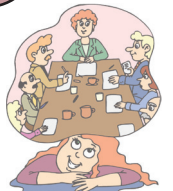
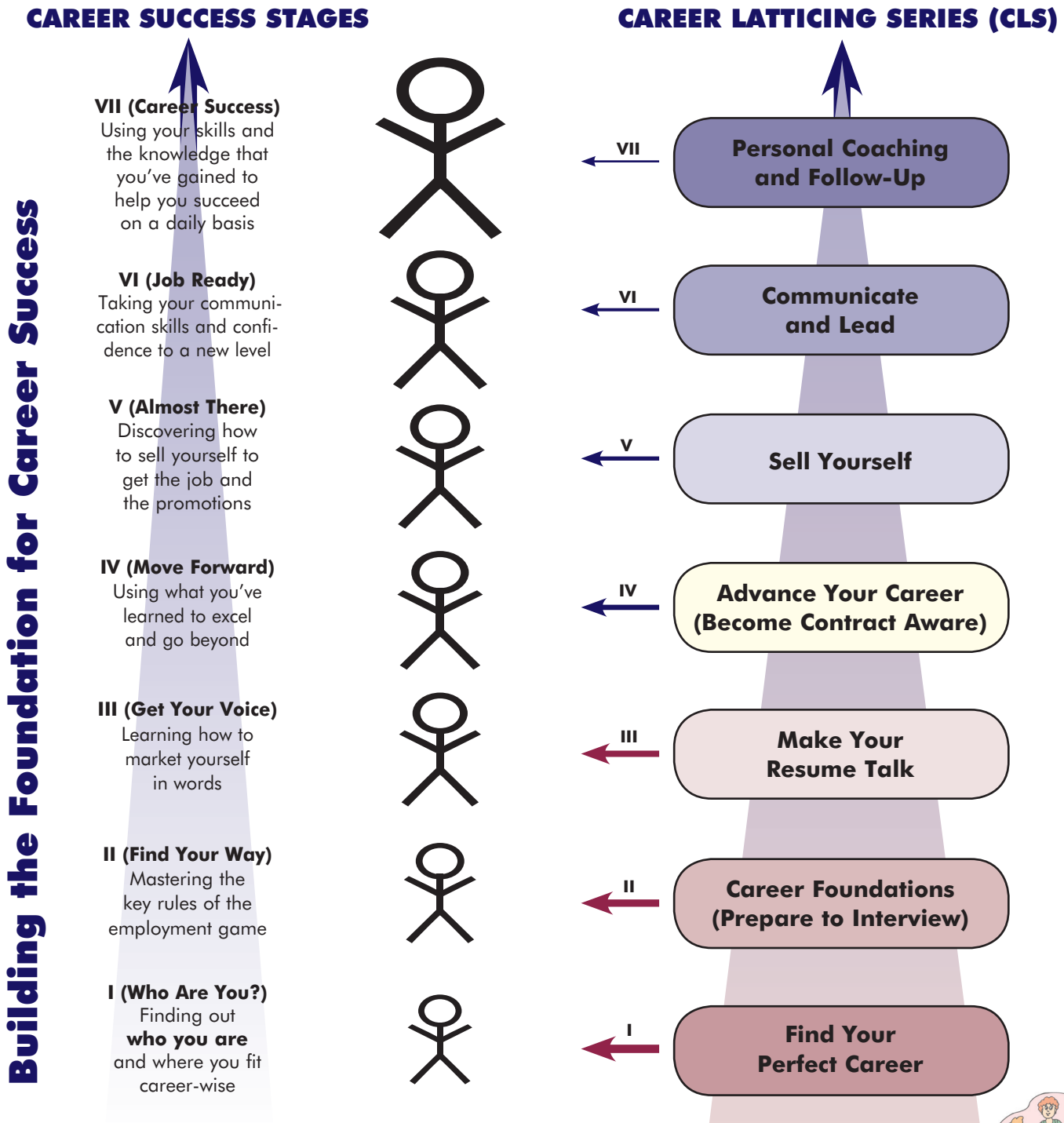


# Communicate & Lead



## The Avadon Group 7-Step Path to Career Success

The objective of the Avadon Career Latticing Series Program is to help individuals rethink their career, prepare them to make a meaningful contribution, help them to create the road map that ensures the best chance of employment and career success, and provide the navigational tools that will get them to their desired destination.



**Introduction**

1. Give students the tools to:
  - a. Decrease stress
  - b. Organize material
  - c. Express themselves better and be:
    - i. Concise
    - ii. Memorable in all communications
  - d. Find new resources & networks

I

**What Will be Learned**

1. How to alleviate stress.
2. A better understanding of one’s communication and leadership style.
3. Concise and memorable communication.
4. How to utilize your knowledge of communication to advance in your career.
5. An awareness of resources and networking.

II

**Outcomes**

1. Overcoming stress to accentuate your communication skills, both verbal and non-verbal, to place you ahead of the crowd.
2. Gaining a clearer understanding of personal communication and leadership styles — developing language to communicate one’s personal elements in a memorable context that reflects on work contributions.

III

**Suggested Reading**

1. *The Speed of Trust* by Stephen M.R. Covey.
2. *How to Wow: Proven Strategies for Selling Your (Brilliant) Self in Any Situation* by Frances Cole Jones
3. *Six Minutes* (<http://SixMinutes.dlugan.com>) – an excellent blog focused on public speaking.

IV

Notes:

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### Is There a Fear Factor

On a scale from 1 to 5 (1 = low; 5 = high), please rate the following statements:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I enjoy training, teaching, or presenting with 1 or 2 people:         | 1 | 2 | 3 | 4 | 5 |
| 2. I enjoy training, teaching, or presenting with 3 to 6 people:         | 1 | 2 | 3 | 4 | 5 |
| 3. I enjoy training, teaching, or presenting with any number of people:  | 1 | 2 | 3 | 4 | 5 |
| 4. I feel confident if I am called on to speak and have time to prepare: | 1 | 2 | 3 | 4 | 5 |
| 5. I feel confident if I am called on to speak without any preparation:  | 1 | 2 | 3 | 4 | 5 |
| 6. I would rather have a root canal than make a speech:                  | 1 | 2 | 3 | 4 | 5 |

#### Introductory Material

1. Intro: My Name is \_\_\_\_\_. The area in which I work is \_\_\_\_\_.
2. Fear factor
3. Stress buster:
  - a. "The Invisible Sign"
  - b. Picture the outcome:
    - i. Olympic skiing
      - "The Golden Nugget"
  - c. Use your middle
    - i. Muscle control
  - d. The eyes have it

V

#### Controlled Intro

1. My Name is \_\_\_\_\_. My area of expertise is \_\_\_\_\_.

VI

#### ID Physical Stress: Stage Fright

1. Physical symptoms
2. What did the Ghost Busters do?
3. How would you like some tools/methods to decrease and focus the stress?

VII

#### "The Invisible Sign"

1. Years ago, there was a famous entrepreneur who put her sales people at ease. She told them to picture every person they saw with an invisible sign on their forehead.
  - a. Does anyone know what that Invisible Sign is?
  - b. Does anyone know who this entrepreneur is?

VIII



### “The Golden Nugget of Visualization”

1. Vince Poscente, in his mind, broke down into small steps the way he would attain Olympic skier status:
  - a. He visualized each of his training and skiing movements
    - i. Strengthen lower extremities, quads, hips, foot, ankle
  - b. Set-up/adjust hips, apply pressure to outer leg before this curve
2. Visualize the end result

IX

### Preparing for the Interview

1. How would you use the Golden Nugget principle to prepare for the interview?
2. Push back into smaller compartments so the mind and preparation come together to work as one.
3. Preparation principles from Poscente.

X

### How to Have Fun When the Pressure Is On

by Vince Poscente

- A. Treat pressure as a process — put yourself in a pressure situation as much as you can. Check out Jim Loehr’s book: *Stress for Success*.
- B. Prepare, prepare, prepare — practice so much that your performance is second nature.
- C. Use this six-step plan ahead of time so you can have fun when other people might be sweating it!
  1. Get there early
  2. Breathe — In through the nose, enjoy it, breathe it out.
  3. Visualize — Know each outcome, use all 5 senses, imagine the emotional high from a successful conclusion.
  4. Use the Vortex Technique — Imagine a swirl of energy over your head, twisting into a point, funneling down through the head, and spreading throughout your body.
  5. Anchoring — Picture a positive mental state. Connect it to a simple physical motion, such as rubbing your hands or connecting your fingers. Use this simple motion to anchor your mind in that positive place before you perform.
  6. Have Fun – People “buy” from individuals who are passionate and are having fun with their performance.

Notes:

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## Use Your Middle

1. When you are under pressure, what are some of the physical ways you relieve stress?

XI

## Large Muscle Control: Getting the Stress Out

1. Shake out
  - a. Right arm
  - b. Left arm
  - c. Right leg
  - d. Left leg
  - e. Shimmy all around
2. Toe stretch (rag doll)
3. Back up against the wall
  - a. Heels and shoulder blades are touching the wall... Pulls everything into alignment.
  - b. Hold posture, take 3-4 steps away from the wall

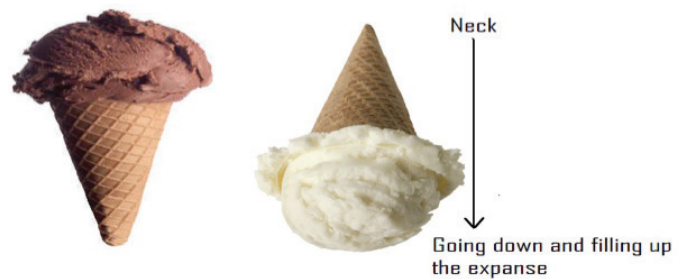
XII

## Use Your Middle

1. Locate your breathing muscle
  - a. Say "ha" five (5) times in a row while holding your hands at your waist.
  - b. In 2-3-... Hold 2-3-... Out 2-3...
  - c. Get rid of the toxins
2. Use the "Golden Nugget of Breathing"

XIII

## Filling the Expanse



XIV

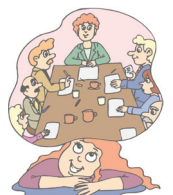
## The Eyes Have It

1. Where do we look?
2. What results do we get?
3. What do we want?

XV

## Reading List

1. **Five Eye Contact Tips for Speakers**  
(<http://eloquentwoman.blogspot.com/2009/03/5-eye-contact-tips-for-speakers.html>)
2. **Why Successful Speech Outlines Follow the Rule of Three**  
(<http://sixminutes.dlugan.com/2009/06/03/speech-outline-rule-of-three/>)



## Take a 10-Minute Break



XVI

Notes:

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## What Do I Say?

1. Define your topic
  - a. Use the Platinum Rule
2. Organize your thoughts
  - a. Use the power of "3"
3. Start
  - a. Why & how
4. Stop
  - a. Why & how

XVII

## Concise & Memorable

1. If you want to make a strong point, use three vivid illustrations to plant that point in the listener's mind:
  - a.
  - b.
  - c.

XVIII

## Using Stories

1. Use vivid language, specific illustrations, and measurable results.
2. Remember that some job fields are easier to measure than others.
3. Will this story provide information useful to the listener, and help them to remember me?
4. When using a complex story, pull out the "Golden Nuggets."
5. Lay the story out in bullet point form... then edit, edit, edit!

XIX

## Getting Started: Why & How

1. Think like a movie director: give the listener a taste of what is to come.
2. Deliver an opener that is concise and memorable.
3. Create a "branded" one-liner sound bite that will transform your idea into an element that the listener can quickly remember.

XX

### Getting Stopped: Why & How

1. Reconnect the needs/interests of your listener with the presentation topic.
2. Deliver a closer that is concise and memorable.
3. Leave the listener with a creative summation that will plant your key point(s) in his or her mind.

XXI

### Connectors

1. The train cannot haul its load without the links that connect the cars.
2. A pearl necklace has string that goes through each pearl.
3. Connector examples:
  - a. Three words related to your theme that start with the same letter
  - b. Unified theme with distinct examples
  - c. Chronology

XXII

### 12:00 to 13:00 Lunch

XXIII

### Registration Completion & Current Questions

XXIV

### Work in Pairs & Role Play “Interview ASK”

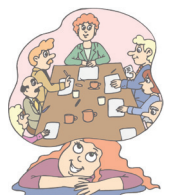
1. Glance over the notes you have made.
2. Have your buzz words & illustrations in mind.
3. Put your notes away.
4. Do not sound scripted.
5. Focus on the other person.

XXV

### How Do I Say It?

1. Using your voice:
  - a. Whisper or boom
  - b. Mumble mush mouth
  - c. Tortoise or hare
  - d. Barney Fife or Andy Griffith

XXVI





## Tongue Twisters

1. Peter Piper picked a peck of pickled peppers.  
Did Peter Piper pick a peck of pickled peppers?  
If Peter Piper picked a peck of pickled peppers,  
Where's the peck of pickled peppers Peter Piper  
picked?
2. She sells seashells by the seashore.  
The shells she sells are surely seashells.  
So if she sells shells on the seashore,  
I'm sure she sells seashore shells.
3. Which wristwatches are Swiss wristwatches?
4. How much wood would a woodchuck chuck  
If a woodchuck could chuck wood?  
He would chuck, he would, as much as he could,  
And chuck as much as a woodchuck would  
If a woodchuck could chuck wood.
5. Unique New York.
6. Freshly-fried flying fish.
7. A skunk sat on a stump and thunk the stump stunk,  
but the stump thunk the skunk stunk.
8. Greek grapes.
9. Ned Nott was shot and Sam Shott was not.  
So it is better to be Shott than Nott.  
Some say Nott was not shot.  
But Shott says he shot Nott.  
Either the shot Shott shot at Nott was not shot,  
Or Nott was shot.  
If the shot Shott shot shot Nott, Nott was shot.  
But if the shot Shott shot shot Shott,  
Then Shott was shot, not Nott.  
However, the shot Shott shot shot not Shott,  
but Nott.

## Reading List

1. **Replace Your Visual "Ums"**  
([www.dontgetcaught.biz/2007/08/replace-your-visual-ums.html](http://www.dontgetcaught.biz/2007/08/replace-your-visual-ums.html))
2. **Six Don'ts for the End of Your Presentations**  
(<http://decker.com/blog/2009/02/six-donts-for-the-end-of-your-presentations/>)
3. **Graceful Ways with Q&As**  
(<http://eloquentwoman.blogspot.com/2009/07/graceful-ways-with-q.html>)
4. **The Voice of the Presenter**  
([www.simswyeth.com/20090616-voice-and-speech-training/](http://www.simswyeth.com/20090616-voice-and-speech-training/))

### How Do I Say It?

2. Using your gestures:
  - a. Natural
  - b. Matching
  - c. Convincing
  - d. Beyond the equator

XXVII

### How Do I Say It?

3. Claiming your space:
  - a. Up your go
  - b. Speaking in place
  - c. Striding to the front
  - d. Polite at the podium

XXVIII

### Put It Into Practice

1. Create a 2-3 minute presentation in which you explain a process.
  - a. Use the organization and presentation points discussed.
  - b. Your topic can be from work, everyday experiences, and/or hobbies.
  - c. Engage the audience.
  - d. Remember the importance of the opening and the conclusion.

XXIX

### Day 2: Review TV Experience

1. What did you see?
2. What did you feel?
3. What did you hear?
4. What was your overall experience?
5. How might these insights affect the way you communicate with other people?

XXX

### Habits of Highly Ineffective Communicators

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1. Argumentative Communicator       | 6. Interrupting Communicator |
| 2. Comparison Maker                 | 7. Complaining Communicator  |
| 3. Better-Than Talker               | 8. Gossiping Communicator    |
| 4. Hear-My-Old-Baggage Communicator |                              |
| 5. Judgmental Communicator          |                              |

XXXI

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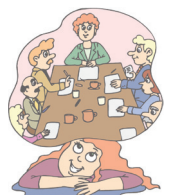
### Eight Habits of Highly Ineffective Communicators

(excerpted from *Talk your Way to the Top!*) by Kevin Hogan © 2000

Why do people often find themselves losing concentration, daydreaming, and drifting off during conversations? Certain words and phrases can cause persons on the receiving end of a conversation to shut down, preventing them from listening carefully to what’s said. The person communicating may be injecting so many negative words and ideas that the listener begins to feel depressed and heavy inside. On the other hand, perhaps the communicator is boring, speaking all about himself or people the listener has never met.

What if that poor communicator is you? How would you know if you are the one inserting negative associations, bringing up insignificant details, and droning on about you, you, and you? How do you know if someone is really interested in what you have to say and is really engaged in the conversation? How do you observe whether the person or group is interested and intrigued or looking for the door?

Top-notch communicators learn from everyone they converse with. Subtle cues reveal whether you’ve established rapport, are speaking in a way the audience understands, and are using words that create desire and interest. Be willing to identify in yourself those things that push others away and prevent



them from listening as well as you would like. It is a potent aspect of self-awareness that allows you to stay fascinating to everyone around you.

The following are eight habits that make for highly ineffective communication. As you read these scenarios, decide if you see yourself in them. Take time to be honest about your communication style and the effect you have on others.

### **Argumentative Communicator**

Do you enjoy playing the devil's advocate? Do you constantly offer your opposing opinion when no one asks for it? Do you find yourself saying the word "but" in your conversation with others? If the answer is yes, you may be an argumentative talker. There is an effective way to take an opposing view, but it may destroy rapport. There is a way to give your opinion, but it may be received as unwanted advice. When you continue to oppose the comments of your listener, you run the risk of making him feel wrong, stupid, or uninformed.

### **Comparison Maker**

Comparison happens when you share a thought or a feeling with a friend. It might be something that is very personal or something for which you're looking for understanding. The friend will offer a response that tells you she doesn't really care about what you have to say. It might go like this: "I have been talking with my boss about how to handle this negotiation with Sally. I tried to get in to see him yesterday, and he acted like he didn't want to talk to me about it."

Your friend responds: "I know just what you mean! I had a boss once who was always finding time for everyone else, and every time I tried to ask a question, she would brush me off. Once when George was talking to her, he..."  
blah, blah, blah.

If you find yourself always looking to compare an event in your life with one in your friend's life, change that nasty habit and develop the skills of great communicators.

### **Better-Than Talker**

The difference between a liar and a communicator is clear. The communicator is making an effort at understanding. A talker rambles endlessly without intending for both people to benefit from the conversation. The Better-Than Talker is similar to the Comparison Maker, but with a more condescending tone. The Better-Than Talker is not comparing for purposes of being compassionate, but for the purpose of creating superiority. He is interested in feeling superior to the person he is speaking to, and that requires the listener become inferior. If the listener feels inferior, the talker is not in rapport, and any hope for a connection is lost.

### **Hear-My-Old-Baggage Communicator**

Some people beg for sympathy. It may come out of a need to be rescued, or it may be a real cry for help. If you recognize this in yourself, take a look at why you need sympathy from others and why it is important for others to feel pity for you. Maybe you've led a sad life and really feel you deserve a little sympathy. That certainly isn't unreasonable. Maybe you've gotten the short end of the stick and have been the victim of some terribly unfortunate events. That's okay, too. People do have these experiences, but take this challenge to a qualified therapist and work through your difficulties with him or her.

With the exception of recent events that demand sharing sympathy (losing a job, or the death of a loved one, for example), old baggage doesn't belong in conversations. Old baggage places an obligation on your listener to feel something he may not want to feel. It also connects being near you with feelings of sadness, need, and despair. The more you dredge up old baggage, the more others associate those feelings with being near you.

If you want to help others feel bad around you, try to get as much pity from them as possible. If you want others to seek you out and feel good around you, then save the truly difficult experiences of your life for your trained therapist. A therapist can listen with a degree of empathy and objectivity that friends and business associates simply cannot.

### **Judgmental Communicator**

When Jason says, "Jim is really getting stressed. He must have some difficult clients right now," it is not a judgment. It's an observation, which is good. When Cathy responds and says, "I know what you mean, he has never handled stress well. When he blew up at Ken the other day, he was so rude. He can't control himself, and I'm really tired of his attitude," that is a judgment. Cathy makes a statement of opinion as to what kind of person he is and how he is wrong for being that way. If you judge others, you may think you're doing it to gain rapport or take a side. However, you may alienate yourself by showing lack of self-respect. If you aren't internally well aligned, you may find you have a need to judge others in order to feel better than they are.

Being judgmental is a dead giveaway that you have issues of incompetence and insecurity. Don't play in to that trap. Respond in a way that strengthens your position of self-respect and self-esteem.

In this example, Jason should respond with, "Jim has always been helpful to me, I've learned a lot from him. He has his challenges, like we all do, maybe he just needs a hand right now."

### **Interrupting Communicator**

The single, most powerful message you can send your listeners is to use the amazingly simple technique of repeatedly interrupting them. When someone interrupts you, you know they believe what they have to say is more important than what you have to say. When someone interrupts you, you know they think they're better than you.

When you communicate with others, take a breath after your partner has finished before you speak. In that breath, you are saying, "I heard what you said, I am taking it in, and am appreciating your communication. This one technique is golden.

### **Complaining Communicator**

Complainers face the same trouble as the baggage communicators. You feel bad when you're around the complainers. When you complain, the state that you put your listener in is the state that he will associate with being around you. If you're a chronic complainer, you create negative feelings in others and push people away, rather than draw them near. Complaining is something best left for customer service and avoided in communication with those you love or with whom you do business.

### **Gossiping Communicator**

Gossip is probably the most evil, deadly, miserable way to communicate. Don't use it, don't participate in it, and don't respond to it. You give away so much of who you are when you spread or even listen to gossip. A gossip is someone who is very insecure, whose self esteem is dependent on finding fault in others, and whose world honors the small, weak, and petty. Anything shared with the gossipier likely will become public knowledge and will be used against the person who shared the information.

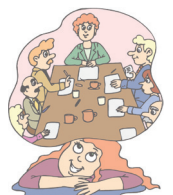
If you're around someone who gossips, share your thoughts on gossip. When you say, "I really don't want to hear that. It is none of my business. And, anyway, I really like George," you encourage your listener to stop gossiping.

Excerpted and reprinted with permission from *Talk Your Way to the Top: Communication Secrets to Change Your Life* by Kevin Hogan, Pelican Publishing Co., Gretna, LA.

Please direct your comments or questions to the author at: kevin@kevinhogan.com; Kevin Hogan, Success Dynamics Corporation, 3432 Denmark #108, Eagan, MN, 55123; (612) 616-0732.

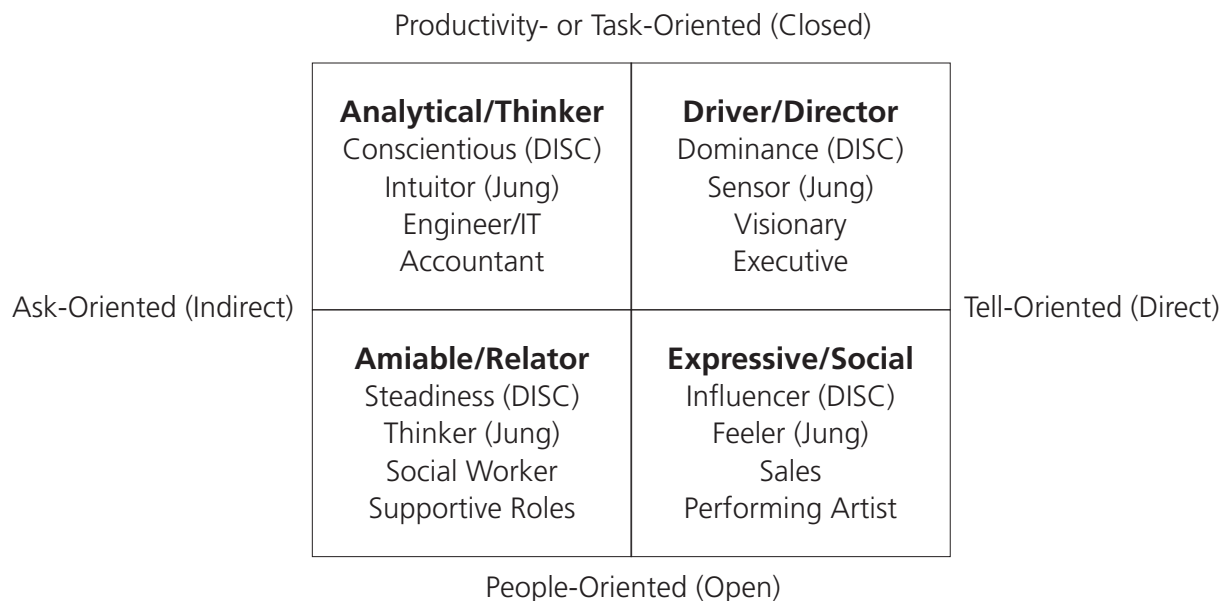
**Download, study, and complete the Work Style Inventory Quiz from the following link:**

[http://trainers.calsac.org/fs/global:file/publish/jmkizr1eij7gpai\\_files/file/id/xqtqpcy0eh8xmry?\\_c=xrddio125jlxwl](http://trainers.calsac.org/fs/global:file/publish/jmkizr1eij7gpai_files/file/id/xqtqpcy0eh8xmry?_c=xrddio125jlxwl)



## Workplace Styles

### Workstyle Quadrants



## Communication Styles\*

### The Director

The quadrant dominated by a fast pace (Direct) and a nonexistent attitude about relationships (Closed) is for Directors — who are often best known for their aggressive, competitive natures. It is difficult to find a Director scientist in a laboratory, because they work so hard to get out of the lab. Instead, the Director prefers to have the corner office. He or she is the person in an organization who can be depended on to get results, but may be criticized for having too little concern about the effect of those results on the feelings of others. Directors are very independent. As project leaders they shape the environment around their project to best suit their needs, aggressively pushing team members forward with an approach that announces, “If you can’t stand the pressure, get out of my way.”

*Communication with Directors is done at their quick-pace level, with an emphasis on getting right to the point. Always see things from their viewpoint, avoid chitchat, and show how your ideas will move the project toward the Director’s goals.*

### The Thinker

A line that crosses the quadrant dominated by a slower pace (Indirect) and a closed personal style indicates a Thinker. Thinkers see themselves as efficient and place a high value on thoroughness and precision. Their laboratory space is neat and structured. These scientists have a thoroughly analytical approach to their work, and they prefer to solve problems at a slow, cautious pace. They are typically computer-oriented and enjoy getting the data into shape on their terminals, which managers sometimes see as excessive reliance on the computer, making them “slow at the switch” in making decisions.

*Communication with the Thinker should take place at their slower pace, with a good deal of emphasis on showing proof. Approaching this person with ideas for changes in his or her department or on his/her project requires an accompaniment of facts and data about how the change would move things along to the next step.*

\*Adapted from *Behavioral Style: Understanding Communication Styles Can Advance Your Relationships — and Your Career Prospects, Part 2* by David G. Jensen, which focused on communication styles in relation to hiring for scientific positions.

**The Socializer**

The connecting line for Socializers passes through the quadrant that indicates both a desire to build relationships (Open) and a fast-paced, aggressive approach (Direct). Socializers are fun, always a bit playful (even in the laboratory). Their general interests run toward interacting with others rather than playing the loner. They will literally run out of the laboratory if caught up in some boring task, or if by chance they end up being alone. A Socializer is usually quite talkative, but works well with others — and quite quickly, although he or she may shift from one activity to another more often than the manager prefers.

*To communicate with a Socializer, remember their need for personal prestige and acceptance. These folks tend to make decisions in an almost spontaneous fashion, with what they and others feel is “intuition.” In the lab, this sense of intuition can help make great strides in scientific progress — or cause a research program to take an unexpected stumble.*

**The Relator**

The line for Relators passes through the quadrant dominated by a slower pace (Indirect) and a relationship-oriented approach (Open). The Relator scientist or manager is exceptionally easy to work with, a person who is quite good at co-operating with others. You can spot a Relator in the lab by the presence of personal items: photos, plants, and objects that create an informal atmosphere. As a project manager, however, a Relator is likely to strive for a happy team rather than a task-oriented group. Working for a manager who seems more concerned about the feelings of the people involved than the degree of organization in the department can be really frustrating for the team member who likes to have his or her tasks laid out in a perfectly organized fashion.

*When communicating with Relators remember to slow your pace to match theirs. It is also useful to keep bringing the conversation back to how your issue will affect the personal inter-relationships of those in the lab. The last thing you want to do with a Relator is to come across as pushy or aggressive.*

**Behavioral Styles: Overview**

1. Director
2. Socializer
3. Relator
4. Thinker / Analytical

XXXII

**The Blend and Clash of Styles**

1. Understanding
2. Respect
3. Clarity
4. Intent

XXXIII

**Notes:**

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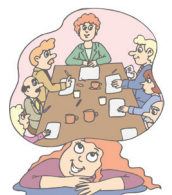
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## 12:00 to 13:00 Lunch

XXXIV

## Resources for Networking

1. Where and how do you network?
  - a. Support/education groups
  - b. Networking events
  - c. Family/community connections
  - d. Social media

XXXV

**For networking resources, check out pages 7 and 8 in our Unemployment Resource Guide:**  
[www.avadongroup.com/downloads/AvadonUnemploymentResourceGuide\\_June09.pdf](http://www.avadongroup.com/downloads/AvadonUnemploymentResourceGuide_June09.pdf)

## Returning to the Interview

1. Connecting resources and skills to the interview process:
  - a. Awareness of local and global business
  - b. Polishing communication style through Toastmasters
  - c. Preparation/practice of behavioral interview questions

XXXVI

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## Behavioral Interview Questions

Gone are the days when interviewers only asked standard, factual questions. These days, you could be faced with anything from these to the downright oddball questions, situational questions, or behavioral questions. But what is a behavioral question?

As opposed to situational questions, which ask, "What would you do if..." **behavioral questions** require you to "describe a time when..." Focusing on a job-related situation, they call for you to think of an occasion where you actually experienced a particular scenario and describe how you handled it.

**Example:** The interviewer asks you to describe a time when you showed great initiative at work. Where do you start? Simply ask yourself:

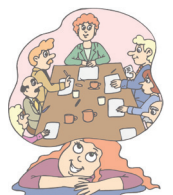
- A. What was the problem?
- B. How did I deal with it?
- C. What were the results?

There are three parts to behavioral interview questions under the **STAR** interview method.

- **Situation or Task:** What is the situation or problem that you are solving?
- **Action:** What actions did you take to make the situation better? What decisions did you make to resolve the problem?
- **Result:** What were the results of your actions? How did you benefit your company or organization? What did you learn that would help you in the future? Did you save time? Did you make money for the company?

### Common Examples

1. Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
2. Describe a time when you anticipated potential problems and developed preventive measures.
3. Describe a time when you set your sights too high (or too low).
4. Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
5. Describe a time when you worked effectively under a great deal of pressure. Looking back, what would you have done differently?
6. Describe a time when you had to deal with a personality conflict with a boss or co-worker?
7. Describe a time when you had to make a decision that you knew would be unpopular? How did others react?
8. Describe a time when you had to make an important decision and you did not have the necessary information. How did you handle it and what were the results? Were your superiors or constituents pleased?
9. Describe a time when you had to handle multiple tasks at once. How did you determine in what order to complete the work? Were there items you were unable to complete and if so, why?
10. Give me a specific example of a time when you had to conform to a policy with which you did not agree.





- 11. Give me a specific example of a time when you used good judgment and logic in solving a problem.
- 12. Give me an example of a time when you failed at something you tried to accomplish.
- 13. Give me an example of a time when you had to make a split-second decision.
- 14. Give me an example of a time when you motivated others.
- 15. Give me an example of a time when you set a goal and were able to meet or achieve it.
- 16. Give me an example of a time when you used your fact-finding skills to solve a problem.
- 17. Give me an example of a time when you showed initiative and took the lead.
- 18. Please discuss an important written document you were required to complete.
- 19. Please tell me about a time you had to fire a friend.
- 20. Step by step, describe how you would handle a performance review. How would you handle positive performance, and how would you handle a negative one?
- 21. Tell me about a difficult decision you have made in the last year.
- 22. Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.
- 23. Tell me about a time when you delegated a project effectively.
- 24. Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- 25. Tell me about a time when you had to use your presentation skills to influence someone's opinion.
- 26. Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
- 27. Tell me about a time when you missed an obvious solution to a problem.
- 28. Tell me about a time when you were forced to make an unpopular decision.
- 29. Tell me about a time you were able to successfully deal with another person, even when that individual may not have liked you (or vice versa).
- 30. What is your typical way of dealing with conflict? Give me an example.
- 31. What suggestions do you have for motivating employees to meet departmental goals (individual and team)? Please provide specific examples.

**Notes:**

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**Take a Break**

XXXVII

**Leadership**

1. Qualities of a leader.
2. Application of those qualities.

XXXVIII

**Leadership Awareness**

1. **Summary Activity:** In a 2-3 minute presentation, tell the group about a situation in which you demonstrated leadership.
  - a. Make the leadership quality clear.
  - b. Be concise and memorable.
  - c. Engage the listener.
  - d. Have fun!

XXXIX

**Next Steps**

1. Practice, practice, practice!
2. Stay in touch with The Avadon Group and each other through Ning (<http://avadon.ning.com>) and through LinkedIn ([www.linkedin.com/groupRegistration?gid=1832693](http://www.linkedin.com/groupRegistration?gid=1832693)).
3. Know that we value each one of you — and your input and comments as well.
4. Create a support system and consider working with an Avadon Group coaching expert to continue and further your development.
5. Please complete our Evaluation Form(s).

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**Notes:**

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