



Using Social Intelligence to Succeed

To get ahead in any organization requires certain social skills and intelligence such as: being in the information loop; knowing what is valued and rewarded by the organization; being able to create positive personal perceptions; sizing up situations and people quickly, and knowing how to predict, prevent and protect others from losing face. Being socially intelligent will allow you to avoid being blindsided by office politics and permit you to be more productive and effective at work.

In this session you will be introduced to five dimensions of social intelligence (SI) including Situational Awareness, Organizational Awareness, Influence and Authenticity, Relationship Management and Communication. Using a short self-scored questionnaire, you will discover your strengths and challenges on each dimension. To more fully explore these dimensions, interpersonal skills associated with each will be introduced. Case studies will be discussed and examined to better understand and use SI. This awareness and information will allow you to more authentically develop and use your SI to advance and succeed.

**Materials:**

Questionnaire: Are you Socially Intelligent? 2

SI Dimensions and Skills Chart 4

Listen with Your Eyes 5

The Five Listening Checks 7

Listening Exercise 9

*Influential Others* Exercise 10

Personal Values Questionnaire 11

Being Agreeable While Disagreeing 14

Five Conflict Approaches 15

Guide to Mind Mapping 17

Conflict Communication Guide 18

Clear Communication Guide 19

Bio – Delee Fromm 20



#### Questionnaire: Are You Socially Intelligent?

Read each statement carefully. **If the statement describes you – CIRCLE T and if the statement does not– CIRCLE F.** As you respond, your frame of reference should be **you at** **work**. The purpose of this questionnaire is to create awareness of your level of skill on each of the five dimensions of social intelligence.

**Do you usually:**

1. Size up situations and people quickly? **T F**
2. Recognize when there is a disconnect between what is being said and non-verbal behavior? **T F**
3. Read between the lines to get both the content and sub-text of what is being said? **T F**
4. Readily identify shifts in language that mark shifts in emotional states? **T F**
5. Ask questions to understand others’ perspectives? **T F**
6. Understand the culture of your workplace and the social codes of business? **T F**
7. Observe others’ behavior without judging or making inferences too quickly?

**Situational Awareness: Total Ts = ­­\_\_\_\_\_\_\_\_/7**

1. Know important organizational information before others? **T F**
2. Know who is influential in your group and organization? **T F**
3. Know the people around you who get things done? **T F**
4. Know what behavior is valued and rewarded by the organization? **T F**
5. Know the top decision makers and what they are passionate about? **T F**
6. Understand how promotions are obtained and how plum projects get assigned? **T F**
7. Have a solid relationship with those who can influence your advancement? **T F**

**Organizational Awareness: Total Ts = ­­\_\_\_\_\_\_\_\_/7**

1. Effectively influence and manage other people’s perceptions of you? **T F**
2. Establish credibility with others and not assume that your work speaks for itself? **T F**
3. Make your most important comments and actions memorable to others? **T F**
4. Act in ways that are true to your personal values? **T F**
5. Use verbal and non-verbal communication to exude confidence and authoritative presence? **T F**
6. Behave in a way that leads others to judge you as open, honest, ethical and trustworthy? **T F**
7. Ensure that you are the go-to person for certain types of information? **T F**

**Influence and Authenticity: Total Ts = ­­\_\_\_\_\_\_\_\_/7**

1. Try to understand others’ perspectives, especially when in conflict with your own? **T F**
2. Handle conflict in ways that maintain relationships and advance your cause? **T F**
3. Consider multiple options and approaches before responding? **T F**
4. Make people feel good about working for or with you? **T F**
5. Pay it forward with others in order to bank favours for when you need them? **T F**
6. Know how to predict, prevent and protect others from losing face? **T F**
7. Know that both competence and connectedness are essential for success? **T F**

**Relationship Management: Total Ts = ­­\_\_\_\_\_\_\_\_/7**

1. Observe how well respected and savvy colleagues act and communicate in meetings? **T F**
2. Know how to position ideas in a favorable way? **T F**
3. Know how to disagree in a constructive and agreeable fashion? **T F**
4. Use a communication structure that is easy for the listener and makes your idea compelling? **T F**
5. Know how to communicate in a way that is both assertive and connective? **T F**
6. Use multiple techniques to hold the attention of the listener? **T F**
7. Know what to say and how, when and where to say it? **T F**

**Communication: Total Ts = ­­\_\_\_\_\_\_\_\_/7**

To score the questionnaire, **count** **the question numbers above in each section where you circled the T** (only True answers are scored), then add them up to determine your skill level for each dimension. A low score (under 4) suggests that this dimension may be underdeveloped and perhaps ignored.



|  |  |  |
| --- | --- | --- |
| **Social Intelligence Dimensions** | **Description** | **Relevant Skills** |
| **Situational Awareness** | Reading social situations well and being able to accurately interpret people’s motivations, intentions, emotion and actions. Involves a respectful interest in people and an understanding of social dynamics and codes of conduct. | Social Context– Space, NV Behavior and Verbal Language**Listening Skills** **Non-verbal Communication** Knowing Codes of Conduct  |
| **Organizational Awareness**  | Understanding the culture and values of the workplace to know what is important. Being able to find the inside tract by accessing information from those up the ladder. Getting connected to those who know how things work. | Information Gathering:How Are Things Done?Who’s in The Loop?**Who’s Essential to your Success?**What is Rewarded? |
| **Influence and Authenticity** | Being credible and speaking with conviction. Knowing your personal values and letting others know your voice, how you think and where you are coming from. Being able to gain others’ trust and cooperation. Creating alliances and a circle of influence.  | **Know Your Personal Values** Letting Others Know You **Being Persuasive** **Using Three Sources**Being Audience FocusedCreating AlliancesInformal Networking |
| **Relationship Management** | Building and maintaining connections with others both internally and externally. Responding well in conflict situations and with difficult people. Recognizing that **both connectedness and competence** are needed for success. | Building a Wide Network**Using Conflict Modes****Mind Mapping**Setting Priorities**Being Agreeable While Disagreeing****Conflict Steps and Strategies** |
| **Communication** | Being able to positions ideas in a favorable and compelling way. Delivering confident and clear messages that are easy to listen to. Dealing with conflicts constructively. Using communication techniques to support and empower others.  | **Conflict Communication** Listening Skills**Clear/Compelling Messages**Empowering others -Amplification/ShineStopping InterruptionsPreventing Idea Theft  |

##  Situational Awareness: Listen with Your Eyes

One of the reasons listening is so hard is that there is a greater neural capacity to process words than the rate of human speech. Most of us speak at a rate of approximately 150 words per minute, but the cognitive processing capacity for understanding speech is around 400-500 words per minute. The consequence? When listening to the average speaker we typically use less than 50% of our processing capacity. The result – with so much dead time our minds wander.

Monitoring the non-verbal behaviour of the speaker allows for excess capacity to be used and provides us with important information. Many people want a “dictionary to body language”, hoping to unveil the true face and intentions of the speaker by the way they shift in a chair, or the way they cross their legs. *However, there are no one- behavior-means-one-thing-for-all-people-all-the-time answers.* Non-verbal language should be observed in the larger context of the situation and what is being said. With that caution what follows is information on body language generally.

**The face** is where we tend to concentrate when observing others due to the eyes. Eyes tell us what the person is focusing (us or the report on the desk), they show subtle shifts in emotion and if the person is psychologically comfortable. Some people are very good at using a “poker face” so they don’t consciously don’t allow emotion or tension to show so others can’t read anything. Introverts tend to show less emotion than extraverts although they are mentally just as engaged.

For people who do show emotion, watch for subtle shifts in expression, for tension in the mouth. Does the person refuse to make eye contact? Receptive facial clues generally are: smiling and lots of eye contact. Unreceptive clues are: No eye contact or squinted eyes, tension in the jaw muscles, head turned slightly away. There are gender differences due to cultural training in facial expression clues: women tend to smile more, make more eye contact and tilt the head either to one side or slightly away, men tend to make less eye contact and smile less. So – interpret non-verbal behavior in light of the larger picture. Factors such as culture, personality, and training can all inform and impact body language. Make careful observations, try to determine baseline body behavior for that individual and place such behavior in context of the entire exchange. Watch for behaviour that contradicts what the person is saying. Recently I watched two separate televised interviews where the persons speaking shook their heads side-to-side, clearly indicating disagreement with their words. Important meaning can be obtained and the truth revealed when you also listen with your eyes.

**The torso** is harder to read, because comfort plays so much a part of posture either seated or standing. What *is* possible to read are sudden, large shifts of movement that can signal a change in thought or feeling. There is a gender difference in this area of non-verbal behavior. Men tend to sit back, perhaps even sprawl in the chair, put their arms behind their heads to display confidence and often don’t make a lot of eye contact. This can be mistaken for lack of engagement to women. Women, on the other hand, tend to reduce their presence by crossing arms, sitting in the corner of a chair, or crossing hands on the table. These are broad tendencies and should not be seen as stereotypical behaviors. However, they can be a guide to understanding and may help to avoid mislabeling behavior.

**Arms and hands** are more expressive than the torso. A receptive position is arms open, hands unclenched and relaxed and above the table or on the arms of the chair. Unreceptive behavior can be seen as hands clenched, arms crossed in front of the chest, a hand over the mouth. Again, it is important to reiterate not to interpret everything you see always one way – some people cross their arms over their chest when they are cold or comfortable and it has nothing to do with withdrawal or hostility.

Hands are particularly expressive. Watch for unconsciously fidgeting fingers, rubbing, scratching, drumming fingers on the table – these are “soothing” behaviors and can signal nervousness, discomfort or any charged emotional state such as anger. When I see people in my seminars with a finger over their mouth I often ask them if they have a comment or question. This gesture typically shows that they wish to speak but are prohibiting themselves physically. In doing so they may not even be aware of the gesture.

**Legs and feet** are in a receptive state when pointed towards the speaker and are still. Unreceptive behavior is seen to be legs crossed and away from the speaker and feet pointed away. Restlessness can be exhibited by the legs and feet so watch for movement indicating a wanting to move out of the situation. Again, keep in mind that some people need to move to get more comfortable due to issues with their back or their legs.

In general, the best guideline for reading non-verbal behavior is to evaluate it in the context of the environment (is it a chilly room, too hot, too dim, too noisy or has one person been talking for a while?) and clues from baseline behavior of that person rather than using a single non-verbal behavior. It is also best not to read too much into body language – often we project hostile intentions on others who simply have unfortunate habits of concentration. For instance, a facial grimace when concentrating can appear as anger or resistance.

Do notice shifts in physical behavior that can signal a change in thought or feeling. Watch particularly for physical signs of boredom – looking at a watch, doodling in a concentrated way, drumming fingers on the table, sighing. Also be aware that others may be bluffing with their physical language to gain effect. Assess all physical language in light of other factors.

When it comes to body language, careful observation can reveal much about oneself and others, but it is more of an art than a science. Train yourself to be a fine observer of others. Also take full responsibility of what you are saying through your non-verbal behavior. Project a presence that is self-assured, open and courageous.

#  Situational Awareness: The Five Listening Checks

## 1. OBTAIN

**Purpose:** You want facts. You want to explore further or discuss more fully.

**Method:** *Ask using a what, how, when question*. *You are trying to get the facts clearly and correctly.*

Examples:

1. Is this a problem for you?

2. What did you say then?

3. So you responded by …

## 2. CLARIFY

**Purpose:** To check your listening accuracy. To let the other person know you grasp the facts.

**Method:** *Paraphrase what you have heard. Restate the person’s basic ideas.*

Examples:

1. As I understand it, the problem is … Am I hearing you correctly?

2. What I think you said was …

3. To clarify, you then said …

4. What I understand you to say by that is … is that right?

5. Have I got this right?

## 3. ACKNOWLEDGE

**Purpose:** You want to let the other person know you are listening and interested. This acknowledgment is non-committal.

**Method:** *Don’t agree or disagree. Use non-committal words with a positive tone of voice. Note that acknowledgment may be taken as agreement by others, particularly men, so be careful how you acknowledge your interest and listening.*

Examples:

1. I see.

2. Uh-huh.

3. Tell me more.

4. I get the idea …

## 4. EMPATHIZE

**Purpose:** To show that you are listening and that you empathize. Your recognition and acknowledgment of another’s feelings will help reduce anxiety, anger or other negative feelings.

**Method:** *Reflect the other person’s feelings. Paraphrase in your own words what the person has said. Note that with practice it will become more comfortable. This level needs to be recognized and acknowledged, especially in conflict communications.*

**Examples**:

1. You feel that you didn’t get the proper treatment.

2. It was unjust as you perceive it.

3. It’s frustrating to have this happen.

4. You don’t feel this position is reasonable.

5. I sense that you like doing this job but are uneasy about making mistakes.

## 5. SUMMARIZE

**Purpose:** To focus the discussion and move to a new level of discussion. To pull important ideas or facts together. To review progress.

**Method**: *Restate, reflect and summarize major ideas and feelings*.

**Examples:**

1. These are the key elements of the problem …

2. Let’s see now, we’ve examined these four factors …

3. These seem to be the key ideas you expressed …

4. To summarize — the main points are …

In addition to using the five checks to listen well, display attentive non-verbal behaviour as you listen. To appear receptive and curious, open your posture, lean toward the speaker and relax. Avoid multi-tasking and try not to read emails or check the time. Monitor your own responses and non-verbal behaviour to help ensure you don’t become defensive or dominant in the exchange. Good listening is all about being curious, receptive and relaxed. Let the other person open up and feel safe.

****

**Exercise: The Language of Listening**

There are two roles in this exercise - Speaker and Listener.

1. **Speaker**

Your goal is to engage the Listener in a meaningful conversation for about **five-minutes** by sharing a story that conveys a personal message in a way that will engage your audience. In the Speaker role, we ask you to share something that is of real interest or concern to you.

Examples of topics for your five-minute narrative:

**Your Favorite Restaurant Meal**

**Your First Pet**

**Your Last Holiday**

**Your Favorite YouTube Video or Podcast**

**Your Summer**

**An Opinion or View That You Differ on**

**Any Other Interesting Personal Experience**

Consider pausing from time-to-time to encourage the Listener to respond – this will give the Listener a chance to try out her/his questioning skills. Also, be sure to add emotion to your story to allow the Listener to connect with you. As the Speaker in the practice session, part of your job is to help the Listener practice listening skills.

1. **Listener**

Before the session get curious – set listening goals and review the purpose for the conversation. Then try to concentrate on connecting with the Speaker by **obtaining** **information, asking questions to clarify what you have heard, acknowledging what has been said, empathizing and, at the end, summarizing**.

Mix up the way you ask for information. Be wary of the common trap of spending too much time formulating your next question such that you do not fully hear what the Speaker has to say. Instead, try to focus on the Speaker’s comments and allow the questions to flow naturally. Be sure to ask questions that show you are connecting with the Speaker – acknowledging their emotions and understanding their point of view. You may wish to mirror their words to show that you hear what they are saying.

##

## Organization Awareness: *Influential Other* Exercise

#### Key People to Your Success Stage of Relationship Next Steps

1.

2.

3.

4.

## Stages:

## Surrogate – know them through others or from seeing them

## Service – you work with them, they know you

## Solid – you have a strong relationship with them, you understand their perspective, know their passions and goals, you know what they don’t like

## Possible Next Steps:

* Attend networking event and talk with them
* Attend internal conference calls in person
* Drop by their office to ask their advice
* Take them to lunch
* Work on a committee with them
* Get involved with their pet project
* Determine how to work with them on a file or project
* Ask mentor or trusted advisor how to get to know key person
* Find a way to connect in a SI way

 **Personal Values Questionnaire**

Values are deeply held beliefs that guide a person’s actions. Awareness of values will assist you in understanding and achieving a higher level of career satisfaction. This exercise is geared to help you determine and then reflect upon personal values.

1) Read the list of values below and determine their level of importance to you.

2) Check off the degree to which the career value guides your actions and reflects your views.

3) Review those you marked “highly valued” and prioritize on last page.

4) Please feel free to add any values that are not listed here and rate them.

|  |  |  |  |
| --- | --- | --- | --- |
| **Career Values** | **Highly Valued**  | **Somewhat Valued**  | **Not** **Valued** |
| **Advancement** - be able to get ahead, gaining opportunities for growth and seniority from work well-done. |  |  |  |
| **Belonging**- develop close personal relationships with colleagues as a result of work activity |  |  |  |
| **Public Interaction –** have a lot of contact with people in your daily activities. |  |  |  |
| **Being of Service to Others –** be involved in assisting and helping others. |  |  |  |
| **Authority –** be able to direct and manage the work activity of others. |  |  |  |
| **Decorum** – work where politeness and manners are important and social niceties are followed.  |  |  |  |
| **Privacy –** a workplace where your private life is respected and kept separate from your professional life. |  |  |  |
| **Fun ­**– a workplace where you can have fun with others and enjoy their company. |  |  |  |
| **Competition –** engage in activities which pit your abilities against others. |  |  |  |
| **Creativity –** work withnew ideas and concepts and/or create projects and activities that do not follow a framework created by others. |  |  |  |
| **Security and Stability** - be assured of keeping your job and a reasonable financial reward.  |  |  |  |
| **Intellectual Status** - be regarded as well-informed and a strong theorist, as an acknowledged “expert” in a given field.  |  |  |  |
| **Variety** – have work responsibilities frequently changed in content, type and setting.  |  |  |  |
| **Financial Reward –** have a strong likelihood of accumulating large amounts of money or other material gain through ownership, bonuses or profit sharing. |  |  |  |
| **Flexibility–** have work that you can do in accordance with your own schedule. |  |  |  |
| **Recognition and Appreciation –** get positive feedback and credit for work well done. |  |  |  |
| **Purpose –** feel that your work has a bigger purpose, such as in helping others or contributing to a greater body of work. |  |  |  |
| **Knowledge –** consider the pursuit of knowledge and understanding of greater worth than financial gain. |  |  |  |
| **Diversity -** work in an environment that values and embraces diversity in its employees. |  |  |  |
| **Travel –** work that allows you to travel for short and long periods of time. |  |  |  |
| **Independence** – be able to determine nature and process of work without significant direction from others.  |  |  |  |
| **Integrity** – a workplace that honours and respects your moral interests and shares your moral values. |  |  |  |
| **Work/life Balance –** work that allows you to have a balance between work and personal life commitments. |  |  |  |
| **Pressure** – work in time-pressured circumstances, where there is little or no margin of error. |  |  |  |
| **Solitude** – work on files and projects by yourself, without much contact with others. |  |  |  |

Which values do you value most highly? Rank them in order of preference.

Which values are essential for you to be satisfied in your career life?

Which values would you be willing to compromise if needed?

Any surprises in completing this questionnaire? Any new insights?

To deepen awareness of your personal values, keep track of situations at work where you acted in accordance with them. How did you feel? Any situations where you violated them? How might you have asserted yourself to act more authentically?

####



**Influence: Phrases for Being Agreeable While Disagreeing**

* *I agree with what you are saying generally but my opinion differs somewhat in what we should do about it.*
* *Help me to understand how you came to the solution you are proposing. I am unable to see why the third suggestion is included.*
* *We are willing to make many of the changes you have asked for in this contract however there are a few changes we cannot agree to.*
* *That makes perfect sense for the most part. It is this point on the third page that is not clear to me.*
* *We agree on so much. Let`s agree to disagree on that point.*
* *Something you said earlier is closer to the way I am viewing the situation.*
* *Do you mind if I ask a few questions about this plan so that I can understand more fully your approach?*
* *We agree on 95% of this and it’s only that remaining 5% that we need to work out.*
* *Your reasons are so cogent and compelling that I don’t see how anyone can disagree, however, I do have one concern.*
* *I understand what you mean and I agree in principle. In practice I have one recommendation.*



 **Relationship Management: The Five Conflict Modes**

**Competing** – you assert your position without considering the opposing viewpoints. It can involve standing up for your rights or throwing your weight around. You mostly tell others what you want and what you think.

* I want you to ….
* You should ….
* I am not …. and that is final!
* You need to ….
* Here is my position… and that is what we are going to do.
* I expect you to ……
* We are going to do what I want or else.

**Collaborating** - You use this mode where the relationship and outcome is equally important and of high priority. When collaborating you work with the other person to find a solution that fully satisfies both of your concerns and maximizes outcomes while at the same time preserves or enhances the relationship. You are open to finding a good solution and ask a lot of questions of the other side.

* Tell me what you think about ….
* Perhaps we can come up with a solution that works for both of us.
* That is one option, what about some others?
* How can we both get what we want from this?
* Money is one interest; do you have others?
* Can you explain to me what it is you are interested in getting from this agreement?
* **Why** do you want that? **Why not** this option? **What if** we were to do this?
* I am interested in your thoughts.
* Let’s review all of the options.
* What can I do to help you?
* Maybe between the two of us we can work something out.

**Avoiding**: When avoiding you do not immediately pursue your own concerns or those of the other person. You do not address the conflict. Avoiding might take the form of diplomatically side-stepping the issue, postponing an issue until a better time, letting someone else deal with it or simply withdrawing from a threatening situation.

* Is that a new suit?
* Is that a new haircut?
* I don’t have time to talk about that issue right now.
* I am too busy to deal with this.
* Did you see the rerun of … last night?
* Isn’t this weather weird?
* Maybe we can talk about this later.
* Are you talking to me? Sorry but I need to get this done right now.
* Let me think about it and get back to you.
* We can’t deal with that now – we need to what until ….. happens.

**Compromising**: When compromising the objective is to find an expedient, mutually acceptable solution that partially satisfies both parties.

* Why don’t we meet in the middle?
* Let’s flip a coin.
* Let’s split the difference.
* If you give me option A you can have option B.
* Why don’t we do it your way this time and next time this issue arises – we can do it my way.
* You can deal with the first half of the agenda and I will deal with the last half.

**Accommodating**: Accommodating is an unassertive and very cooperative response that is the opposite of competing. This is the response where the relationship element is given priority over the outcome.

* It would be my pleasure.
* Of course you can do that.
* Forget about me, how can I help you?
* I trust your judgment, if you feel strongly about it, we’ll do it that way.
* You tell me.
* I’m open to whatever you think is best.
* Just let me know what you want me to do.
* I’ll be happy if you are happy.
* It’s no problem – really

 **Relationship: Mind Map Guidelines[[1]](#footnote-1)**

1. Start in the center with the issue or topic.
2. Use images, symbols, codes, and dimensions throughout your mind map.
3. Select key words and print using upper or lower case letters.
4. Each word/image is best alone and sitting on its own line.
5. The lines should be connected, starting from the central image.
6. Use multiple colors throughout the mind map, for visual stimulation and also to encode or group.
7. Develop your own personal style of mind mapping.
8. Use emphasis and show associations in your mind map.
9. Keep the mind map clear by using radial hierarchy, numerical order or outlines to embrace your branches.





Conflict Communication Process Guide

# **1.** THE OPENING**: (the facts - the what not the why – be objective – be a third party)**

# **2.** YOUR STORY**: (your point of view and conclusions --be honest but respectful, talk tentatively, keep sight of your goals, be observant) *it makes me wonder if … I am thinking that … etc.***

# **3.** INVITE THEIR STORY: **(*What’s going on? I’d really like to hear your opinion on this. How are you seeing things?)***

4. **COLLABORATE**: (Tell them your needs and interests. Find out theirs. Generate solutions that fit both of your needs). *What is important to you? What would you like to see happen?*

Optional Steps in Formal Work Setting:

5. **AGREEMENT:** (Document it in detail– Who/ What /When/ How)

6. **FOLLOW UP ACTIONS:** (Who/ What/ When/ Consequences)

 **Clear Communication Guide (Pyramid)**

# Opening/Grabber:

**The Subject:**

**MAIN POINT or MESSAGE (the headline):**

**THE BODY:**

 **Start with statement about structure of supporting points (***e.g., and here are the five* ***reasons*** *why…, what follows is a list of the* ***ways****…, using* ***chronological order****…, here are the* ***statistical data*** *that support this…, you will see from the following* ***results****…, using* ***geographical******location*** *let me explain why…):*

**Supporting Points:**

**1.**

**2.**

**3.**

**4.**

**MAIN POINT (repeated)**

**Call to Action:**

Bio 2017



DELEE FROMM, who is a lawyer, psychologist and author, has taught and coached for over 25 years. As a former partner at a large Bay Street law firm she practiced commercial real estate for 17 years. Prior to her career in law she was a neuropsychologist at a large psychiatric hospital in Alberta. In her third career as a consultant she provides services to international law firms, corporations, banks, and various other organizations including both the Ontario and federal government.

A large component of her business involves women`s advancement programming. She is a coach with the Law Society of Upper Canada's career coaching program and on the advisory board of Young Women in Law.

She is a guest lecturer at several universities including the University of Western Ontario, Ryerson, York University and the University of Toronto. She has contributed content for Lexis Practice Advisor Canada and CBA Practice Link, and written articles for The Lawyer’s Weekly. She is the author of *Advance Your Legal Career: Essential Skills for Success* published by LexisNexis Canada. Her next book *Shine at Work! Using Gender Habits and Blind Spots for Success* will be available on Amazon in 2017.

For more information, please go to her website at [***www.deleefrommconsulting.com***](http://www.deleefrommconsulting.com) and her profile on LinkedIn [***http://www.linkedin.com/in/deleefromm***](http://www.linkedin.com/in/deleefromm)***.***

1. Based in part on work by Tony Buzan, in *Use your head*, 1974, London: BBC Books. [↑](#footnote-ref-1)