES ___ NO

Why will this benefit you?

Practicing and Developing - SELF-REGULATION

1. Provide an example of how you would (or did) “re-frame” a stressful situation into one that is more workable?

2. Are you aware of your emotional “triggers?”

YES NO

3. Are you able to manage your own emotional “triggers?”

YES NO

Explain: _____

4. Do you accept responsibility for choosing your own emotional responses?

YES NO

5. Do you agree with the following statement: If we are in a heightened state of agitation or anger we cannot make good decisions, we cannot reason well.

YES NO

Why? _____

6. If you loose your temper in public it demonstrates that you are:

Forceful Vulnerable Emotional Immature

7. Those who have mastered the art of Self Regulation tend to practice restraint by listening to others and wait for the complete story, pausing, and then responding. Do you consider this statement to be:

TRUE FALSE

8. What is the one thing you should do to improve your ability to regulate your emotions?

Practicing and Developing - SELF-MOTIVATION

1. How do emotions affect your performance?

2. How do emotions affect your self-motivation?

3. Our motivational style is often described as being in a "Flow state," that is being in the moment with work tasks. Does this describe you or is this a goal you would like to achieve?

4. Identify your explanatory style. When a setback strikes to you ask:

- A) _____ What's wrong with me?
- B) _____ What's wrong with this situation?
- C) _____ What can I fix?

Explain your selection:

5. What is your primary goal in life?

6. What are you doing to achieve this goal?

Practicing and Developing - EMPATHY

1. Would you agree that listening to others without interrupting them shows respect or empathy?

YES NO

Why? _____

2. Empathy is considered the ability to recognize and respond appropriately to the emotions of others. Why is this an important leadership skill?

3. Have you ever met someone who listens to you just enough to get your basic point of view, not to value it but to accumulate enough information to change your thinking to their point of view? What is your opinion of this type of person?

4. Do you occasionally or often interrupt when someone else is speaking to interject your thoughts or ideas?

YES NO

5. By expressing empathy, do you agree that in turn you create empathy in others?

YES NO

Why? _____

6. The mutual trust and empathy created by sharing thoughts and experiences can impact upon measurable goals such as productivity and safety. How is this possible?

Practicing and Developing – SOCIAL SKILLS

1. Does etiquette still have social relevance in today's society?

YES NO

Why? _____

2. What is the benefit to creating effective relationships?

3. Are your table manners the same in the company lunchroom as in a restaurant?

YES NO

4. Do you think the use of words such as "Please" and "Thank You" are necessary in today's work environment?

YES NO

Why? _____

5. Do leaders need social skills?

YES NO

Why? _____

6. Someone who is socially competent exerts a strong influence over others because they make others:

A. At Ease

B. Receptive to their thoughts and ideas

C. Both A and B

Conclusion:

Review your EIQ report weekly. Make certain to follow the report recommendations and learn to control your emotions and master the art of creating effective relationships. Use the EIQ report and what you have learned by completing this Discovery Process to bring others into your sphere of influence. Thank You.

ACTION PLAN for Self-Development

NAME: _____

List three areas in which you see the need to focus effort along with your plan of action to achieve the desired goal. Select improvement items from the Development Guide , the text report, or suggestions from your manager or facilitator.

" **FIRST FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

" **SECOND FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

" **THIRD FOCUS AREA:** _____

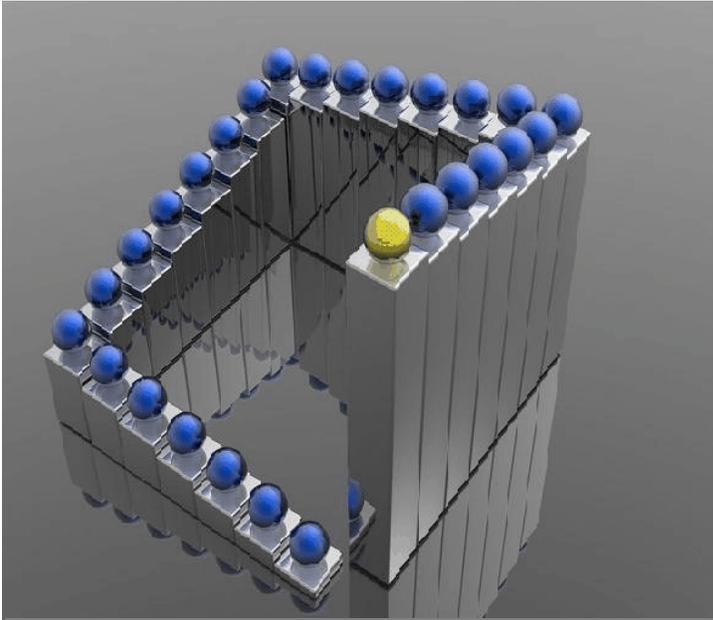
Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

Date: / /

Action Plan Commitment Agreement by: _____ (Examinee)

Supported by: _____ (Manager/Facilitator)



Conclusion

ASSERTIVE COMMUNICATION

- Communicating with a purpose as a technique for managing and influencing others -

COMMUNICATION STYLES

Assertive communication is not being overbearing, it is a communication technique designed to enhance your sphere of influence over peers and subordinates. Assertion is a style of communication. We all have learned different styles of communication as we have adapted to the various situations of our lives. If some of our styles of communication do not work well in our current situation, they can be changed and replaced with new behaviors. Though there are times when it is best to be passive and times when it is best to be aggressive, in most situations it works best to communicate assertively, that is, to communicate with a specific goal in mind.

Assertion skills help you:

- Stand up for yourself
- Express feelings directly
- Improve relationships
- Give Compliments
- Give Criticism
- Make requests
- Say No / Set Limits

DEFINITIONS (from Lange & Jakubowski)

1) Assertion

...standing up for personal rights and expressing thoughts, feelings and beliefs in direct, honest, and appropriate ways that do not violate another person's rights.

...The basic message of assertion is: This is what I think. This is what I feel. This is how I see the situation.

...The goal of assertion is communication and mutuality; that is, to get and give respect, to ask for fair play, and to leave room for compromise when the rights and needs of two persons conflict.

The best managers know how to properly use assertion to achieve goals.

2) Passivity

...violating one's own rights by failing to express honest feelings, thoughts, and beliefs and consequently permitting others to violate oneself or expressing one's thoughts and feelings in such an apologetic, diffident, self-effacing manner that others can easily disregard them.

...The basic message of passivity is My feelings don't matter - only yours do. My thoughts aren't important - yours are the only ones worth listening to. I'm nothing - you are superior.

...The goal of passivity is to appease others and to avoid conflict at any cost. Managing others often means addressing and solving conflicts; not avoiding them.

3) Aggression

...directly standing up for personal rights and expressing thoughts, feelings, and beliefs in a way that is often dishonest, usually inappropriate, and always violates the rights of others.

...The basic message of aggression is: This is what I think - you're stupid for believing differently. This is what I want - what you want is not important. This is what I feel - your feelings don't count.

...The goal of aggression is domination and winning, forcing the other person to lose. Winning is ensured by humiliating, degrading, belittling, or overpowering other people so that they become weaker or less able to express and defend their needs and rights.

Based on the above definitions; the ideal management style is that of assertive communication. Good managers cannot be passive and even more important a manager who is aggressive actually creates disharmony within the organization and is disrespected by peers and subordinates. It is crucial to understand the difference between an assertive, passive, and aggressive management style.

IMPORTANCE OF PROCESS

The major impact of interpersonal communication comes not from what we say (content) but from how we say it (process). Assertive content with passive process will communicate passivity. Managers must project an image of authority and self-assurance. Some examples of important process variables include:

Assertion:

Direct but non-invasive eye contact, modulated voice, respect for spatial boundaries, use of illustrative gestures, an erect but relaxed posture.

Passive:

No eye contact (or indirect evasive eye contact), soft/whiny/or muffled voice, cringing/or physically making yourself small (hang-dog posture), use of nervous or childish gestures.

Aggressive:

Invasive/angry staring-eye contact, loud strident voice, invasion of spatial boundaries, use of aggressive gestures (parental finger), stiff, muscled up, posture, towering over others.

IDEAS TO KEEP IN MIND

1. Assertive behavior is often confused with aggressive behavior, however, assertion does not involve hurting the other person physically or emotionally.
2. Assertive behavior aims to equalize the balance of power, not to "Win the Battle" by putting down the other person or rendering them helpless.
3. Assertive behavior includes expressing your legitimate rights as an individual. You have a right to express your own wants, needs, and ideas.
4. Remember: Other individuals have a right to respond to your assertiveness with their own wants, needs, and ideas.
5. An assertive encounter with another individual may involve negotiating an agreeable compromise.
6. By behaving assertively, you open the way for honest relationships with others.
7. Assertive behavior is not only determined by what you say. A major component of the effect of your communication depends on how you say it.
8. Assertive words accompanied by appropriate assertive body language make your message more clear and have more impact.

9. Assertive body language includes:

- a) Maintaining direct eye contact.
- b) Maintaining an erect posture.
- c) Speaking clearly and audibly.
- d) Not using a soft, whiny, or muffled voice.
- e) Using facial expressions and gestures to add emphasis to your words.

10. Your communication style is a set of learned behaviors. Assertive behavior is a skill that can be learned and maintained with practice.

ASKING FOR BEHAVIOR CHANGE

One specific type of assertive behavior is a request for behavior change. For example: You may need to ask a spouse to turn down the stereo so you can study or ask an employee to stay later to complete an urgent assignment because they overextended their lunch hour. It is necessary to request that others change behavior that does not work, but it is often difficult for people to make such requests:

1. You have a right to ask for behavior change from others. (They also have the right to refuse.)
2. When you do not ask others to change a problem behavior, you risk allowing the behavior to continue and your relationship to be strained, or waiting until you are fed up and starting a fight.
3. Requests for behavior change protect your rights, at the same time they build clear communication and more effective relationships.

4. When asking for behavior change use an I message format:

WHEN ... (objectively describe the other's behavior)

THE EFFECTS ARE ... (describe how the behavior concretely effects you).

I FEEL ... (describe how you feel).

I'D PREFER ... (describe an alternate behavior you prefer).

OK? ... (or synonymous request for closure).

You may wish to follow requests for behavior change with statements of logical consequences (If you turn down the radio when I need to study, I will also make an effort to be considerate of your needs).

5. Demonstrate assertive body language when asking for behavior change: direct eye contact, erect posture, clear speech.

Now.Practice what we have learned!

ACTION PLAN for Self-Development

NAME: _____

List three areas in which you see the need to focus effort along with your plan of action to achieve the desired goal. Select improvement items from the Development Guide , the text report, or suggestions from your manager or facilitator.

" **FIRST FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

" **SECOND FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

" **THIRD FOCUS AREA:** _____

Action Plan - Steps I will use to achieve improvement goals in this area:

Time frame to achieve this goal:

Date: / /

Action Plan Commitment Agreement by: _____ (Examinee)

Supported by: _____ (Manager/Facilitator)