

GET 15 PROVEN PRACTICES TO BUILD EFFECTIVE
RELATIONSHIPS AT WORK

BETTER

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APPLICATION 1

WEAR GLASSES THAT WORK

Take a moment to evaluate the glasses you’re currently wearing and if you should exchange them for ones that work better. Use this exercise to help determine if you’re wearing the right glasses.

1. Identify a relationship that feels off or challenging.
2. Like the example in the table below, list the reasons you think it’s not working.
3. On the list you’ve created, underline which reasons are facts—things about which most people would agree.
4. Any remaining items are likely opinions or paradigms you have about the person that may be incomplete. Consider each one carefully, then ask yourself: Are any of my opinions worth reconsidering? Which opinions (that I formerly thought of as “facts”) might I change? What would be the outcome if I changed them?
5. Draft a more complete paradigm worth considering.
6. Identify which actions you will take, based on glasses that work.

REASONS	NEW PARADIGM (GLASSES THAT WORK)	ACTIONS
Marietta is always defensive and alienates others. She acts like she knows more than she does. <i>She is one of the highest performers on the team. She graduated at the top of her class.</i> But she is insecure and trying to make up for it by becoming an authority on everything.	Marietta wants to do a good job and means well. She may need more encouragement from me and more experience to learn how to collaborate with others.	I will schedule a meeting with Marietta to better understand her, to share specific feedback about the good work she is doing, and to coach her on how to better engage with others.



APPLICATION 2

CARRY YOUR OWN WEATHER

We can strengthen our relationships by practicing proactive behaviors. Think of a person or situation that causes you to feel somewhat irritated or reactive. Decide right now which of the following behaviors you will try the next time that situation occurs:

-
- Create a space between stimulus and response by counting to ten, going for a walk, or telling someone you need time to reflect before responding.
 - Seek more understanding of the person or situation before reacting by saying something like, "This isn't making sense to me, so I imagine I'm missing something. Can you help me understand a little more?"
 - With the intent of not sending it, write an email or a letter to the person who has triggered you. Let it sit overnight, then read it again and see if it accurately reflects how you feel now and what you value.
 - Construct a do-over. Consider a past situation in which your reactivity had a negative impact. What did you do or say, and what was the outcome? Now imagine a better, more effective way to respond in the future. What would be the positive consequences of responding in this new way?



APPLICATION 3

BEHAVE YOUR WAY TO CREDIBILITY

So how do you behave your way to credibility?

1. Pick a role or situation in which you would like to increase your credibility.
2. Pick two or three people whose trust you must earn to be credible.
3. Review the suggested qualities that follow, then add other qualities that might be important to those with whom you are trying to increase credibility.
4. Rate yourself on each quality based on how you believe those you've identified would rate you.

Character	LESS					MORE				
Models honesty and integrity	1	2	3	4	5	6	7	8	9	10
Is open and humble	1	2	3	4	5	6	7	8	9	10
Considers everyone's interests	1	2	3	4	5	6	7	8	9	10
Shows loyalty	1	2	3	4	5	6	7	8	9	10
Is respectful of others	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10

Competence

Consistently delivers results	1	2	3	4	5	6	7	8	9	10
Is continually improving skills	1	2	3	4	5	6	7	8	9	10
Makes and keeps commitments	1	2	3	4	5	6	7	8	9	10
Expresses ideas with confidence	1	2	3	4	5	6	7	8	9	10
Clarifies expectations	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10

Ask for feedback from those you’ve identified on how you might increase your credibility with them in any category scoring lower than nine.



APPLICATION 4

PLAY YOUR ROLES WELL

1. Identify five to seven of your important roles. Be sure to include a mix of professional and personal.
2. For each role, identify someone you significantly influence when you are in that role (e.g., if it's the role of parent, you'd choose a child; if it's the role of leader, you would choose a member of the team).
3. Write a short paragraph from the perspective of the person influenced by you. What would that person say if he or she gave you a five-star rating? In other words, what contribution do you want to make in that role?
4. Identify one thing you will do this week to start making your ideal a reality.

ROLE	IMPORTANT PEOPLE INFLUENCED	CONTRIBUTION STATEMENT
1. Mother	Daughter	Live and behave in a way that demonstrates to my daughter she is a priority.
2. Leader	Team Member	I will communicate to my team member through my words and actions that I believe in his potential.
3.		
4.		
5.		
6.		
7.		



APPLICATION 5

SEE THE TREE, NOT JUST THE SEEDLING

When you believe in the potential of others, you help them see more clearly what they are capable of, engage their strengths and talents that may be lying dormant, and ultimately allow them to become the people they want to be.

Identify two or three people with whom you struggle to see their full potential. Similar to the example below, list the current beliefs or paradigms you have about each person's capabilities, talents, skills, and style. Then answer the questions in the last two columns.

RELATIONSHIP	LIMITING BELIEFS OR PARADIGMS	CHALLENGE YOUR CURRENT THINKING: WHAT DO THEY DO WELL? WHAT MIGHT THEY NEED TO REACH THEIR POTENTIAL (A NEW SITUATION, COACHING, ETC.)? WHAT WOULD THEIR GREATEST FAN SAY ABOUT THEM?	WHAT CAN I DO TO SUPPORT THIS PERSON?
Tyler	Tyler is a follower, not a leader. He lacks the confidence he needs for people to want to follow him.	<p>-Tyler follows through on every assignment. He is punctual. He doesn't gossip about others.</p> <p>-Tyler needs small leadership experiences that give him confidence. He needs more positive feedback on what he is doing well now.</p> <p>-Tyler can do anything if you give him a chance to contribute. He has a good heart and great integrity. He's someone you can count on.</p>	<p>1. Write Tyler a note expressing appreciation for what I've seen him do well.</p> <p>2. Consider giving Tyler a small project to lead next quarter.</p>



APPLICATION 6

AVOID THE PINBALL SYNDROME

1. At the end of the week, print out last week's calendar and task list or, if you don't manage those things electronically, keep a time log for one week and record the activities you participate in—preferably on an hourly basis.
2. Circle the urgent activities and underline the important activities. If you find every activity (including the urgent ones) as important, prioritize them.
3. Identify what percentage of your time you dedicate to the urgent and how much to the important.
4. Decide which one or two urgent activities you can let go of or postpone next week, then block out time on next week's calendar for one or two important things to put in their place.

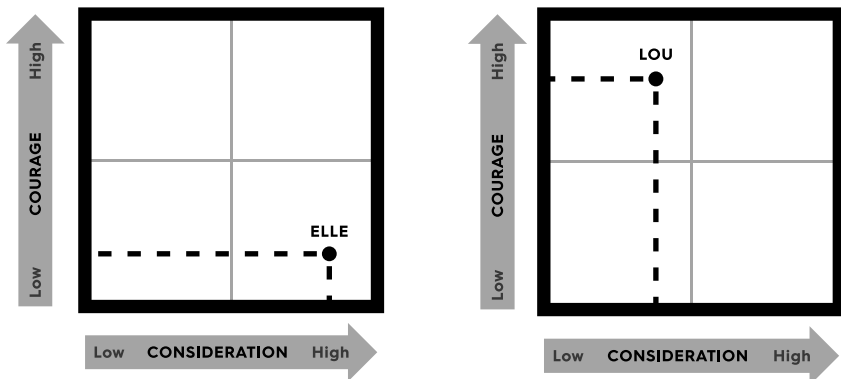


APPLICATION 7

THINK WE, NOT ME

When you exercise a balance of high courage and high consideration in your relationships, you're well on your way to thinking "we," not "me." To get better at this practice, complete the following exercise.

1. Pick one personal and one professional relationship that is currently strained or less than ideal.
2. Rate the level of courage and consideration you show in each relationship, then place the name of the person where it fits on the grid. (See the example that follows.)
3. Where you place each name on the grid determines how you typically interact with that person. If you are low on consideration and high on courage in one relationship, you may be acting in a win-lose way. If you're high on consideration and low on courage in a different relationship, you might be acting in a lose-win way.
4. Remember, the ideal is to have a high level of both courage and consideration in all relationships—personal and professional.



5. If you find you're low on courage, try the following:
 - Write out your ideas and opinions, and practice articulating them with a few safe people.

- Practice asking for things. Start with things you are sure you'll get.
 - Commit to contribute one idea in your next meeting.
 - Follow up conversations with a written version of your comments.
6. If you're low on consideration, try these ideas (but be sensitive to how distinctive cultural norms may require a different approach):
- Turn off all devices and make eye contact when talking with people.
 - In meetings, wait to speak until two or three people have shared their ideas.
 - Don't interrupt.
 - Jot down your ideas to remember rather than articulating them in the moment, especially when emotions are high.
 - Finish your idea with a question, asking for input from others.



APPLICATION 8

TAKE STOCK OF YOUR EMOTIONAL BANK ACCOUNTS

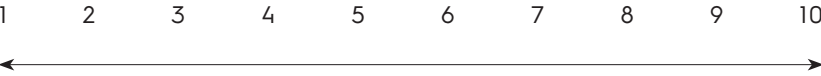
1. Identify an important relationship.
2. What is their "currency"? If you don't know, find out!
3. Write down three things you have not yet done for this person but you know would be deposits for him or her. Determine when and how you will make those deposits.
 1. What: _____ When: _____ How: _____
 2. What: _____ When: _____ How: _____
 3. What: _____ When: _____ How: _____
4. Write down three things you have done in the past that may have been unintentional withdrawals, which you haven't yet repaired. Identify how you will make amends, if necessary, and how you will avoid these withdrawals in the future.
 1. _____
 2. _____
 3. _____

Exercise: EXAMINE YOUR REAL MOTIVES

To examine whether you come from a scarcity or an abundance mindset, read each phrase below and circle where you think you are on the continuum:

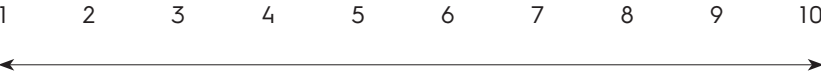
There is only so much and the more you get, the less there is for me.

There is plenty out there for everyone.



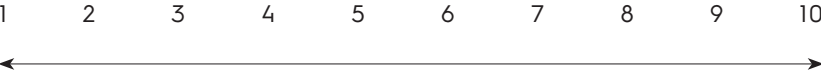
I'm threatened by the success of others, especially those closest to me.

I'm happy for the success of others.



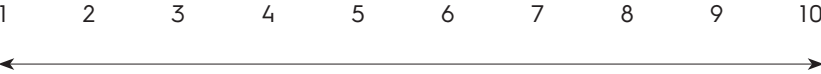
I treat people with varying degrees of respect based on position or status.

I treat *everyone* with equal respect.



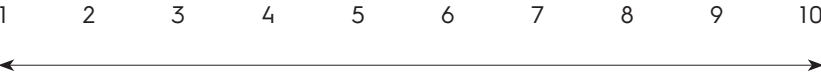
I have a difficult time sharing recognition or credit.

I find it easy to share recognition or credit.



I find my sense of self-worth from being compared to others or from competition.

I have a deep inner sense of self-worth and security.



If you scored low in any area, practice thinking abundantly. Instead of dwelling on what you don't have, begin to focus on what you do have. Take time to appreciate or express gratitude for what is there, rather than complain about what isn't. Look for ways to share your abundance with others.



APPLICATION 9

EXAMINE YOUR REAL MOTIVES

Be your own forensic examiner.

1. Identify a high-stakes situation and clearly describe the outcome you want.
2. Ask yourself “why?” as many times as necessary to identify your underlying reasons for wanting the outcome. (Be as honest as you can about your motives.)
 1. Why? _____
 2. Why? _____
 3. Why? _____
 4. Why? _____
 5. Why? _____
3. After listing the motives, ask yourself these questions:
 - a. Which motives are self-serving and need my attention (unhealthy)? Mark them with an “x.”
 - b. Which motives serve the whole—myself and others (healthy)? Mark them with a circle.
 - c. Which motives are most aligned with my values? Mark them with a star.
4. If others were to observe you acting on any self-serving motives (marked with an “x”), what would they see and how would they feel? Write your answer below.
5. If others were to observe you acting on the motives most aligned with your values (marked with a star), what would they see and how would they feel? Write your answer below.
6. Choose which motives you will act on going forward.



APPLICATION 10

TALK LESS, LISTEN MORE

Start practicing talking less and listening more.

1. Identify an important person in your life who could benefit from being truly listened to.
2. Have a conversation with that person with the sole intent of listening to understand, not to reply.
3. During the conversation, remember you don't need to agree or disagree with them. Just paraphrase what you hear, reflecting both what they say and how they feel back to them. (Note: You can also not say anything at all, and just listen!)
4. Describe your experience and what you learned with a trusted colleague or friend.

STRENGTHS and VOLUME

Consider the table below as an example of how strengths can start working against us if we have the volume turned too high:

STRENGTH	WHEN THE VOLUME IS TURNED TOO HIGH
Being methodical . You accomplish your work in a systematic, efficient, and disciplined way.	Being inactive . You get trapped in analysis paralysis, slowing momentum until it becomes inoperable. Those around you get frustrated by the lack of progress.
Being practical . You focus on empirical solutions that are effective and efficient.	Being pessimistic . You can always find a reason for <i>not</i> doing something. You're viewed as a naysayer and not seen as one who can lead, inspire, or motivate others.
Being efficient . You are organized, competent, and minimize waste.	Being inflexible . You shut yourself off from the input of those around you in your desire to get things done. Your colleagues feel like you don't trust them or value their perspective. As a result, you lose their creative energy and miss out on unanticipated discoveries and solutions.
Being open-minded . You're willing to consider new ideas in an unprejudiced and a nonjudgmental fashion.	Being weak-willed . It becomes easier to surrender your principles and agree with the last person you heard, even though you see it differently. You're less likely to stick to the solutions, plans, and decisions you believe in. People won't respect you, knowing you'll always give in.

STRENGTH	WHEN THE VOLUME IS TURNED TOO HIGH
Being loyal . You're consistent in your support and allegiance to others.	Being gullible . You may choose to overlook flagrant problems or flaws that negatively impact the relationship or situation. You ignore red flags in others and exacerbate your own blind spots.
Being accommodating . You're adaptable and considerate of the thoughts and opinions of others.	Being overly involved in everyone else's problems. You easily get stretched too thin and risk burnout, while more important things fall by the wayside. The quality of everything suffers—instead of doing a few important things well, you marginally impact a host of mediocre things.
Being passionate . You're energized by ardent feelings and strong beliefs.	Being exhausting . Your zeal and energy turns into impatience. You start stepping on toes and crossing boundaries, believing that others don't care as much as you do. Being always frenzied, you dilute everything.



APPLICATION 11

GET YOUR VOLUME RIGHT

1. Identify three of your top go-to strengths.
2. Describe what it might look like and the impact it would have if you were to set the volume too high on each of these strengths.
3. Ask a trusted friend or colleague if he or she has ever seen you exhibit any of the behaviors you identified below. If so, ask that person to describe the situation and the impact of your dialed-up strength.
4. Identify a different strength that might have been more effective in the situation and/or which ways you might turn the volume down on the original strength in the future.

YOUR GO-TO STRENGTH	IMPACT IF VOLUME IS TOO HIGH	SITUATION AND IMPACT WHEN VOLUME IS SET TOO HIGH	NEW STRENGTH NEEDED OR WAYS TO DIAL DOWN STRENGTH
Being proactive.	Overstepping boundaries.	Last week's team meeting. Lori was offended I took over her job.	Seek understanding before jumping in.



APPLICATION 12

EXTEND TRUST

1. **Identify a person or situation in which you need to extend trust.**
For example, hiring a new vendor, giving a new responsibility to a child, putting together a new project team, delegating assignments while you're on vacation.
2. **Assess the situation.** Describe what you are trusting the person with (see examples below).
 - If hiring a vendor: to build a client-management system according to specs by December.
 - If giving responsibility to a child: to clean the bedroom and make the bed every day.
 - If putting together a new project team: to work collaboratively to develop an internal communications strategy by the time of the merger.
 - If delegating assignments while on vacation: to conduct a follow-up meeting with an important client and secure next year's subscription.
3. **Assess the risk.** Describe the visibility and importance of each of the possible outcomes.
4. **Assess the credibility of the person involved.** What is the level of his or her character and competence?



APPLICATION 13

MAKE IT SAFE TO TELL THE TRUTH

Practice making it safe for someone to give you feedback.

1. Identify a role you play at work or home that is important to you.
2. Identify at least one person who is influenced by you when you are in that role.
3. Schedule time with that person, asking them to prepare answers to the following questions before you meet:
 - From your perspective, what's working well in our relationship?
 - What isn't working as well or not at all?
 - What, specifically, could I start doing that I'm not doing now to make things better?
4. As they give you feedback, write it down and talk only when you have a clarifying question. Otherwise, listen, listen, listen.
5. Thank them for the feedback in the moment and again later in a note or an email. (Remember, it also takes courage to *give* feedback.)
6. Evaluate the feedback and decide which parts of it you will implement.

INPUTS and OUTPUTS

Let’s look back at how each practice can function as an input connected to an important and valued relationship output. While the following table covers inputs and outputs from every practice, reading just a few (or reviewing those that most readily apply to you) will highlight the important difference the right input can make.

Wear Glasses That Work

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Todd sees Sydney as someone who needs to be protected and saved.	Sydney gets rescued over and over and never learns to fail and find her own success.	Todd sees Sydney as capable and competent and someone who doesn’t need to be fixed.	Sydney becomes a self-sufficient, confident adult.

Carry Your Own Weather

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Teacher comes to school every day complaining about what’s wrong in the world.	Students learn to blame others or circumstances.	Teacher models that we all have a choice in how to act in any circumstance.	Students learn to take responsibility for their own choices.

Behave Your Way to Credibility

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Malee is a very bright woman but is shy and quiet and therefore won’t participate or share her opinions in any meetings.	Malee remains stagnant in her role and unhappy that she isn’t considered for advancement.	Malee seeks out a mentor in Lisa to help coach her on how to share her thoughts and ideas.	Malee gains confidence and is recognized for her ideas and contributions. One of her ideas saves the company a lot of money and redundancy.

Play Your Roles Well

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Rachel is trying to be everything to everybody.	Rachel gets mediocre results in both her personal and professional relationships.	Rachel identifies the most important roles in her life and reorganizes her priorities to spend quality time in those roles.	Rachel has an extraordinary relationship with her daughters while successfully and financially providing for them.

See the Tree, Not Just the Seedling

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Rhonda sees only the behaviors that aren't working in her colleague Ava.	Rhonda unintentionally turns co-workers against Ava and limits Ava's potential as well as the relationship with her.	Rhonda starts to identify what Ava does well and starts to see unlimited potential in her.	Ava becomes more confident and starts to succeed in other parts of her job. Rhonda and co-workers begin to believe in her.

Avoid the Pinball Syndrome

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Melissa prioritizes urgent tasks over more important relationships.	Garret and other team members feel undervalued and begin to disengage.	Melissa focuses less on urgencies and more on her important key relationships.	Team members feel more engaged and therefore produce higher-quality work that has more meaningful, long-term outcomes.

Think We, Not Me

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Lewis takes an in-dependent view: he defines a “win” as him making more money than anyone else on his team.	Lewis is frustrated and jealous when others win, creating a scarcity mentality on his team.	Lewis takes an interdependent view: he defines a “win” when everyone achieves the highest success possible. He views himself winning when everyone else wins too.	Lewis is happier overall, which creates a more abundant culture on his team.

Take Stock of Your Emotional Bank Accounts

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Francis creates a withdrawal by blowing up at a colleague. He later apologizes but continues making excuses for his behavior.	Colleague and those around him lose respect for Francis.	Francis focuses on controlling his emotions and making deposits, not withdrawals, in the EBA of others. When he makes a mistake, he apologizes without making excuses.	Francis slowly rebuilds trust with those he’s hurt or offended.

Examine Your Real Motives

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Sam decides his intentions or motives are to be a leader who invests in building and mentoring his team, but then allows other priorities to pull him off that focus.	Team members feel devalued and not recognized or important.	Sam examines his <i>real</i> motives that got in the way of what his healthy intentions were and recommits to put the development of his team first.	Team recognizes Sam’s new motives and believes them because of his actions and behaviors.

Talk Less, Listen More

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Gary is a talented salesperson, but in his enthusiasm about his product, he does all the talking.	Gary’s potential client chooses another vendor who has taken time to understand their problem.	Gary carefully listens first, prior to making any recommendations. Once he listens, he better understands what the client needs.	Client recognizes Gary as a partner vs. a salesperson and values his insightful recommendations.

Get Your Volume Right

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Thomas relies only on his perfectionist “go-to” strength and misses the product-launch deadline.	Partners and customers are frustrated when the company’s commitments are not met.	Thomas “dials down” his go-to strength when necessary and employs other strengths of collaboration and keeping commitments.	Products launch on time and partners and customers are satisfied. Thomas is perceived as a stronger player and contributor in the organization.

Extend Trust

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Rick “leads with suspicion” in most situations, and because he doesn’t trust, he requires an inappropriate number of examples, references, verifications, etc.	Rick’s company misses many deadlines and beneficial opportunities for partnerships with others.	Rick develops a propensity to trust but with analysis or “Smart Trust.”	Projects and associated results led by Rick are of the highest quality, on time, and on budget.

Make It Safe to Tell the Truth

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Sam decides his intentions or motives are to be a leader who invests in building and mentoring his team, but then allows other priorities to pull him off that focus.	Team members feel devalued and not recognized or important.	Sam examines his <i>real</i> motives that got in the way of what his healthy intentions were and recommits to put the development of his team first.	The team recognizes Sam’s new motives and believes them because of his actions and behaviors.

Align Inputs With Outputs

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Dylan’s mom asks if he has his shoes ready for school before leaving.	As they pull up to drop Dylan off, he announces that he’s forgotten to put his shoes on.	Dylan’s mom decides to allow her son to experience the natural consequences by going to school wearing only his socks for a day.	Dylan takes responsibility for getting his shoes on every morning.

Start With Humility
(a foreshadowing of the next and final practice)

OLD INPUT	OLD OUTPUT	NEW INPUT	NEW OUTPUT
Talented individual allows his ego and pride to drive him and all of his behaviors. He continually takes credit for everything and makes himself the center of attention.	People talk about him behind his back and strategize how to work around his arrogant, “lone genius” style. Opportunities pass him by.	Talented individual makes a change, sincerely asking others for their feedback. He works on recognizing and acknowledging the contributions of others and stops seeking attention.	Talented individual learns the value of humility and realizes the real satisfaction that comes from collaborating with and focusing on others. Exciting opportunities begin to be presented to him.



APPLICATION 14

ALIGN INPUTS WITH OUTPUTS

Identify a current situation or relationship you'd like to improve. Use the template below and the following steps to help align the right inputs with the results you desire.

1. **Describe your desired output in the situation or relationship.** You can't chart a course to a destination if you don't know where it is you want to go. Think of it like a GPS—the more exacting you can be with an address, the more specific it can be in prescribing the route to take.

I want my team to be energized and engaged about the projects we're working on.

2. **Describe your current reality.** In keeping with the GPS metaphor, we need both a starting point and an ending point to accurately chart a course. Spending time to assess your current reality also helps you uncover potential inputs worth examining and possibly changing.

Team members come late to meetings and are anxious to leave, very few are enthusiastically volunteering for aspects of the projects, and several side meetings are taking place.

3. **Carefully examine your current inputs.** What things drive the current results you're experiencing? Because inputs are not always intuitive, consider some of the following questions:
 - What paradigms am I holding that might be limiting this person or situation?
 - What am I saying or not saying that could be contributing to this situation?
 - How would the people I work and live with describe my attitude toward them?

- What specific behaviors am I modeling (or not modeling)?
 - Would I like me if I were the other person in the situation?
4. **Try a new and more effective input.** Seemingly complex problems can often be dramatically improved by finding the one or two inputs that matter.
5. **Analyze the result.** Everyone fails, but how we consider that failure can make all the difference. As the world-renowned leader and peaceful revolutionary Nelson Mandela said, “I never lose. I either win or I learn.” Be objective and thoughtful as you consider the results you’re getting, and accept that with each trial and error comes an opportunity to get better.

OLD INPUT	OLD OUTPUT
NEW INPUT	NEW OUTPUT



APPLICATION 15

START WITH HUMILITY

For the next fourteen weeks, choose one practice to apply. Make Practice 15: Start With Humility the foundation before you put any practice into action.

1. Identify a personal or professional relationship that needs attention.
2. Choose one of the fourteen proven practices (described below) that you will apply to the relationship.
3. At the start of the week, write down the challenge or opportunity you're experiencing in that relationship. Be as specific as you can.
4. Brainstorm how you might apply the chosen practice to the relationship, then take careful note each time you interact with that person during the week. (What did you think, say, or do? How did you feel? What was the impact?)
5. At the end of the week, write about your experience of applying the practice. (What did you learn? Where did you fall short? What will you do again next week to get better?)
6. Start the following week with a new practice (and a new relationship or the one you identified originally).

PRACTICE	RELATIONSHIP
Wear Glasses That Work	What belief might you be holding about the person that is limiting the relationship? How might you change it to see him or her more clearly?
Carry Your Own Weather	In what ways are you feeling like a victim in this relationship? What choices do you have to respond differently?
Behave Your Way to Credibility	From the other person's perspective, where do you need to walk your talk? What behaviors do you need to change to be seen as credible in his or her eyes?

Play Your Roles Well	Where have you gotten out of balance in this relationship? What contribution do you want to make in this relationship?
See the Tree, Not Just the Seedling	Have you taken the time to identify what is working, rather than what's not working, in this relationship? What is this person's true potential, and how can you communicate it to him or her?
Avoid the Pinball Syndrome	What one urgent thing can you delay this week in order to address something important to this relationship?
Think We, Not Me	In what ways are you focused only on your win in this relationship? How will you be mindful of everyone's win?
Take Stock of Your Emotional Bank Accounts	How would this person rate the level of trust in your Emotional Bank Account with him or her? What will you do to increase it?
Examine Your Real Motives	Does this person know your true intentions? Have you declared them?
Talk Less, Listen More	Have you taken time to understand this person's perspective on key issues? Are you willing to be influenced by him or her?
Get Your Volume Right	In what ways are you turning the volume up too high on your strengths in this relationship? How will you evaluate and adjust when needed?
Extend Trust	Do you withhold your trust with this person? In what ways might you extend even more trust to him or her?
Make It Safe to Tell the Truth	Have you ever asked this person for his or her feedback about how you're showing up in the relationship? When will you do it?
Align Inputs With Outputs	Have you considered which inputs are contributing to the less-than-ideal results in this relationship? Are you willing to change?