Proactive Leadership

Closing the Gap
Between Academic Theory
and Application in the Workplace

Course Description
PROACTIVE LEADERSHIP

This innovative leadership course blends ten interpersonal models into one interrelated overlapping approach to developing specific leadership behavior. This approach creates a blending of skills that support every other interpersonal model incorporated into the course. The ten interpersonal communication and behavioral models are drawn from the fields of communication studies, business communication, management, leadership and counseling psychology.

The course material draws from the latest research in psychotherapy and neuroscience to explain, describe, demonstrate and practice the specific communication and behavioral skills essential for inspiring others to follow.

The curriculum is taught using a skills-based approach. A description of each skill set will be first provided. The technique and application exercise will then be demonstrated by the instructor(s). Participants will be given the opportunity to practice each technique in class through carefully prepared and proven exercises. The "tell-show-do" training model helps participants develop a mastery of a wide-range of interpersonal skill sets essential for inspiring others to follow.
DETAILED DESCRIPTION OF PROACTIVE LEADERSHIP

Nonverbal Communication
This block begins the process of sharpening participant’s skills in reading people and situations quickly and accurately. How nonverbal cues communicate respect/disrespect and why it is important in the leader-follower relationship. Understanding and applying chronemic and haptic nonverbal cues in the workplace. Why norming behavior is critical for identifying problems at their earliest stages. This instruction strengthens the foundation for understanding specific nonverbal cues used in later blocks of instruction.

Emotional Intelligence
Raising emotional self-awareness is a fundamental emotional intelligence skill and is the cornerstone of effective leadership. Instruction enhances the participant’s ability to manage their own emotions and the emotions of others. Numerous research studies have found the most important leadership skill is an intermediate emotional intelligence skill.

Unmasking the Face and Emotions Behind It
What are the seven universal emotional facial expressions? What muscles are used in the face to accurately communicate these specific emotions? Become more attuned to reading emotions. Understand how to read two emotions simultaneously. Gain the confidence to quickly and accurately read facial expressions.

Interpersonal Observation skills
What are we looking for to make inferences about energy levels, quality of relationships, anchors, hotspots and feelings? Used in conjunction with other skills taught in this course, participant’s ability to quickly and accurately assess people and situations is further enhanced.

Reading Microexpressions
Participants are trained to read facial expressions lasting the blink of an eye (1/15th of a second). Microexpressions reveal either hidden emotions or deception. Microexpressions are a powerful source of information to identify what people are really feeling and thinking.

Proactive Listening skills
What are we listening for to assist in asking pertinent, detailed questions? Techniques used to train doctoral students in counseling psychology help participants become more proficient at engaged listening. Engaged listening reduces the effect of interjecting our own biased perception into what the other person is actually saying. Avoid making questionable decisions based on misperception. Why suspending judgment is a misnomer. Stop others from pushing your buttons!

Challenging Your Belief System: Optimism versus Pessimism
Why we don’t follow pessimist. We are often our own worst critic, learn how to speak to yourself about setbacks constructively. How to manage irritating pessimistic attitudes in the workplace. Your worst enemy cannot harm you as much as your unguarded thoughts.

Information Processing: Visual, Auditory and Kinesthetic
Take your communication skills to new levels of understanding. Learn how you process information. How to use terminology to build rapport and generate higher quality, detailed information from others.
**Responding**

This powerful and pivotal skill builds on all previous blocks of instruction to help leaders understand what followers are saying, feeling, and doing. *Responding is the key component to effective leadership.* Proficiency in responding determines the true proficiency of a leader and is the foundation for all subsequent blocks of instruction.

**Establishing Rapport**

Discuss and demonstrates a wide range of subconscious rapport building techniques. How to build effective rapport quickly. Why is rapport important for encouraging follower participation? What is an anchor? How to use the subconscious power of anchors to help motivate followers and strengthen the leader-follower relationship.

**Asking Questions**

It’s all about asking the right questions! Experience one of the most comprehensive and powerful blocks of questioning techniques taught in any training course. What to ask to get detailed, accurate, truthful information. Feel assured and capable of what to say and questions to ask when you don’t know what to ask next. The power is in its simplicity!

**Making and Handling Requests**

Avoid undermining follower confidence by appearing arbitrary in handling requests. Verify the quality of your decisions before they are implemented. Avoid difficult ethical dilemmas. Our ability to handle request and to make request of others determine the success or failure of all human encounters.

**Encouraging Appropriate Behavior - Discouraging Inappropriate Behavior**

One of the most damaging and erroneous assumptions that many supervisors make is that good performance and appropriate behavior are to be expected from the employee and that the only time feedback is needed is when the employee does something wrong.

**Reinforcing Behavior**

Hold others respectfully accountable for their actions. Includes a model to effectively and consistently provide corrective feedback that modifies the follower’s behavior. How and why to provide supportive feedback to inspire performance, but without looking like a cheerleader.

**Confrontation**

Confrontation has been perceived as the weakest link in leadership within an organizational context. Supervisors often lack proficiency with specific interpersonal communication skills needed to successfully and constructively confront others in a civil and productive manner; often misunderstand confrontation; fail to provide timely feedback; and in some cases, avoid confrontation altogether. When supervisors do confront employees, the confrontation is usually an expression of frustration, not of skilled leadership. Learn the power of G.R.I.P.E.

**Interpersonal Problem-Solving**

There are two types of problems: problems that we ourselves have created by our own decisions and behavior; and, problems created by forces outside of us. Avoid assuming responsibility for problems that are not of your making, when we have insufficient information to effectively resolve the problem, and/or the solution is beyond your control. Place the burden of fixing the problem on the person(s) creating the problem. Work smarter, not harder!
Interpersonal Decision-Making
Theoretically, consensus building implies everyone has an equal say. Unfortunately, consensus is often achieved by following the path of least resistance. Generally, decisions by consensus throws personal accountability out the window. Confidently knowing when and how to involve others generates high quality information to make good decisions; prepares employees for the change that is coming; and, help mold consensus to effectively implement the change. This model gives participants a framework and confidence to involve others in the decision-making process.

Positive Organizational Behavior
Take the guesswork out of creating a satisfying, productive environment that promotes a sense of meaning and accomplishment. Learn how to actively and constructively respond to inspire others to realize their potential.

Building and Maintaining Trust
Approximately 150 research studies over a period of 100 years have identified the three primary components of trust and distrust. How do we manage these three primary components to build trust, minimize distrust? The latest research resulted in a powerful paradigm shift in our understanding of trust and distrust. What research in neuroscience tells us about distrust.

The block of instructions are taught in a specific order based on the complexity of the skills required to perform the task. Researchers in psychotherapy have found that social and emotional intelligence skills must be taught in a specific sequence from lower order skills to advanced skills to maximize the learning curve.
INSTRUCTOR BIOGRAPHIES

Tab Cooper is quickly becoming internationally recognized for his skills-based approach to modifying participant behavior to enhance a wide range of interpersonal skills, personally and professionally.

During his 20-year law enforcement career, Tab served as patrol officer, investigator, instructor and commander. He is a graduate of the Leadership and Command College (LCC) and held a Master Peace Officer certification through the Texas Commission On Law Enforcement. He later joined the Law Enforcement Management Institute of Texas (LEMIT) as a Project Coordinator developing and coordinating the first mandatory police chief management and leadership training program in the United States. He also help develop and coordinate the mandatory course for new police chiefs, as well as, develop and coordinate the Command Staff Leadership Series for the State of Texas.

After LEMIT, Tab worked with Dr. Stephen Sampson, renowned Counseling Psychologist, social intelligence instructor, and protégé of Dr. Carl Rogers and Dr. John ”Jack” Blakeman. Tab traveled with Dr. Sampson throughout the United States for four years assisting in training seminars teaching techniques to enhance social intelligence skills.

Tab earned a B.S. in Law Enforcement and Police Science and a Masters degree in Business Administration from Sam Houston State University. He also completed numerous hours in post-graduate courses and coauthored a number of research articles in business communication.

He continued his professional development as a Business Communication lecturer at Sam Houston State University. Tab taught a variety of business communication courses during his seven years with the College of Business Administration applying his experience, advanced training and post-graduate education in the fields of management, leadership, communication studies, business communication and counseling psychology.

Tab is also certified as an instructor by the Institute of Analytic Interviewing.

Mary Daugherty is a retired Senior Special Agent with the Bureau of Alcohol, Tobacco, Firearms and Explosives (BATF). During Mary’s 27 years of Federal service, she was assigned to the Violent Gang Task Force and applied investigative and interviewing skills as case agent and in undercover capacities investigating Asian Organized Crime, Jamaican Posse, Bandidos Motorcycle Gang, Texas Syndicate Prison Gang and Mexican Mafia. Resulting in Special Agent Daugherty being recognized as "Officer of the Year" by the 100 Club of Houston. During her later years with ATF, Mary also served as ATF Intelligence Officer assigned to the FBI Joint Terrorist Task Force.

Mary became an internationally renowned instructor with the Institute of Analytic Interviewing, Inc., training the trainers for government agencies in the U.S. and abroad. As a lead instructor with IAI, Mary worked with Dr. Paul Ekman, Dr. Mark Frank, Dr. Maureen O’Sullivan and Dr. Ed Geiselman learning and applying the latest and most advanced research available in interviewing techniques.

Researchers determined that Mary is capable of detecting deception better than 99.99923% of the 13,000 law enforcement officers, judges and psychotherapist tested. Mary is considered the best of the best in detecting and managing deception during the interview process.

As a certified instructor for the Department of the Treasury and Department of Justice, Mary instructed interviewing and undercover school for 20 years at Glynco, GA. and trained thousands of law enforcement officers at numerous conferences and training programs.

Mary is a member of the Board of Directors for the Institute of Analytic Interviewing.