

**Learning with
Experience LLC**

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Learning Objectives

Enhance Emotional Intelligence Skills

- Supplement Technical Expertise
- Self-awareness
- Self-management
- Social Awareness and Observation Skills
- Relationship Skills

Influencing Without Authority

- Build Skills and Options

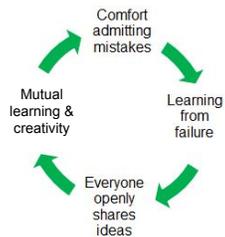
Maximize Better-Up Coaching Opportunity

- Provide insights and tangible data points for Post-360 Action Planning

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Psychological Safety



Psychological Safety exists when you're not afraid to:

- Be Yourself
- Take Risks
- Make Mistakes
- Raise Problems
- Ask Questions
- Disagree

Agreements that will enable you to do these things here?

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Workshop Agreements

- **Confidentiality**
- Invitation to try something new
- Respect each other's comfort & stretch zones
- Mistakes = a necessary part of learning
- Monitor & take care of your own needs
- Attend every session (please be on time)
- Other?

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What can you work on here?

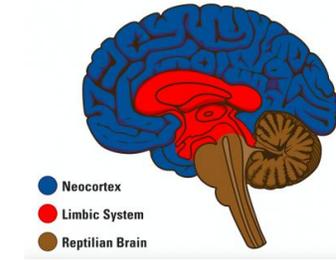
	Recognition	Regulation
Personal Competence	Self-Awareness <ul style="list-style-type: none"> ✓ Self-confidence ✓ Awareness of your emotional state ✓ Recognizing how your behavior impacts others ✓ Paying attention to how others influence your emotional state 	Self-Management <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas and information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully
Social Competence	Social Awareness <ul style="list-style-type: none"> ✓ Picking up on the mood in the room ✓ Caring what others are going through ✓ Hearing what the other person is "really" saying 	Relationship Management <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas/information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully

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<https://positivepsychology.com/emotional-intelligence-frameworks/>

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Sensations ↔ Feelings ↔ Thoughts



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Green Brain: reptile/sensations/gut

- Ancient and instantaneous
- Somatic: physical sensations

Red Brain: mammal/feelings/heart

- Old and fast (1/6th of a second)
- Emotions/feelings

Blue Brain: human/thoughts/head

- Relatively new and slow
- Thoughts, symbol, language,
- Takes a lot of energy to use

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The Vocabulary of The 3 Brains

Somatic (body) Clues and Cues

Body "cues" for different feeling families

Cues: heart rate, sweaty palms, stomach sensations, body tension, smile

Relationship Impact

Closer (Turning Towards) Distance (Turning Away) Challenge (Turning Against)

Primary Feeling Families

Mad - Sad - Glad - Bad - Afraid ("Egad!")

Metaphor, Imagery, Content

Nature, Animals

Experiences: ("trapped," "storm at sea," warm blanket")

Thought bubbles: Can help you peel back to feelings/sensations

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Advocacy

"What I think is ..."

"What we should do is ..."

"The best course of action is ..."

"Do this! _____"

"My preference is _____"

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	Low	Inquiry	High
High			
Advocacy	Advocacy	Collaborating	Mutual Learning
	Noticing	Asking	
Low	Observing	Interviewing	

Adapted from Diana McLaren Smith in Senge et al. 1994, p. 254

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Inquiry

“What you you think about ___?”

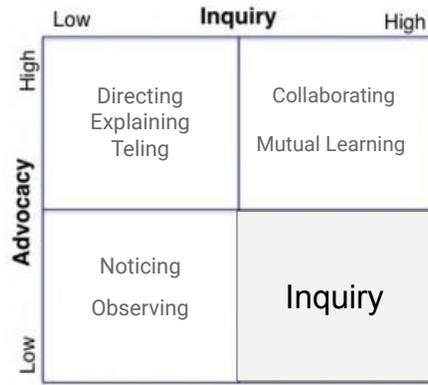
“Tell me more”

“Do you mean ...”

“What’s important about that for you/your team/your dept?”

“What are your priorities/needs?”

“What information do you have?”



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Advocacy/Inquiry: CULTURE INFLUENCES

High Context Cultures
(ex: China, India, Africa, ...)

Low Context Cultures
(ex: USA, Australia,)

High respect for hierarchy. Deference to superiors	Willing to challenge authority. Questions superiors.
“Tallest blade gets cut down”	“Squeaky wheel gets the grease” “Toot your own horn”
Face-saving	“Give it to me straight” “Honesty is the best policy”
Group/Team harmony	Air differences; Surface individual needs
Non-verbal	Spoken word

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Speaker: 5 LEVELS OF COMMUNICATION

“Five Levels of Interpersonal Communication” *

1. Ritual
2. Extended Ritual
3. Content (Surface)
4. Feelings *about content*
5. Feelings *about each other / the relationship*

* Richard Francisco, PhD

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Listener: ADVANCED LISTENING SKILLS

LISTEN ...

- with engaged non-verbal body language
- with **Curiosity**
- to **Understand** (vs. “Listening to Respond”)
- for the **Kernel of Truth** (the 1% you can agree with)
- for **Feelings** (spoken and under the surface)
- for **Values** (spoken and under the surface) -- why is this important to them?
- so you can **respectfully explain their view** to another, even if you disagree

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Importance of Feelings

Why Notice Within Yourself?

- Early warning system
- Strengthen Emotional Intelligence
- Self-discovery (values, priorities)
- Target the true issue/source
- Awareness & skill
= choice in actions
= management of reactions
(affect labeling)

Why Tell Others?

- Leak out anyway
- Congruence builds trust
- Meaning in conversations
- Deepen relationships
- Increase odds getting needs met
(convey what's imp't)
- Conflicts solved at feeling level
- **Effective feedback model**

Why don't we give feedback to others?

Internalized Rules

... Culture, family, roles, setting

Emotional math:

... + 5 - 5 = 0
... "Too small to raise"

History:

... Went poorly in the past

Protection:

... Might hurt their (or your) feelings
... They might not handle it well
... Desire to save face, not embarrass

Identity/Reputation:

... "I'm easy-going, tough, _____"
... "I'd be seen as _____"

Missing skills:

... Feel inadequate to deal with response
... Feel inadequate to repair relationship harm

Giving Feedback: Using The "Net" Model

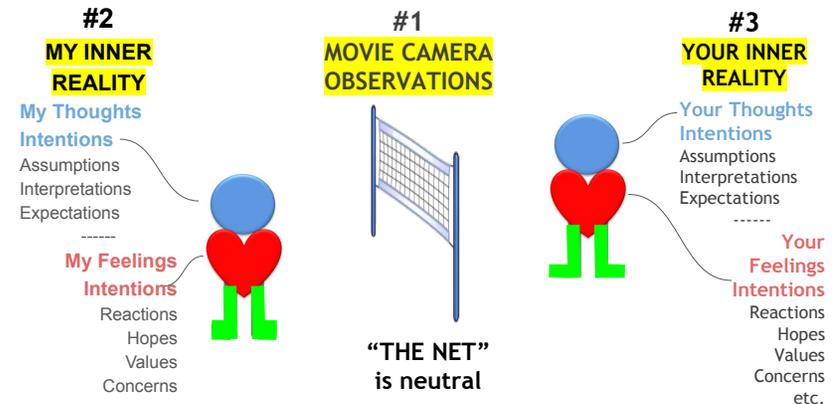
Increases:

Accuracy
Trust
Being heard and understood
Compassion and willingness to collaborate
Mutual learning and 2-way dialogue

Reduces:

Defensiveness and debate
Misunderstandings
Skepticism, Wariness
Misinterpretation and resentment

Giving Feedback: The "Net" Model



The Feedback Model



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The Feedback Model: Do these pass?

Eye rolling. Walking out without making eye contact. A heavy sigh.

"When you gave the presentation and everyone stood & applauded, I felt proud"

"When you all got silent midway through the meeting, I worried you might be feeling disengaged, and I wondered what I could do to get you more energized."

"When you ignored my deadline request, I felt irritated"

"When you're so disrespectful, it's obvious you don't value my ideas"

"I feel like you're so inconsiderate ... I feel sad you don't care about this team."

"I feel demotivated. I wish we could agree on a decision."

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Receiving Feedback

- Gather lots of data
- Listen to understand (not to respond)
- Repeat back what you heard
- Notice and name how it feels to receive
- Benefit of the doubt (their potential feelings and intent)
- Find a kernel of truth
- You decide what to use and how

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The Feedback Model: Practice in here!

"REINFORCING" FEEDBACK

When you did ___ I felt proud for you

When you said ___ I felt appreciative

When you did ___ I felt encouraged to take a risk myself

When you said ___ I felt respectful.

I felt happy you said _____, because it was on my mind too!

"CONSTRUCTIVE" FEEDBACK

When you did ___ I felt impatient

When you said ___ I felt disappointed that you hadn't understood my point

When you did ___ I felt anxious to try again because I thought you might judge me negatively

15% ?

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Feelings-Based Feedback

Thoughts and “False Feelings”

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Beware of ...

Thoughts/opinions/assessments disguised as emotion

- I feel like you _____
- I feel as if _____

Express thoughts as thoughts!

- I **think** you ____ *and I feel* ____

Caution:

- I feel “attacked” (etc)
- = Fear? Hurt?

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Learning in Skill Circles

- T-group learning technology
- “Here & Now” offers the most learning
- Building muscles/options vs. “Changing Who I Am”
- Each one responsible for success of the group
- Facilitator’s job: “Safe enough” for experimentation
- You are responsible for your own learning

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Experimenting in the Skill Circles

- **15% Risk**
- **Observations**
- **Your Side of the Net**
 - Thoughts
 - Assumptions
 - Feedback
 - Reactions to what’s happening
- **Ask for what you want**
- **Anything you “wish the facilitators would do”**

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Triggers: Flooding and Self-Soothing

Physiological Flooding

Common Triggers -- Identity, Truth and Relationship

Self-Soothing

- Breathing techniques
- Ask for a break
- Compassion for your feelings
- Curiosity
- “Hacks” taught in Skill Circles

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