



# **Proactive Leadership™**

*Closing the Gap between Theory and  
Application in the Workplace*

*Leadership Communication*

## **Training Proposal**

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## PROACTIVE LEADERSHIP™

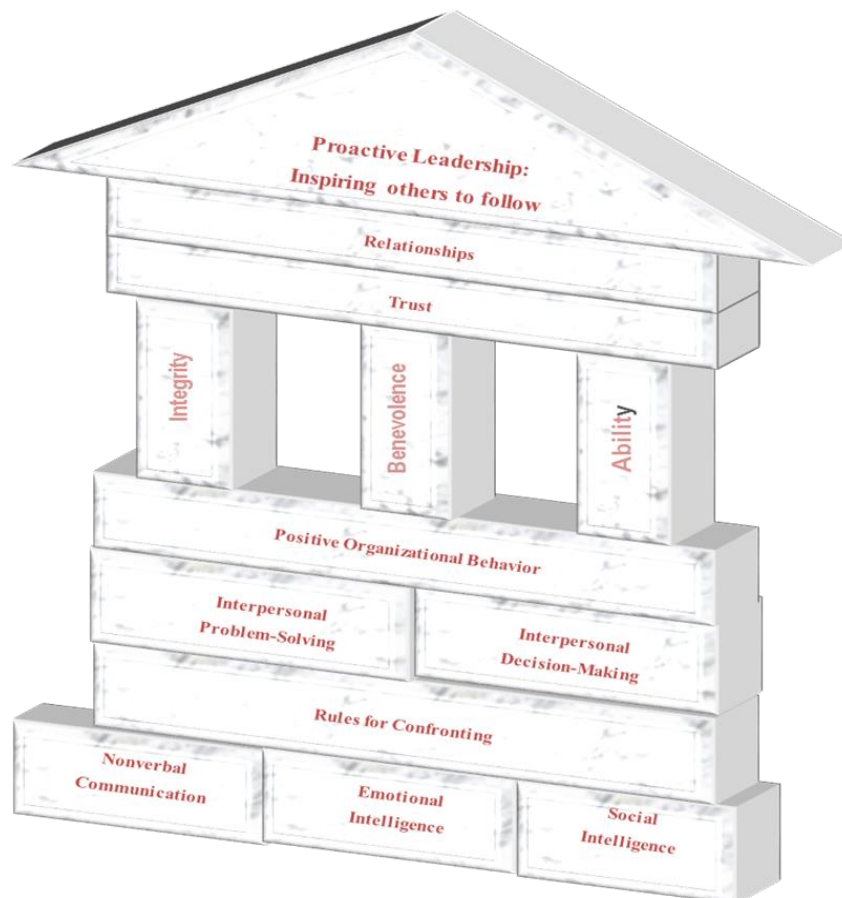
**Proactive Leadership teaches the language of leadership by training the participant how to think, speak and act as a leader to inspire others to follow.**

This innovative leadership course blends nine interpersonal models into one interrelated overlapping approach to develop specific leadership behavior. This approach creates a blending of skills that support every other interpersonal model incorporated into the course. The nine 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.

A quantitative study verified the importance of specific interpersonal communication skills from the follower's perspective. The results of this study has been referenced in 126 other studies. See attachment.



## **3-DAY PROACTIVE LEADERSHIP COURSE TENTATIVE COURSE SCHEDULE**

### **Day 1**

8:00-8:50	Introduction
9:00-9:50	Respect-disrespect through nonverbal communication
10:00-11:00	Managing emotions: yours and theirs
11:00-12:00	Lunch
12:00-12:50	Managing emotions: yours and theirs continued
1:00-1:50	Unmasking the face and emotions behind it
2:00-2:50	Interpersonal observation
3:00-3:50	Engaged listening
4:00-4:50	Responding and the power of empathy

### **Day 2**

8:00-8:50	Reading micro-expressions
9:00-9:50	Challenging your belief system: pessimism versus optimism
10:00-11:00	Asking questions to enhance decision-making
11:00-12:00	Lunch
12:00-12:50	Information processing: Visual, Auditory and Kinesthetic
1:00-1:50	Making and handling request
2:00-2:50	Confrontation
3:00-3:50	Constructive feedback
4:00-5:00	Supportive feedback

### **Day 3**

8:00-8:50	Building and maintaining trust-minimizing distrust
9:00-9:50	Establishing subconscious rapport
10:00-11:00	Game Theory: avoid looking weak
11:00-12:00	Lunch
12:00-12:50	Interpersonal problem-solving
1:00-2:50	Interpersonal decision-making
3:00-3:50	Transformational leadership
4:00-5:00	“Feel Free to Shoot Them”

## DETAILED DESCRIPTION OF PROACTIVE LEADERSHIP

### ***Respect-disrespect through 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. Arranging the environment, posturing and positioning. This instruction strengthens the foundation for understanding specific nonverbal cues used in later blocks of instruction.

### ***Managing emotions: yours and theirs***

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 identified an intermediate emotional intelligence skill as the most important leadership 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 and 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, what people value, and feelings? Used in conjunction with other skills taught in this course. Develop the ability to identify interpersonal problems at their earliest stages.

### ***Engaged listening skills***

Take active listening to a higher level. 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. Help prevent others from pushing your buttons!

### ***Reading micro-expressions***

Participants are trained to read facial expressions lasting the blink of an eye (1/5<sup>th</sup> 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.

### ***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. Manage pessimistic attitudes in the workplace. Our belief system influences the success or failure of confrontations before they even occur. Your worst enemy cannot harm you as much as your own unguarded thoughts.

### ***Responding and the power of empathy***

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 a key component to effective leadership.* Responding determines the true proficiency of a leader and is the foundation for all subsequent blocks of instruction. Learn the art of empathy while holding people accountable for their behavior.

### ***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.

### ***Asking Questions to enhance decision-making***

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. Quality decision-making is dependent upon obtaining 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.

### ***Confrontation***

Confrontation has been considered the weakest link in leadership. 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.

### ***Constructive feedback***

Providing Constructive Feedback requires the consistent application of confrontation model to help ensure consistency. Consistency builds trust, minimizes distrust and reduces allegations of favoritism and unfair treatment.

### ***Supportive feedback***

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. Our research study suggested Supportive Feedback is the most important skill in leadership. Neuroscience now explains why Supportive Feedback is much more effective than Constructive Feedback.

### ***Building and maintaining trust-minimizing distrust***

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.

### ***Establishing subconscious rapport***

Discusses and demonstrates a wide range of subconscious rapport building techniques. How to build effective rapport quickly. Why is rapport important for encouraging follower participation?

### ***Game Theory: avoid looking weak***

Learn the rules of survival as applied by every living organism on planet Earth. Learn how cooperator and defector behavior impacts the organizational leader-follower relationship. The rules of survival was developed and confirmed by every field of science and mathematics over the course of five decades.

### ***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 and when other's participation is appropriate.

Participants will be divided into groups within teams to organize and coordinate a project in preparation for competing with each other in the rapid assembly of the project. Group dynamics within the teams will be discussed with participant's in an after action review.



























































### ***Transformational leadership***

What is an anchor? How to use the power of anchors to help motivate followers and strengthen the leader-follower relationship.

### ***"Feel Free to Shoot Them"***

Watch as Colonel Chamberlain demonstrates the highest quality of leadership immediately prior to and during one of the most decisive moments of the U.S. Civil War. Compare Colonel Chamberlain's leadership style to the application of the skills taught in this course.

## CURRICULUM MATRIX BY COURSE

Block of Instruction	Proactive Leadership		
	8-hours	16-hours	24-hours
Introduction			
Nonverbal communication			
Chronemic respect			
Managing Emotions: yours and theirs			
Reading Microexpressions			
Unmasking the Face			
Arranging the Environment			
Posturing			
Positioning			
Interpersonal Observation			
Engaged Listening			
Challenging Your Belief System			
Information Processing: VAK			
Responding and power of empathy			
Subconscious Rapport building			
Asking Questioning			
Concrete/Behavioral Terminology			
Handling Requests			
Making Requests			
Confrontation			
G.R.I.P.E.			
Corrective Feedback			
Supportive Feedback			
Game Theory: avoid looking weak			
Interpersonal Problem-Solving			
Interpersonal Decision-Making			
Building and Maintaining Trust			
Transformational Leadership			
“Feel Free to Shoot Them”			



## INSTRUCTOR BIOGRAPHIES



**Tab W. 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, firearms instructor and commander. He held a Master Peace Officer certification through the Texas Commission on Law Enforcement. Tab earned a Bachelor's of Science in Criminal Justice - Law Enforcement and Police Science from Sam Houston State University.

While working as a police officer, he completed a Master's Degree in Business Administration from SHSU. He later completed additional post-graduate courses in management, communication studies and business communication.

Tab is a graduate of the 9-week Texas Leadership and Command College (LCC). While a police captain at SHSU, he expanded the required LCC research paper "Crime on Texas University Campuses" and created a statistical model that could predict the number of Part I UCR offenses on individual University campuses based on specific demographic characteristics of the University and the local community. The study was designed to help University police departments refine their crime prevention strategies. The results of the study and the statistical model were published in 1995.

In 1997, Tab joined the Law Enforcement Management Institute of Texas (LEMIT), a Texas state agency, as Project Coordinator developing and coordinating the first mandatory police chief management and leadership training program in the U.S. He also helped develop and coordinate the New Chief Development Program and the Command Staff Leadership Series. Tab finished his 4½ year tenure with LEMIT as coordinator of the 9-week Leadership and Command College (LCC).

As a result of thousands of conversations with police administrators and thousands of hours of personal leadership and management training, Tab began a quest to develop an innovative new leadership training course. The goal of the leadership course was to close the gap between management and leadership theory and their practical application for police supervisors on the street.

In 2002, Tab left LEMIT and began working with Dr. Stephen Sampson, renowned Counseling Psychologist, social intelligence instructor, and protégé of Dr. Carl Rogers and Dr. John "Jack" Blakeman. Tab travelled with Dr. Sampson throughout the United States assisting with training seminars teaching techniques to enhance social and emotional intelligence skills.

He continued his professional development as a Business Communication lecturer at Sam Houston State University in 2006. Tab taught a variety of business communication courses during his seven years with the College of Business Administration applying his experience, advanced training, research and extensive post-graduate education in the fields of management, leadership, communication studies, business communication and counseling psychology.

Tab has published a number of research articles in police and academic journals. Tab spent over a year conducting the first quantitative research study of its kind and was published in the International Journal of Management & Information Systems, "Constructive Supervisory Confrontation: What Employees Want."

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



**Mary Daugherty**, Senior Special Agent with the Bureau of Alcohol, Tobacco and Firearms, has been called the best of the best as an interviewer and instructor in Analytic Interviewing, Cognitive Interviewing and reading micro-expressions. Until recently, Analytic Interviewing was only available to select criminal investigators, intelligence officers and military intelligence.

Researchers in psychotherapy bestowed the title of “*Truth Wizard*” upon Mary as she can accurately detect deception over 80% of the time in all three areas of deception. In a study across the United States testing 13,000 law enforcement officers, judges and psychologist’s ability to detect deception, only 29 could detect deception over 80% of the time in all three areas of deception. Of the 29 individuals recognized as *Truth Wizards*, only four were criminal investigators.

Agent Daugherty began her 24-year career at ATF with the Arson and Explosive group. Later she worked as an undercover agent for ten years infiltrating the most violent and dangerous criminal organizations in Texas: including the Jamaican Posse street gang; Chinese organized crime; Mexican Mafia; Bandito motorcycle gang; street gangs involved in violent home invasions, etc. An 18-month undercover investigation, where Agent Daugherty and another female Agent personally purchased weapons and narcotics, resulted in 140 felony convictions for members of the Texas Syndicate. They were honored by the 100 Club of Houston as "Officers of the Year" for the Gulf Coast region of Texas.

Agent Daugherty became involved in an investigation of a group converting semi-automatic rifles to fully automatic assault rifles. In addition to conducting surveillance and debriefing the undercover agent, she acted in the capacity as the primary undercover agent’s girlfriend.

On February 28, 1993, Federal Agents with the Bureau of Alcohol, Tobacco and Firearms were ambushed while executing a lawful search warrant on the compound where the group lived. Assault rifles opened fire as agents dismounted from their vehicles. Agent Daugherty was the last agent to exit the cattle trailer as it was being destroyed by .223 and .50 caliber weapons fire. During the intense 90-minute gun battle, 4 agents were killed and 19 were wounded. Agent Daugherty only sustained a rifle round through the pocket of her uniform pants which struck an agent behind her. After being involved in the largest gun battle in U.S. law enforcement history, Mary was one of the last ATF agents to leave the grounds of the compound. On the third day of the ensuing standoff, Agent Daugherty and another agent met with members of the Branch Davidians to remove the first two children from the compound. She was able to obtain intelligence concerning casualties and conditions inside the compound. As result of this experience, she became a negotiator attached to a Federal Special Response Team.

Mary became an internationally renowned instructor with the Institute of Analytic Interviewing, Inc. (IAI), training the trainers for government agencies in the U.S. and abroad. As one of the leading instructors 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 scientific research available in interviewing techniques.

Agent Daugherty received ten commendations from ATF, FBI, DEA, U.S. Immigration and Customs, and the U.S. Attorney’s Office

In addition to her case load, she instructed Interviewing and Undercover Schools for ATF for 14 years at the Federal Law Enforcement Training Center (FLETC) in Glynco, GA. As a certified instructor for the Department of the Treasury and Department of Justice, Mary has instructed thousands of Law Enforcement officers/agents at numerous conferences and training programs.

Senior Special Agent Daugherty finished her career as an ATF Intelligence Officer assigned to the FBI Joint Terrorism Task Force.

The remainder of her biography is still classified top secret by the U.S. Government.