

Tactical EQ Series:

Human Performance Strategies

Lesson 002
Half Day Course

[Includes innovative decision-making models for rapid recovery and corrective actions]

Also Included:

1. **Map5:** The Emotional Quotient Competency Model
2. **Mental5:** Technical skills of the mind
3. **Big 4:** Brain training techniques used by the US Department of Defense
4. **Worksheets & Exercises:** Habit-loop engagement and development
5. **Group Discussions:** Engaged learning & application strategies

Designed & Developed by:

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866.487.2815

[Student's Guide]

Custom content development for:



Designed, developed and delivered by:



Instructor's Contact Information:

Parrish O. Taylor
Office: 703 Versailles Blvd, Alexandria LA 71303
Phone: (866) 487-2815
Email: PTaylor@tmctraining.net

Course Information:

Length: 4 hours
Objective(s): Emotional Quotient Competencies: Self-Awareness, Self-Regulation
Class Size: 15-20
Worksheets: Yes
Discussion Group(s): Yes

Pre-requisite: Lesson 001

Learning Key:



Lesson Objectives – Human Performance Applications



Education: Refresher

- Learning Objective(s): What is Emotional Quotient & Mental 5
- Field Tool: Chatter Check Card
- Models: Map5, T.E.A., M.E.F.



Education: Human Performance Improvement Handbook

- Identification: Origin & History
- Applications: Safety & Productivity



Skills Development: Six Cylinder Model

- Identification: Work / Life Balance
- Applications: Self Checking & Peer2Peer Tool
- Field Tool:



Skills Development: Maturity Metrics Model

- Identification: 9 Immature behaviors
- Applications: Self Checking & Peer2Peer Tool
- Field Tool:

Course Description:

This lesson introduces two critical decision-making models for daily use in self-checking and peer to peer engagements.

The Six Cylinder Model references human performance from a work-life balance perspective. Work-life balance is the term used to describe the balance that an individual requires between time allocated for work and other aspects of life. This requirement references an individual's health and wellness as it relates to stressors and stress levels. A healthy work-life balance reflects in the individual's physical, mental and emotional health.

The pursuit of a healthy work-life balance can be a difficult challenge. Individuals are torn between juggling heavy workloads, managing relationships and family responsibilities, and squeezing in outside interests; it is no surprise that more than one in four Americans describe themselves as "super stressed." A condition hindering both personal performance and leadership influence.

Research validates a distressed individual or an individual unable to manage distracting thoughts and disruptive emotions will have a greater tendency for errors in judgment and demonstrate lack of memory or become more rigid and less flexible with responses. As it pertains to work, an individual's ability to balance the rest of life becomes critical in every aspect of human performance on and off the job.

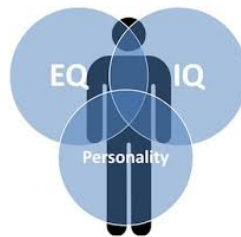
The Maturity Metrics Model references human performance from a leadership perspective using nine mature and nine corresponding immature behaviors.

In the field of psychology maturity has little to do with age or adulthood. In adult development and human performance, maturity is defined as an individual's ability to respond to the environment while being self-aware and socially-aware of the correct time and location to act or behave, and knowing when to act, according to the circumstances and the culture of the society. Emotional intelligence skills enable someone to effectively regulate constructive thoughts and feelings while adapting to social changes and demands.

Adult development and maturity strategies include defining purpose for self and social-sets within a group, in which maturity emphasizes a clear comprehension of one's own life purpose, directedness, and intentionality, which contributes to the feeling that life is meaningful. Socially and within small groups maturity is referenced when everyone is clear on their individual roll and how each contributes to a big purpose.

The nine-point maturity metrics provides an active engagement tool for personal performance and when engaging others through leadership influence. Additionally, nine immature behaviors that undermine personal performance and team unity.

Section 1



Emotional Quotient Competency Map



Benefits to Emotional Intelligence:

Research over the last two decades consistently validates the E.Q. skills are among

$$\frac{IQ + EQ = Success}{}$$

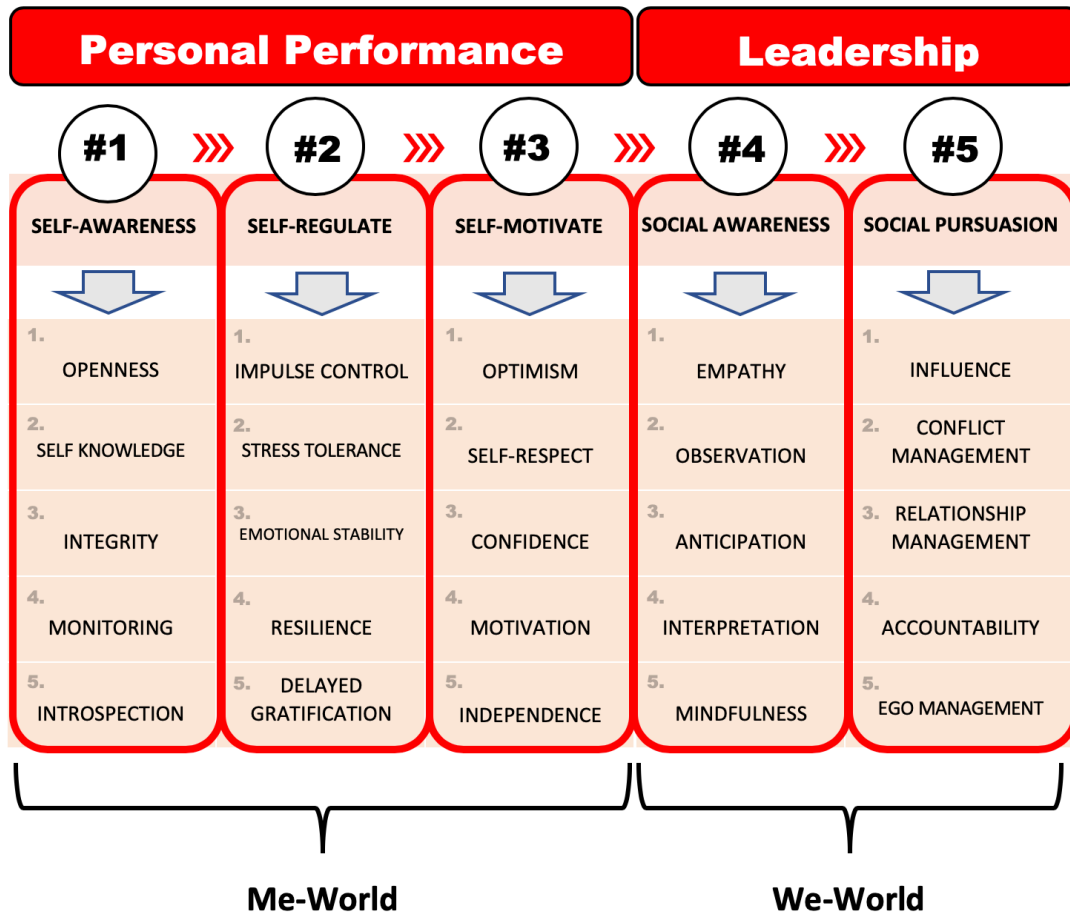


- Best in Class
- Relationship Development
- Performance Improvement
- Leadership Development

Occupations requiring the need to quickly adapt to change, creatively solve problems, or effectively resolve conflicts benefit from emotional intelligence training.

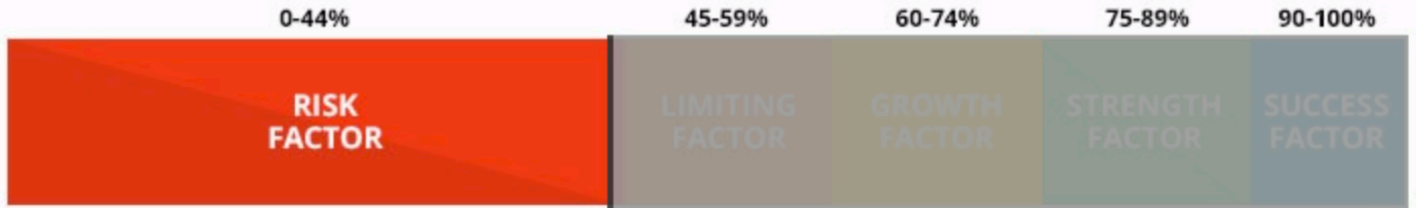


Emotional Quotient Competency Map: Map5 (Critical Decision-Making Model)



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SKILL: SELF-AWARENESS



YOUR INTEGRITY SCORE: 43%

YOUR INTEGRITY SCORE: 43%



DEVELOPMENT TIPS & TECHNIQUES

To increase your performance, apply these best-practice tips & techniques:

1. Think through the consequences of your actions.
2. Surround yourself with honest, ethical friends and associates.
3. Recognize when you rationalize to yourself. Correct it immediately. Being honest with yourself is the foundation of integrity.
4. Measure your integrity by reflecting on the way you act when no one is watching.
5. When you make a promise, keep a promise.
6. Measure your words and don't over-promise.
7. Clarify your personal values. Identify those things that you stand for. Write them down.
8. Hold yourself accountable even if nobody else will.
9. Don't exaggerate the truth to make yourself look good.
10. Avoid "just this once" logic when it comes to lying, stealing, bribing, or cheating.
11. Anticipate that ethical challenges will come your way so that you're not surprised when they do.
12. Have the courage to stand alone if that is necessary.

HIGH & LOW

High Score: People who score high on this dimension demonstrate these attitudes and behaviors:

1. Follow through on their commitments.
2. Place moral principles above profit and self-interest.
3. Live true to their values.
4. Earn high levels of trust.
5. Communicate accurately and truthfully.
6. Treat others with respect and fairness.
7. Do not compromise ethics to be accepted.
8. Hold themselves accountable

Low Score: People who score low on this dimension demonstrate these attitudes and behaviors:

1. Justify and rationalize ethical misconduct.
2. Place self-interest and profit above principle.
3. Deceive themselves.
4. Fail to hold themselves accountable.
5. Act hypocritical: Do not act consistent with their values.
6. Exaggerate or distort the truth.
7. Require rules, laws, and authority to hold them accountable.

NEW SKILLS
For the Next Generation

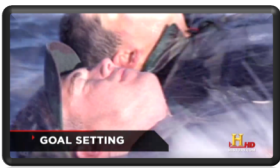
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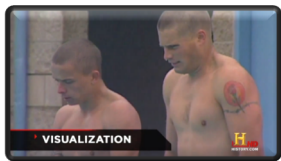
Brain Training Techniques: Navy Seals “Big 4”

This lesson explores four (4) simple thought-processes used by the U.S. Military. An innovative training strategy based on Emotional Intelligence and Neuroscience, developed to improve the pass/fail rate for new Navy Seal recruits (personal performance).

This innovative brain training centers around and re-visits four (4) very common performance indicators known as Goal Setting, Visualization, Self-Talk and Arousal Control, otherwise known as the “Big 4”. Practicing, and developing these mental processes daily improves an individual’s ability to improve critical decision making under pressure.



- 1. **Goal Setting:** How does this apply to your performance / leadership?
Key Work: _____ (now, immediate now)



- 2. **Visualization:** How does this apply to performance / leadership?
Key Work: _____ (see in advance before the action)



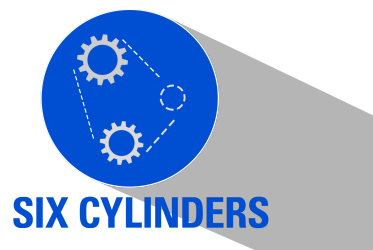
- 3. **Self-Talk:** How does this apply to performance / leadership?
Key Work: _____ (personal to you, self-knowledge)



- 4. **Arousal Control:** How does this apply to performance / leadership?
Key Work: _____ (long exhales mimic the relaxation response)

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Section 2



Learning to balance the Work / Life Challenge

[Critical Decision-Making Model]



“Six Cylinder” Theory

Every day we wake up and leave our homes and families and enter into the marketplace. The marketplace is where we find jobs, career-paths and moneymaking opportunities for entrepreneurs to create and serve – all of this leads to creating our individual lives or lifestyle. Humans (all people, all employees) are emotional creatures and many times “blur-the-lines” and bring stress from home into the marketplace and vice versa; we take our stress from the marketplace, home.

DEFINITION: What is the Six Cylinder Theory?

In this model we learn that life operates like a six-cylinder engine. All six cylinders working together to make the person’s life balanced. When one cylinder begins to misfire the engine still runs, just not as well – life goes on. Over time if the cylinders are not taken care of the engine wears itself out - life goes on, it goes on in misery.

IDENTIFY: What are the Cylinders?

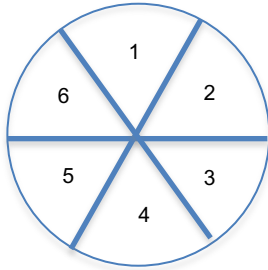
1. _____ – A relationship with a higher power (not Religion, Church, Sunday’s)
2. _____ – What you see in the mirror (inside / out); the “vehicle” you’ve been given
 - a. P _____ – vital signs (doctor’s report) – muscle mass, body fat, aches & pains
 - b. M _____ – attitude (habit of thought), destruct-construct, problem-solution, optimistic-pessimistic
 - c. E _____ – feelings, moods, emotions, desires (positive or negative)
3. _____ – the first set of intimate / toxic relationships immediately following – “self” (you).
 - a. P _____ – mothers, fathers, siblings
 - b. I _____ – mothers, fathers, brothers, sisters, cousins, nieces, nephews, etc.
 - c. Y _____ – spouse, children, grandchildren, great grandchildren
4. _____ (job) – Your seed (skills, talents, natural abilities) to the marketplace for service
5. _____ – Income, expenses, bank statements, shopping, investing, taxes
6. _____ / Serenity – Your peace, your quiet time, you get away from it all



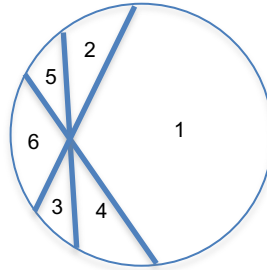
“Six Cylinder” Guiding Principles

Humans have one body with many internal systems. One body will have a skeletal system, muscular system, nervous system, respiratory system and so on. The same is true for a person’s life – one life or one person has six different life-cylinders.

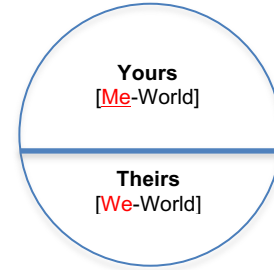
- Life operates like a six-cylinder engine, all six cylinders working in _____



Life



“Real”
[Out of Balance]



“Ideal”
[Daily Regulation]

- No one cylinder determines the entire state of affairs; each is _____
- Tendency is to let one cylinder _____ our state of mind (chatter)
- Dynamic – each cylinder is changing all the time (people, places and things)
- We’ve all heard the saying, “count your _____” – thankful / gratitude find in the 6C’s

Quotes:

- Know what you stand for or you will ____ for anything (set clear expectations at work) *Les Brown*
- Begin with the _____ in mind *Stephen Covey*
- It’s not what am I getting here, it’s what am I _____ here (process) *Jim Rohn*

“Real” verses “Ideal”

- A constant daily fight to keep the balance (most struggle) (work to home / home to work)
- “Real” – how you _____ to allocate your time (reflect back at the end of the day; trends)
- “Ideal” – how you _____ to allocate your time (requires very specific thoughts & conversations)

An effective leader in the marketplace helps people align their cylinders. When you can help people define what the career cylinder looks like to them – you create a bridge to build on. Using your business or department as a “vehicle” in the marketplace to help folks get the things they desire in the other life-cylinders.

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Notes:

Section 3



Learning to Regulate Chatter

[Critical Decision-Making Model]



Mental5: Reflective Exercise “Define a time”

What we used to call attitude has now been redefined. Based on the studies of top achievers, all top performers have learned the skills to develop a mindset. A set of skills to keep the mind set on the immediate task, sub-task or goal. The five (5) mental skills to regulating chatter are:

1. **Mental Skill of _____**: *The ability to select (right) words and mental pictures; on demand.* Define a time when you had to get inside your own head and slow things down.
2. **Mental Skill of _____**: *The ability to focus on (repeat) specific words and mental pictures; on demand.* Define a time when you realized your mind was wandering and you had to pull it back on task.
3. **Mental Skill of _____**: *The ability to inventory; the act of creating a detailed mental menu list of words and mental pictures; on demand.* Define a time when you visualized how you wanted to act prior to the event.
4. **Mental Skill of _____**: *The ability to prioritize the words and the mental pictures; on demand.* Define a time when you were getting an over-abundance of information and had to step back and slow things down.
5. **Mental Skill of _____**: *The ability to create new words and new mental pictures in the moment; on demand”.* Define a time when faced with a problem and the training didn’t help, you had to get creative.

Leadership Track

Section 4



Learning to Regulate Immature Performance

[Critical Decision-Making Model]



Maturity Metrics: Retention and Motivation

Research continues to validate how employees feel about their direct supervisor matters. Employees who rate their supervisor's performance poorly are four times as likely to be job hunting. It's difficult for companies to retain employees if managers are insulting, abrasive, ineffective or incompetent. High turnover directly affects profits, productivity and bad managers can create unnecessary stress.

Physical manifestations of stress include fatigue, headache, muscle aches, and difficulty sleeping. Employees who suffer from the physical effects of work-related stress can be a distraction to co-workers and even increase absenteeism. Stressed employees might be depressed, irritable or might find it difficult to concentrate on complex tasks. Anxiety about satisfying a difficult supervisor can result in a type of emotional paralysis that occurs when employees are afraid to make decisions or move ahead with a project.

Multiple workforce surveys found that career development, work/life balance and bad managers are consistently the top issues that push employees to job hop, with compensation cited in only 9 percent of exit interviews.

The maturity metrics serves as a set of guardrails for effective employee engagement. In the field of psychology maturity is defined as an individual's ability to respond to the environment while being self-aware and socially-aware of the correct time and location to act or behave, and knowing when to act, according to the circumstances and the culture of the organization.

Adult development strategies can develop an individual's level of maturity by defining purpose for self and social settings within a group. Maturity development emphasizes a clear comprehension of one's own life purpose, directedness, and intentionality, which contributes to the feeling that life is meaningful.

Socially and within small groups maturity development is reflected in daily human interactions that re-enforce core beliefs and values. Every human interaction can be measured using the maturity metrics guardrails - mature or immature behaviors based on the metrics. Every human interaction directly impacts personal performance and one's ability to positively influence the group.

Notes:



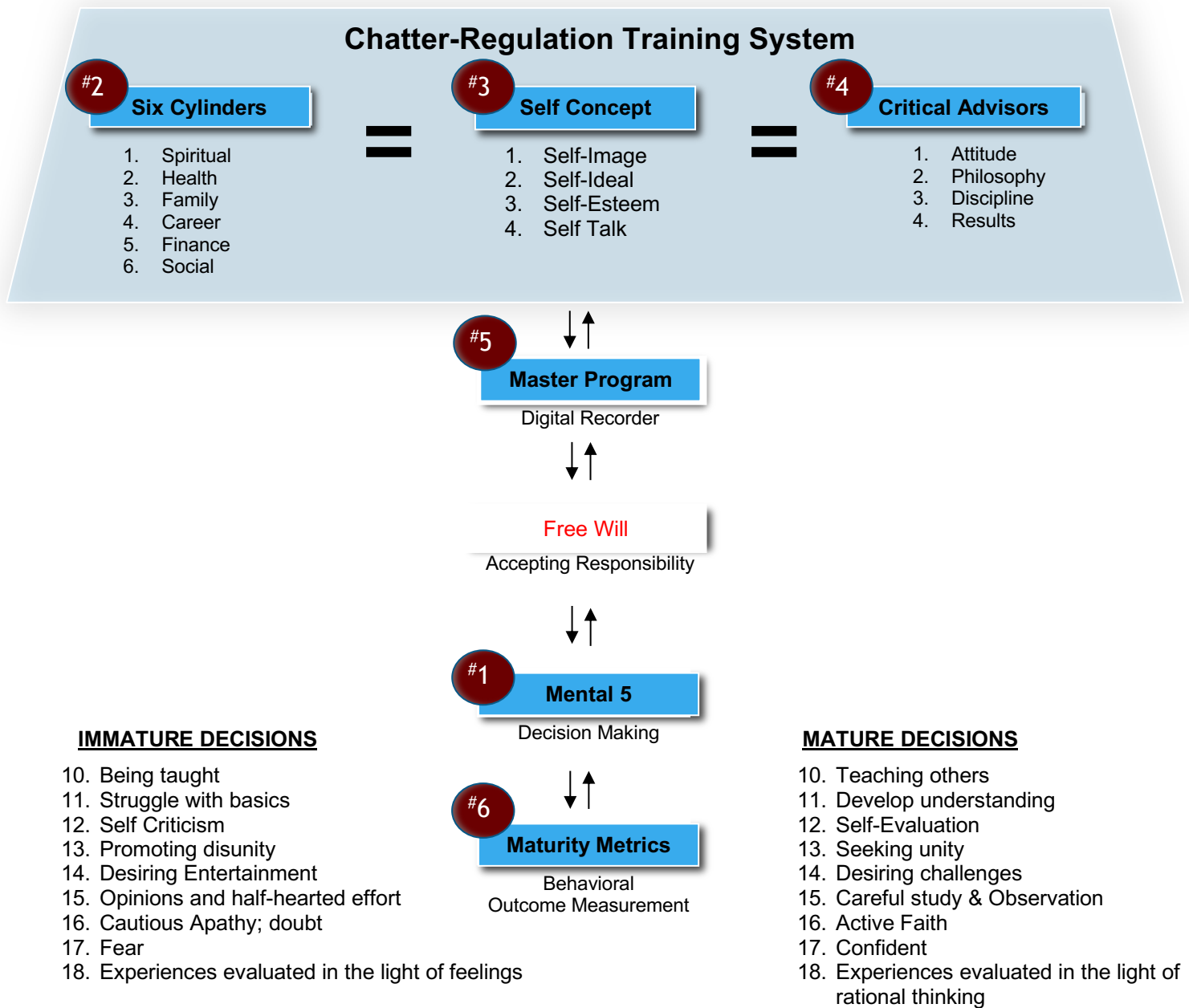
Maturity Metrics: Leadership Applications

Implement this simple, nine (9) point maturity metrics into your employee hiring and qualifying process. When you train new employees how to do their job, include these nine critical behaviors and talk about regularly.

_____ DECISIONS	_____ DECISIONS
1. Being _____ →	1. _____ others
2. Struggle with basics →	2. Develop _____
3. Self _____ →	3. Self-_____
4. Promoting disunity →	4. _____ unity
5. Desiring _____ →	5. Desiring _____
6. Opinions and half-hearted effort →	6. Careful _____ & _____
7. Cautious Apathy; doubt →	7. Active _____
8. Fear →	8. _____
9. Experiences evaluated in the light of feelings/emotions →	9. Experiences evaluated in the light of _____

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An illustration of the six (6) unique training modules and how each relates in the overall skill development program; each module is a standalone training unit with individual lesson plans and objectives. The Mental & Emotional Training (M.E.T.) program is a cognitive therapy approach based on the principles of human performance, team-unity and leadership effectiveness. A simple set of practical engagement-tools for personal navigation when adapting to change, problem solving or conflict resolution. This program builds upon the five (5) core competencies of emotional intelligence.



Notes:



Feedback & Assessment

Date: _____ 2019

General (Optional):

Name: _____ Contact #: _____

Title: _____ Yrs. In Utility Work: _____

Are you interested in: Personal or Team EQ Coaching Personal EQ Profile Assessment?

Content & Presentation: My email address is: _____

- Can you use the information presented today – is it beneficial? (If so, please explain)

- What information stands out the most – made the biggest impact on today?

- In your opinion, can others benefit from this training? (If so, who and why, please explain)

- What is one action item you will take away from today’s training?

- Please evaluate the presenter’s ability to deliver the information (examples, pace, material)

[Please tear out and complete the feedback form. Use the backside for additional comments and then personally hand to the instructor after the class, thank you.]

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