

EMOTIONALLY INTELLIGENT SALES BEHAVIOUR DEVELOPMENT TIPS WORKBOOK

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1 January 2021

**YOUR LOGO
HERE**

ABOUT THIS DOCUMENT

This document presents development tips for each of the emotionally intelligent workplace behaviour competencies of the Genos model. It has been designed to assist Genos certified executive coaches and facilitators in conceptualising development actions for their clients who have participated in the Genos assessment. The development tips are based on scientific theory and research, however; Genos makes no warranties regarding the efficacy of them. No advice or information contained in this document shall create any warranty not expressly stated herein. No person(s) should act or fail to act on the basis of their results or the development suggestions presented in this document.

ABOUT GENOS

We help professionals improve emotional intelligence in order to enhance their impact, influence and resilience. To learn more about our unique approach and the improvements we are generating in terms of productivity, profitability and customer loyalty, visit our website:

www.genosinternational.com

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HOW TO RESPOND TO YOUR FEEDBACK

We recommend that you do not show your Genos Emotional Intelligence Feedback to others, particularly if you completed with other colleagues in your workplace. Doing so can make those who might not feel comfortable to share their report obliged to do so. The feedback was given with the understanding that it was to be private and confidential and this should be respected. Alternatively, we recommend that you:

- Thank people for providing the feedback.
- Outline the insights you have received from it and the actions you are intending to take to leverage strengths and address areas for development.
- Seek further input and refinement on these actions.
- Set a time to follow-up with people for further feedback on how well you have implemented the actions.

WORKING WITH THE SUGGESTED DEVELOPMENT ACTIVITIES

The development activities presented in this document are simple, effective techniques that can increase how often you display emotionally intelligent workplace behaviours. The activities are intended to inspire your own thinking on how to demonstrate the behaviours effectively. For each development activity you may:

- Adopt the activity exactly as suggested,
- Modify it to suit your circumstances, or
- Devise a different development activity.

TIPS FOR SELF-AWARENESS

Self-Awareness is about being aware of the way you feel and the impact your feelings can have on decisions, behaviour and performance. It can be developed by:

1. Reflecting on the way you feel and considering how your feelings are influencing your decisions, behaviour and performance.
2. Seeking feedback from others.
3. By becoming more familiar with your personality, values and beliefs, as these shape the way you interpret events that occur around you and, consequently, the way you tend to think, feel and act in response.



ITEM SPECIFIC DEVELOPMENT TIPS FOR SELF-AWARENESS

ITEM	DEVELOPMENT TIPS
1. Demonstrating awareness of the way you feel.	<ul style="list-style-type: none"> ○ Reflect on the way you feel, label and define these feelings and practice discussing them explicitly with others. ○ If appropriate, share how you feel about different issues or challenges at work. Share what you like and do not like about things.
2. Demonstrating awareness of the impact emotions can have on your thinking.	<ul style="list-style-type: none"> ○ Positive emotions broaden and build the way we think and negative emotions narrow and limit our thinking. ○ Pay attention to the impact your own feelings can have on your thinking and interpretation of events and where appropriate share this with others. ○ Emotions can contribute bias to thinking and decision-making. Familiarise yourself with some of the more common biases people can have and note which are true for you. Consider the types of events and emotions that can cause these biases for you. See for example: https://io9.gizmodo.com/5974468/the-most-common..
3. Demonstrating awareness of the impact your feelings can have on how you interact with others.	<ul style="list-style-type: none"> ○ Mood and emotion are visible to others in our facial expressions, tone of voice and body language. ○ Adopt a self-reflective practice (journal or diary) where you regularly reflect on the way you are thinking, feeling and acting at work. When doing so, it is important to consider <i>how</i> your thoughts, feelings and actions are both serving and limiting you. Ask yourself, why you are responding to things the way you are; what impact are you having on others; why you're acting the way you are; and how you could respond differently.
4. Asking others for feedback on your behaviour.	<ul style="list-style-type: none"> ○ Seek feedback from others on your behaviour and your impact on others. Use the Feedback Tips presented in the back of your Genos EI Report. A framework that explores the things you do that have both a positive and negative impact on others may work well.
5. Responding effectively to feedback from others.	<ul style="list-style-type: none"> ○ Pay particular attention to Feedback Tips 6-10 presented in the back of your Genos EI Report. These tips are specifically about effectively responding to feedback.

<p>6. Demonstrating awareness of your mood.</p>	<ul style="list-style-type: none"> ○ Take the time to consider what you can be like in your best and worst mood at work. Ask others with whom you work frequently to also give their perspective on this. Consider the positive and negative impacts your different moods can have and how to make appropriate adjustments to yourself or what you are doing when in different moods at work.
<p>7. Behaving in a way that is consistent with how you describe yourself to be.</p>	<ul style="list-style-type: none"> ○ If you have not before or for some time, assess your personality and define your core values and beliefs. Once you have identified the types of behaviours that align with these and reflect on the extent to which you demonstrate them. Seek feedback from others on behaviours you demonstrate and note those that are/are not consistent with how you would describe yourself to be. ○ There is a wealth of information on personality types on the internet and free personality tests you can do. These may help with the points above. See for example: http://www.keirsey.com/sorter/register.aspx



TIPS FOR AWARENESS OF OTHERS

Awareness of others is about perceiving, understanding and acknowledging the way others feel. It can be developed by:

1. Making time to get to know those you work with in more depth, exploring, for example, their values and beliefs, personality, and topics such as what they are enjoying and finding challenging at work.
2. Paying attention to the way others are feeling, particularly their demeanour, body language, facial expressions and tone of voice, and adjusting yourself to best fit with them.
3. Asking open and open probing questions about others' thoughts, feelings and perspectives whenever appropriate.
4. Acknowledging and recognising others' hard work, thoughts, feelings and perspectives.



ITEM SPECIFIC DEVELOPMENT TIPS FOR AWARENESS OF OTHERS

ITEM	DEVELOPMENT TIPS
1. Accurately acknowledging the way others feel.	<ul style="list-style-type: none"> ○ When others say how they are feeling make statements that reflect what you have heard. Use clarifying questions if you are unsure or unclear of how others feel. ○ Where appropriate share stories of similar situations and feelings you have that reflect understanding and empathy for the feelings of others.
2. Recognising others' non-verbal emotional cues (e.g., body language).	<ul style="list-style-type: none"> ○ Pay more attention to others demeanour, body language, facial expressions and tone of voice. If it is not consistent with what is being said or discussed then ask open and open probing questions to explore.
3. Noticing when someone needs support.	<ul style="list-style-type: none"> ○ Use the tip for question 2 above. ○ Ask for feedback from others on this question. Try and identify specific times when you may not have noticed or responded effectively when someone needed support. ○ Listen to your intuition, if you feel someone might need support be proactive and ask. If someone else in the team is quite skilled in this area ask him or her to tell you when they suspect someone needs your support.
4. Relating well to others' feelings.	<ul style="list-style-type: none"> ○ Try and adjust your energy, tone, body language and decision-making so that it is more in line with that of those you are interacting with. ○ Where appropriate share stories of similar situations and feelings you have that reflect understanding and empathy for the feelings of others.

<p>5. Accurately viewing situations from others' perspective.</p>	<ul style="list-style-type: none"> ○ Values, beliefs and personality preferences shape our perspective of situations. Familiarise yourself with the different personality and thinking preference categories and use this knowledge to consider situations from these viewpoints. <p>Psychometric assessments can be enormously helpful in this. If you do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement.</p> <ul style="list-style-type: none"> ○ When others give their views and opinions make statements that reflect what you have heard. Use clarifying questions if you are unsure or unclear of others perspective on issues.
<p>6. Adjusting your behaviour so that it fits well with others.</p>	<ul style="list-style-type: none"> ○ Identify people with whom you do not naturally have good fit. Assess your own, and to the best of your ability, the personality types of these people. ○ Once you have identified differences in your personality, conceptualise so-called 'adjust behaviours', things you could do differently in how you interact with these people to better fit and connect with them. ○ Try to adopt a more 'mirroring' type of behaviour with people with whom you do not naturally have good fit. Try and adjust your energy, tone, body language and decision-making so that it is more in line with the behaviour of those with whom you are interacting.
<p>7. Accurately anticipating responses or reactions from others.</p>	<ul style="list-style-type: none"> ○ See first tip for Question 5 above. Use this information to help you anticipate the response or reactions from others. ○ Seek input from others who know the people whose responses and reactions you are trying to anticipate. Use their input where appropriate.

TIPS FOR AUTHENTICITY

Authenticity is about openly and effectively expressing oneself, honouring commitments and encouraging this behaviour in others. It can be developed by:

1. Taking the time to write down the way you are thinking and feeling about events at work. Doing so can help you more accurately express yourself.
2. Thinking about the time, place and situation you are in. Blunt expression without any consideration of these factors can result in defensive, attacking or withdrawal behaviour in others.
3. Using “I feel...” statements to express your feelings.
4. Asking others how they feel about issues and challenges at work.
5. Being open and vulnerable about the way you feel. Doing so will help you connect with others and encourage them to be open and vulnerable with you. This will also build trust and mutual understanding. Being guarded about the way you feel very often leads to mistrust and misunderstandings.



ITEM SPECIFIC DEVELOPMENT TIPS FOR AUTHENTICITY

ITEM	DEVELOPMENT TIPS
1. Sharing how you feel with others.	<ul style="list-style-type: none"> ○ Take the time to identify, label and define the way you feel. Feeling words lists can be useful tools for doing this. See for example: https://www.cnvc.org/sites/default/files/feelings_inventory_0.pdf ○ Use 'I feel' statements when expressing how you feel to others. For more information see: https://static.genosinternational.com/pdf/How_to_Express_Feelings.pdf
2. Describing your own feelings in a way that is sensitive to the feelings of others.	<ul style="list-style-type: none"> ○ Think about the outcome you want from expressing how you feel to others. Ask yourself how you can best express how you feel to maximise your chance of achieving the outcome you want. ○ Use 'I feel' statements when expressing how you feel to others. For more information see: https://static.genosinternational.com/pdf/How_to_Express_Feelings.pdf ○ Before expressing your feelings, reflect on the way the person you are expressing yourself to might be feeling. Use this information to adjust your energy, tone or the strength of what you express to achieve the best outcome.
3. Expressing your feelings in the right place and time.	<ul style="list-style-type: none"> ○ Consider the outcome you would like from expressing how you feel. Think about the time, place and situation that is most likely going to help you achieve this outcome. Blunt expression without any consideration of these factors can result in defensive, attacking or withdrawal behaviour in others.

<p>4. When necessary, facilitating challenging conversations effectively.</p>	<ul style="list-style-type: none"> ○ The first step in facilitating challenging conversations is to plan. Define the outcome you want and plan how to achieve it. Brainstorm how to position the importance and purpose of the discussion, the feelings you want to express, the questions you are going to ask and the statements you are going to make. List any actions you would like to take or see others do. ○ A good flow to a challenging conversation is: <ol style="list-style-type: none"> 1. Position the purpose and importance of the discussion. 2. Express how you feel. 3. Ask for the other person's thoughts and feelings. 4. Brainstorm actions that could be taken highlighting win-wins. 5. Summarise the actions to be taken and the timeframes in which to take them.
<p>5. Being consistent in what you say and do.</p>	<ul style="list-style-type: none"> ○ Reflect and try to identify things you may have said and then not done. ○ Seek others' feedback on this topic (using the Feedback Tips), ask for specific examples. ○ Keep note of significant things you say you will do (like a list in a diary), and whom you say them to. Regularly reflect on your list to help ensure consistency in this area.
<p>6. Encouraging others to express themselves.</p>	<ul style="list-style-type: none"> ○ Invite others to provide their thoughts and feelings on issues. Use open probing questions to generate further dialogue and insights. For more information see: http://www.mindtools.com/pages/article/newTMC_88.htm
<p>7. Honouring commitments and keeping promises.</p>	<ul style="list-style-type: none"> ○ Seek others' feedback on this topic (using the Feedback Tips) and ask for specific examples. ○ Keep note of commitments and promises you make (such as a list in a diary) and to whom you give them. Regularly reflect on your list to help ensure consistency in this area.

TIPS FOR EMOTIONAL REASONING

Emotional reasoning is about using the information in feelings (from oneself and others), when decision-making.

It can be developed by the adoption of a simple decision-making model where you:

1. Identify all the technical facts and data associated with the decision to be made.
2. Label and define your own feelings and perspectives about the decision.
3. Identify stakeholders impacted by the decision or issue and consult them about their feelings and perspectives about the decision or issue.
4. Brainstorm different solutions that take the various pieces of information from steps 1 to 3 above into account and in reflection, decide on the best one.
5. Communicate the decision and your rationale for it to stakeholders in a way that reflects the above process.



ITEM SPECIFIC DEVELOPMENT TIPS FOR EMOTIONAL REASONING

ITEM	DEVELOPMENT TIPS
1. Reflecting on feelings when decision-making.	<ul style="list-style-type: none"> ○ Take the time to label and define the way you feel about different aspects of the decision to be made. Ask yourself whether your feelings are biasing your decisions or whether the information within them can contribute constructively. ○ Reflect on your intuition and 'gut-feel' around decisions. ○ Consult others about their feelings and intuition surrounding issues or decisions to be made.
2. Asking others how they feel about potential solutions to problems.	<ul style="list-style-type: none"> ○ Take the time to consult others in your decision-making, particularly decisions that affect others. ○ When consulting others, use open and open-probing questions to help you gather their thoughts, feelings and perspectives. For more information about open and open-probing questions see: http://www.mindtools.com/pages/article/newTMC_88.htm
3. Considering issues from multiple perspectives.	<ul style="list-style-type: none"> ○ Values, beliefs and personality preferences shape our perspective of events and circumstances. Familiarise yourself with the different personality and thinking preference categories and use this knowledge to consider situations from these difference viewpoints. Psychometric assessments can be enormously helpful in this. If you do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement. ○ Identify the various stakeholders to the issue. Put yourself in their shoes, or consider how you can consult them for their perspective. ○ Examine problems or issues from different viewpoints. Consider those categorised in Dr. Edward de Bono's Six Thinking Hats. For more information and an example see: http://www.mindtools.com/pages/article/newTED_07.htm

<p>4. Involving others in decisions that affect their work.</p>	<ul style="list-style-type: none"> ○ Involve others in the decision-making process by brainstorming with them around the decision, using a decision-making model like the one described at the outset of this section for Emotional Reasoning. ○ When consulting others, use open and open-probing questions to help you gather their thoughts, feelings and perspectives. For more information about open and open-probing questions see: http://www.mindtools.com/pages/article/newTMC_88.htm
<p>5. Demonstrating awareness of biases in decision-making.</p>	<ul style="list-style-type: none"> ○ Emotions can contribute bias to thinking and decision-making. Familiarise yourself with some of the more common biases people can have and note which are true for you. Consider the types of events and emotions that can cause these biases for you. See for example: https://io9.gizmodo.com/5974468/the-most-common...
<p>6. Communicating decisions in a way that is sensitive to others' feelings.</p>	<ul style="list-style-type: none"> ○ Take extra time to communicate both the decision and the reasoning or thinking behind it. ○ Whenever you can, and particularly where commitment is needed, consider the values, beliefs and personality preferences of your stakeholders. These variables shape individual's interpretation and reactions to decisions. Familiarise yourself with the different personality and thinking preference categories and use this knowledge to help you communicate decisions and their rationale in ways that will best fit or connect with the personality preferences of others. Psychometric assessments can be enormously helpful in this. If you do not already have a preferred supplier, please consult your Genos Certified Practitioner for their recommendation of the best tools for your requirement.
<p>7. Using your organisation's values effectively when making important decisions.</p>	<ul style="list-style-type: none"> ○ Reflect on your values and the values of your organisation. Use these as guiding principles in your decision-making. ○ Consider what actions and outcome(s) most align with your organisation's values.

TIPS FOR SELF-MANAGEMENT

Self-Management is about managing one's own moods and emotions, time and behaviour and continuously improving oneself. It can be developed with self-discipline by:

1. Adopting proactive techniques that build your resilience like exercising, eating well, limiting email and call times or engaging in a mind-body practice such as yoga or meditation.
2. Adopting reactive techniques such as putting time in between events that cause strong emotions and your responses to them.
3. Participating in formal professional and personal development.



ITEM SPECIFIC DEVELOPMENT TIPS FOR SELF-MANAGEMENT

ITEM	DEVELOPMENT TIPS
1. Responding effectively in stressful situations.	<ul style="list-style-type: none"> ○ Stress narrows our thinking and limits our interpretation of events. It activates our so-called emotional brain and inhibits the performance of our prefrontal cortex. For example, the ability to differentiate among conflicting thoughts, determine good and bad, better and best, the future consequences of behaviour, and the prediction of outcomes. Whenever possible always put time between the stressful situation or event and the response you make to it. In this time, undertake activities that engage the prefrontal cortex like defining the event, the best or desired outcome, different courses of action and actions that are most likely to result in the desired outcome. ○ Adopt proactive techniques such as sleeping more, eating well, exercising and regularly (e.g., once a day) engaging in a mind-body practice such as meditation or yoga to help you demonstrate an energising demeanour.
2. Demonstrating a positive, energising demeanour.	<ul style="list-style-type: none"> ○ Pay attention to the positive things that are occurring in your workplace. Talk more with colleagues about these things and encourage them to do the same. ○ Spend more time talking about interesting, positive things that are happening in and outside of your workplace.
3. Adapting effectively to different/changing circumstances.	<ul style="list-style-type: none"> ○ Reflect on the thinking and behavioural styles needed to best fit with new circumstances. Compare these with the styles you are currently demonstrating and identify ways to respond differently. Seek feedback and input from others.

<p>4. Responding effectively to criticism from others.</p>	<ul style="list-style-type: none"> ○ Reflect on how you typically respond when criticised. Weigh up the benefits and costs of your approach. Try and identify ways to respond differently when criticised to keep the benefits but minimise the costs you identify. ○ When criticised, some of us can adopt a naturally defensive response, often unconsciously. If this is the case for you, next time you are criticised try asking probing questions to further your understanding of what is being said rather than responding to it with statements of your own. ○ Seek others feedback on this topic (using the Feedback Tips), ask for specific examples and ask what you could be doing differently.
<p>5. Managing your time effectively.</p>	<ul style="list-style-type: none"> ○ Focus on being on time to meetings and events. ○ Limit email and call times to certain times of the day. ○ Structure your diary more to include time with others, thinking time, travel time, and rest. ○ Tell people how much time you have available to discuss things with them before doing so and be disciplined at limiting discussions to that timeframe.
<p>6. Controlling your anger at work.</p>	<ul style="list-style-type: none"> ○ Strong emotions narrow our thinking and limit our interpretation of events. When we experience strong emotions, survival mechanisms can start operating which may limit our thinking brain (the Prefrontal Cortex) and its ability to exert executive functions over our emotions. For example the ability to differentiate among conflicting thoughts, determine good and bad, better and best, future consequences of behaviour, and the prediction of outcomes. This is why when we are very frustrated, annoyed, fearful, or angry we do not always think so clearly and can later regret our responses. The term “Amygdala Hijack” comes from this experience. Whenever possible always put significant time between the experience of strong emotions and your responses to them; this is called adopting a ‘reactive technique’. In this time, label and define the way you feel, vent to a trusted colleague or go for a walk. ○ Sleep more, eat well, exercise and regularly (e.g., once a day) engage in a mind-body practice such as meditation or yoga.
<p>7. Improving yourself.</p>	<ul style="list-style-type: none"> ○ Reflect on strengths and limitations and set measurable, challenging goals to leverage strengths and build on limitations.

	<ul style="list-style-type: none"> ○ Seek regular feedback from others on performance and take improvement actions wherever possible. ○ Read more.
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TIPS FOR POSITIVE INFLUENCE

Positive influence is about positively influencing the way others feel through problem solving, providing feedback and recognising and supporting others' work. It can be developed by:

1. Improving your coaching and mentoring skills
2. Demonstrating a positive, energising demeanour, and
3. Helping others apply problem solving and perspective taking techniques like Edward de Bono's six thinking hats.



ITEM SPECIFIC DEVELOPMENT TIPS FOR POSITIVE INFLUENCE

ITEM	DEVELOPMENT TIPS
1. Providing useful support to others.	<ul style="list-style-type: none"> ○ Some people just need to 'vent' their issues, while others are looking for ideas on how to succeed when faced with a challenge. Providing useful support to others is often context specific. It can be beneficial to start by asking your colleagues what you could be doing to better support them or what they need more support with. ○ Often taking a coaching mentoring approach (in that order) works well. Establish what they are try to achieve or do, and then help them brainstorm ideas on what could be done. Ask open and open probing questions to facilitate ideas. Then, where necessary supplement these ideas by also providing your own specific examples.
2. Helping others resolve workplace conflicts.	<ul style="list-style-type: none"> ○ Conflicts are most often resolved by the establishment of mutual needs and win-win solutions to issues. ○ David Rock's SCARF model is a great medium to think about how a conflict may have started and how it might be resolved. See: https://web.archive.org/web/20100705024057/ ○ https://www.your-brain-at-work.com/files/NLJ_SCARFUS.pdf ○ Consider how you would apply the SCARF model framework to help others resolve a conflict.
3. Helping others respond effectively to stressful situations.	<ul style="list-style-type: none"> ○ Engage their prefrontal cortex by getting them to talk and think. Ask open and open probing questions around: <ul style="list-style-type: none"> ○ What happened ○ What an ideal or best case outcome looks like ○ Different courses of action that could be taken ○ The most useful thing to do that will most likely result in the best outcome.

<p>4. Responding effectively to others' inappropriate behaviour.</p>	<ul style="list-style-type: none"> ○ State a constructive purpose or intent for a conversation where you would like to provide feedback on behaviour. ○ Describe specifically what you have observed and your reactions to it (for example, the consequences of the other person's behaviour or performance and how you feel about it). Refer to what an individual does rather than what you imagine he or she does. Focus on behaviour by using adverbs to describe actions rather than adjectives that describe qualities. For example, "You talked considerably during the staff meeting, which prevented me from covering some of the main points," rather than "You talked too much in that meeting." ○ Give the other person the opportunity to respond by asking an open question like "what is your view on this?" ○ Take an exploratory, coaching and mentoring approach to addressing the behaviour by exploring: <ul style="list-style-type: none"> ○ Desired results ○ Actions to take ○ Potential hurdles to success and how to overcome them ○ Support required ○ Timeframes and milestones.
<p>5. Helping create a positive work environment.</p>	<ul style="list-style-type: none"> ○ Role modelling effective emotions (presenting a positive, optimistic outlook and demeanour) whenever you can and it is appropriate. ○ Try and balance the tone of discussions and/or meetings so that they are focused on both challenges and things that are working and going well. ○ Encourage colleagues to participate in activities that build relationships and understanding of each other. ○ Acknowledge efforts and achievements.

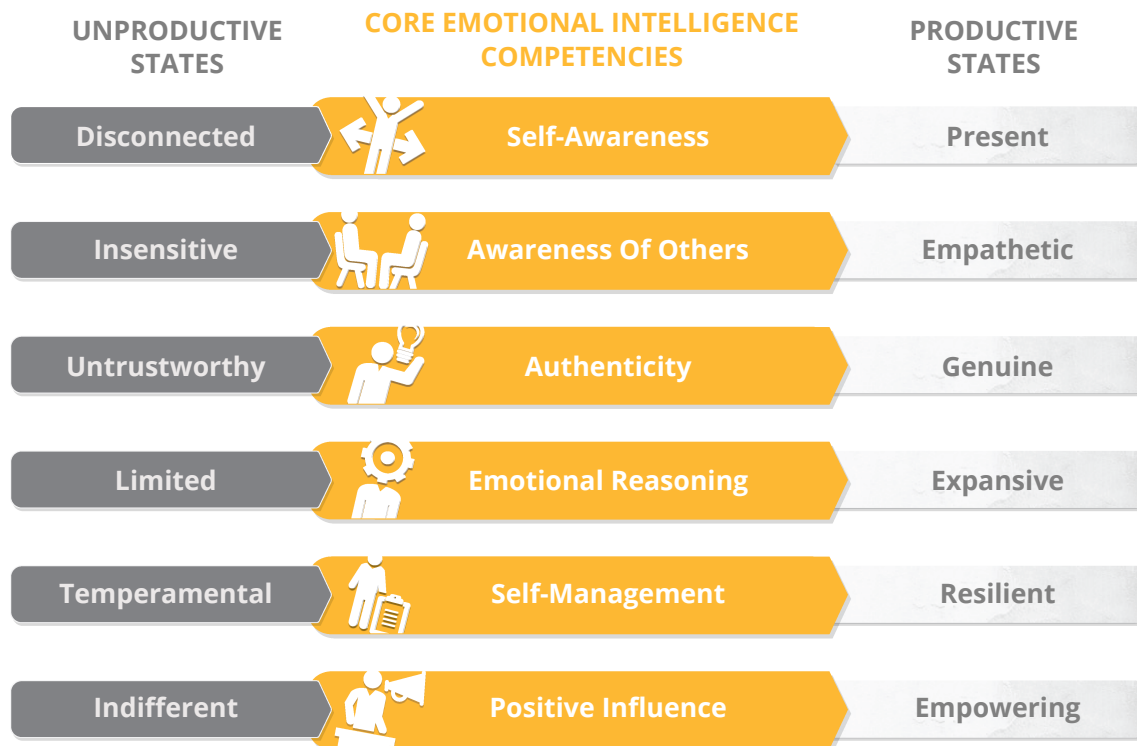
<p>6. Responding effectively to others' feelings.</p>	<ul style="list-style-type: none"> ○ Some people just need to 'vent' their issues, while others are looking for ideas on how to succeed when faced with a challenge. Responding effectively to others' feelings is often context specific. It can be beneficial to start by asking your colleagues what you could be doing to more effectively respond to others feelings. ○ When others say how they are feeling make statements that reflect what you have heard. Use clarifying questions if you are unsure or unclear of how others feel. ○ Where appropriate, share stories of similar situations and feelings you have that reflect understanding and empathy for the feelings of others.
<p>7. Positively influencing the way others feel.</p>	<ul style="list-style-type: none"> ○ This can be done using the tips outlined above. Be positive and energise yourself, use problem solving techniques, use the SCARF model and so on. Read through the tips above and for Awareness of Others.



RECOMMENDED READING LIST

SKILL OF EI	RECOMMENDED READING LIST
Self-Awareness	<ul style="list-style-type: none"> ○ Goleman, G (1995). <i>Emotional intelligence: Why it can matter more than IQ</i>. Bloomsbury ○ Steiner, C., & Perry, P. (1999). <i>Achieving Emotional Literacy</i>. London: Bloomsbury. ○ Thayer, R. (1996). <i>The Origin of Everyday Moods: Managing Energy, Tension, and Stress</i>. New York: Oxford University Press
Awareness of Others	<ul style="list-style-type: none"> ○ Bolton, R. (1996). <i>People skills: How to assert yourself, listen to others, and resolve conflicts</i>. Sydney: Simon & Schuster.
Authenticity	<ul style="list-style-type: none"> ○ Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). <i>Crucial Conversations: Tools for talking when stakes are high</i>. Hightstown: McGraw Hill. ○ Stone, D., Patton, B., Heen, S., & Fisher, R. (2003). <i>Difficult conversations: How to discuss what matters most</i>. New York: Penguin Books. ○ Torbert, B. (2004). <i>Action inquiry: The secret of timely and transforming leadership</i>. San Francisco: Berrett-Koehler Publishers.
Emotional Reasoning	<ul style="list-style-type: none"> ○ Rietbergen-McCracken, J. & Deepa, N. (1998). <i>Participation and Social Assessment: Tools and Techniques</i>. Washington D.C.: World Bank. ○ Sims, R. & Quantro, S. (2004). <i>Leadership: Success in the private, public and not-for-profit sectors</i>. M.E. Sharpe


Self-Management	<ul style="list-style-type: none"> ○ Langer, E. (1989). <i>Mindfulness</i>. United States of America: Da Capo Books ○ Lyubomirsky, S. (2007). <i>The how of happiness: A new approach to getting the life you want</i>. Penguin ○ Seligman, M. (2000). <i>Learned optimism</i>. Sydney: Random House Australia. ○ Thayer, R. (1996). <i>The Origin of Everyday Moods: Managing Energy, Tension, and Stress</i>. New York: Oxford University Press ○ Kabat-Zinn, J. (1994). <i>Wherever you go there you are</i>. New York: Hyperion. ○ Kabat-Zinn, J. (1990). <i>Full catastrophe living: How to cope with stress, pain and illness using mindfulness meditation</i>. London: Piatkus Books.
Positive Influence	<ul style="list-style-type: none"> ○ Cialdini, R. (2006) <i>The psychology of influence and persuasion: 4th edition</i>. Collins Business Essentials ○ Fisher, R. & Shapiro, D. (2005). <i>Beyond reason: Using emotions as you negotiate</i>. New York: Penguin Books. ○ Fisher, R., Ury, W. & Patton, B. (2003). <i>Getting to yes</i>. Random House Business Books.



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