1(a). “If they weren’t mightily tempted by their yetzer ha’ra [will to do evil], they might not be capable of the mightily good things they do..”[P.14,P.15]

1(b). How does the concept of the "yetzer ha'ra" (will to do evil) potentially play a crucial role in motivating individuals to perform "mightily good things"?

2(a). “Reflecting on your strengths and where you can improve is important, but don’t stop there.” (Chapter 2, P.)

2(b). Is it worth evaluating your strengths from other's perspectives?

3(a). “Pay attention to how those thoughts influence what you are feeling. Are there particular events that increase or decrease the intensity of those feelings?”P Chapter 3,33

3(b). How do specific thoughts and their influence on your feelings relate to particular events or circumstances that either amplify or diminish the intensity of those feelings?

4(a).“Words matter. If you’re experiencing a strong emotion, take a moment to consider what to call it.” (Chapter 4, P.37)

4(b). Spending an ample amount of time on emotions which are positive may be fine. But what if we are on a negative emotion. Does it make sense?

5(a). “Consider yourselves coaches that are helping to improve both individual and team performance.”

5(b). As coaches aiming to enhance both individual and team performance, how do you effectively address the unique needs of individuals while also fostering a cohesive and high-performing team environment?

6(a). Our emotions can teach us valuable lessons. Let them shine a light on what you want to change, how you want to act in the future, or what is valuable to you.

6(b). How can emotions be used as a guide to identify areas for change, inform future actions, and determine personal values?

7(a). “Your goal in re-framing negative thoughts is to be able to express your complete range of emotions without judging or blaming the other person.” (Chapter 7, P.58)

7(b). Does controlling how you express your negative emotions matter?

8(a). “The empathy gained from this awareness helps you to have productive professional relationships, rather than suffering from ongoing frustration and pain.”

8(b). How does self-awareness and empathy lead to more productive professional relationships and less ongoing frustration?

9(a). “What is it specifically that was important to me in this situation?”

9(b). Can you identify and articulate the specific factors or values that held significance for you in this particular situation, and how did they influence your thoughts and actions?

10(a). “Good job on the current draft, but I think we can continue to improve it.”

10(b). How can we further enhance the current draft, even though it's already commendable?

11(a). “Empathy allows you to read what’s going on, and self-management helps you move the group to a mood that supports getting things done—and happiness.”

11(b). How does a combination of empathy, which helps in understanding the situation, and self-management, which guides the group's emotional atmosphere, contribute to both productivity and happiness in a group setting?

12(a). “A true developmental leader sees the raw material for brilliance in every employee and creates the conditions to let it shine, even when the challenge is tough.” (Chapter 12, P.89)

12(b). Doesn’t a true leader’s emotional intelligence matter in creating the conditions for an employee to shine?

13(a). “Most of the time, the process works well, but it can result in serious mistakes when those emotional associations are biased.”

13(b). In what ways can emotional associations, which generally function effectively, lead to significant errors when influenced by bias, and how can such biases be mitigated in decision-making processes?

14(a). “Bringing anger to a negotiation is like throwing a bomb into the process, and it’s apt to have a profound effect on the outcome.” (Chapter 14, P.99)

14(b). What are the affects of emotional intelligence in the process of negotiation?