

# "EMOTIONAL INTELLIGENCE"

## LEADER'S GUIDE

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## INTRODUCTION

Emotions have never been completely welcome in our worklives. Most of us have traditionally been conditioned to leave emotions “at home”, believing that, to be effective, we need to base all our team strategies and decisions only upon cold, logical, “intelligence”.

And yet, as we all know, emotions are a fundamental part of who we are, and of working with others. They can't be left out of the picture. In fact, to do so often guarantees that suppressed emotions will flare, causing increased conflict and impacting climate and morale.

But what if we were to view emotions in a different way altogether, as another kind of “intelligence”, beyond reason and logic? An intelligence that — if we could learn to access it — could become nothing short of a touchstone to greater collaboration, a higher level of influence with others, more productivity and effectiveness.

The fact is, such an intelligence exists — it's called “emotional intelligence”. Unheard of only a decade or so ago, emotional intelligence, or EI, has become something remarkable in the past few years — the centerpiece of mainstream organizational training. Entire conferences are now devoted to discovering its secrets, and virtually everyone has an opinion about whether it is really “new” at all.

But what is emotional intelligence? And haven't we always had it? In CRM's new program EMOTIONAL INTELLIGENCE, you will learn that emotions are far more than just the “distraction” to our worklives that we've been conditioned to believe. In reality, human beings have evolved into emotional beings for some very good, practical reasons. In fact, as a wide range of psychologists, performance specialists and organizational consultants have proven conclusively, emotions have immense practical value in helping us to be flexible and adaptable just as our worklives have come to require flexibility and adaptability in large proportions!

As the pace of workplace change increases, and our workplaces make ever greater demands on our cognitive, emotional, and physical resources, emotional intelligence will continue to emerge, not as something “nice” to have, but as an increasingly important set of “must-have” skills.

In organizations as diverse as Kaiser Permanente, State Street Bank, Nichols Aluminum — even the Canadian Men's Olympic Volleyball Team — you will see EI in action, helping real people grapple with real-world challenges by combining their native intelligence along with emotional intelligence strategies similar to those provided in the accompanying Leader's Guide and Ancillary Materials.

It has been said that the farthest distance known is the distance from the mind to the heart. By learning and utilizing EI, you and your organization will be able to shorten that distance, and create teams of astonishing capacity and effectiveness.

Isn't it time you harnessed the power of emotions in the service of your team's goals?

Kirby Timmons  
Creative Director, CRM Learning

CRM *learning*

## BACKGROUND

### THE SCIENCE AND HISTORY OF EMOTIONAL INTELLIGENCE

Emotions are a major part of who we are. Nothing great was ever accomplished without the power of emotions behind it. Yet in the workplace, success seems to hinge on our logical intelligence and job-specific skills rather than on anything to do with our emotions. Or does it?

In the 1990's, exciting new discoveries about the brain confirmed what many of us already knew: there is an emotional brain. There is a place, the limbic system, where our emotions originate. It is separate from the rational brain, or the neocortex, but the two are connected and develop together. This means that our power to reason and our feelings are intended to be used together.

We can blame Descartes, the famous French philosopher, for first proposing the separation of "reason" and "passion," by claiming that they are mutually exclusive. Actually, research shows that the emotional part of the brain develops before the neocortex. Because of the brain's basic design, all information goes into our emotional center and then to our thinking center. Emotions come before thought and behavior.

What is now being called "Descartes's error" is one of the sources of our prejudice against emotions. We've come to view feelings as disruptive or intrusive to rational thought, especially in the business world. But through brain-imaging technology, science has now provided us with measurable data to prove the opposite. Studies of brain activity during emotional experiences show the interplay between emotions and cognition.

When the connection between the limbic system and the neocortex is severed, the importance of our emotions becomes startlingly obvious. People who have had surgery to disconnect their emotional brain from their rational brain due to illness cannot make decisions because they can't discern what they like or dislike. They cannot feel shame or guilt, so they can't learn from their mistakes. And with no access to their feelings, they cannot form relationships.

What scientists have discovered is that we need our emotions. Our feelings fire up the engine that drives our enthusiasm, energy, competitiveness, and creativity.

### EMOTIONAL INTELLIGENCE PIONEERS

Charles Darwin was one of the first to recognize the value of our emotions. He considered our gut reactions — those raw feelings which give us sweaty palms, a churning stomach and tense muscles — to be important for human survival. An emotional system energizes behaviors needed to stay alive. It's an adaptive, intelligent, functional system, according to Peter Salovey, a pioneer in the field of emotional intelligence. He has said, "Emotions tell you to run away when you're afraid, to fight when you're angry, to mate when you're happy."

As early as 1920, something called "social intelligence" was identified by E.L. Thorndike. He defined it as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations."

Seventy years later, in 1990, John Mayer and Peter Salovey did groundbreaking research in the study of “Emotional Intelligence,” as they dubbed it. Going beyond social intelligence, EI meant first getting to know yourself well before you strive to understand and manage others.

From Mayer & Salovey’s work arose ways of measuring one’s emotional intelligence or “EQ” (emotional-intelligence quotient) just as “IQ” is the gauge of our analytical intelligence.

In 1995, Daniel Goleman introduced the importance of emotional intelligence in society and the workplace in his best-selling book, *Emotional Intelligence*. He has spread the word, not just to American businesses but globally:

“We are being judged by a new yardstick. It’s not how smart you are but how you are smart! The technical skills or the business expertise that so often propelled people to the top are not the abilities that make you effective in inspiring people, in guiding people, in coaching people, in developing people, in motivating people.”

## EMOTIONAL INTELLIGENCE IN THE WORKPLACE

Proof of this comes from studies of rising stars—highly talented and intelligent workers—who flame out without fulfilling their potential. Their derailment is not from technical inability, but from classical emotional failings: poor working relationships, being authoritarian, and conflicting with upper management. These falling stars have a high IQ but suffer from low emotional intelligence.

In an Egon Zehnder International study of 515 senior executives, an individual’s emotional intelligence was proven to be a better indicator of success than having strong technical skills, previous experience, and/or an above average IQ.

Expert Dr. J. P. Pawliw-Fry of Toronto, who works with Olympic athletes as well as executives, cites a study of sixty of the top entrepreneurs in the U.S. which confirmed EI’s importance in leaders: “Fifty-nine of the sixty went with their gut feeling first and then backed it up with rational reason when they made important decisions. That gut feeling is real. It helps people make better decisions.” These executives are able to understand and use the power of their emotions. That makes them emotionally smart.

The good news is that, unlike your IQ, EI is not fixed at birth. Emotional intelligence can be developed and raised to higher levels. While we all must experience our emotions, we can choose to express or repress them. The goal is to express them intelligently for our advantage and for the benefit of others.

And expressing them is good for our health, because holding in emotions can be toxic, according to Dr. Pawliw-Fry. While years ago, Type A personalities were considered dangerous to their own health because they were competitive, always in a hurry, and hostile, medical science knows now that only the hostility damages the heart.

Dr. Pawliw-Fry cites new studies that show “if you’re really angry and you have emotional outbursts and you hold onto that hostility, it will cause heart disease. . . it’s as bad as smoking one pack of cigarettes a day in terms of heart disease.”

In today's wilder, crazier, faster-than-ever business climate, managing our emotions rather than allowing them to control us is good for our health, good for our career, and good for business.

Studies have shown that 70% of the reasons for losing clients are related to low or poor emotional intelligence. Other data has proven that increasing leaders' emotional intelligence raises productivity while lowering employee dissatisfaction and departures, all of which benefits the bottom line.

Our feelings can work for us or against us. But certain business realities exist: People will leave, especially talented employees, if they are not happy at work.

## **STRIKING A BALANCE**

Today's organizations have changed with the advances of technology and wider dissemination of information. Instead of hierarchical pyramids with leaders at the top commanding and controlling the workforce, more and more organizations are flatter.

Consequently, employees need to be able to lead themselves. They must be self-motivated self-starters who are able to work well with others in groups. This is hard to do without a strong showing of emotional intelligence.

As the business emphasis shifts from technical tasks to building consensus, from "do-as-I-say" management to independent problem solving and out-of-the-box thinking, organizations can no longer afford to have employees check their emotions at the door. Balancing the heart and head is now essential for getting ahead in business.

## **DEFINITION**

### **WHAT IS EMOTIONAL INTELLIGENCE?**

First, let's look at what emotional intelligence is *not*. Emotional intelligence is *not* about being nice all the time. It's about being honest. Emotional intelligence is *not* about being touchy-feely. It's about being aware of feelings, yours and other people's. And emotional intelligence is *not* about being emotional. It's about being smart with your emotions. It's knowing how to use your passions to motivate yourself and others. And it's knowing how to keep your distressing emotions under control.

So, now, what *is* emotional intelligence? According to the pioneers in the field, John Mayer and Peter Salovey, emotional intelligence is "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions." Or, more simply, emotional intelligence is knowing how we and others feel, why we feel that way, and what can be done about it. EI is our ability to understand and use the power of our emotions wisely. It's learning the difference between "I think" and "I feel," and hearing the difference when others say it.

Just as importantly, emotional intelligence is learning to manage our emotions rather than letting them control us. The thing to remember is that emotions are not good or bad. Emotions are information. By listening to them, we can use our IQ more effectively because we reason better when our feelings are taken into account. They give us valuable information we can't get anywhere else.

What are the results of higher emotional intelligence on the job? A better work environment, happier and more loyal employees and clients, and a stronger bottom line.

So how do we learn to raise our level of emotional intelligence? Is there a quick fix? An instant solution? We wish.

"Many aspects of emotional intelligence involve skills," says Peter Salovey. "Skills that we need to practice, skills that only become automatic through practice. And that takes time. There's no pill for emotional intelligence. It's an ongoing process."

That process has been distilled into five essential competencies which build upon each other to raise our level of emotional intelligence. **Those five competencies are:**

- Self-Awareness
- Self-Regulation
- Self-Motivation
- Empathy
- Effective Relationships

FOR PREVIEW ONLY

# THE FIVE COMPETENCIES OF EMOTIONAL INTELLIGENCE

## #1 – SELF-AWARENESS

Self-awareness is the cornerstone—the foundation—that supports all of the other emotional intelligence competencies. It must come first because if we don't know ourselves and what we're feeling, how can we possibly know or understand someone else and how they feel?

Self-awareness is knowing what drives us and what we're passionate about. It leads to jobs that make us happy, where we'll be more productive. It leads to relationships, both working and personal, where we'll be more constructive and positive. And it leads to lives that are more honest, which will make us more satisfied.

The more we know about ourselves, the better we are able to control and choose what kind of behaviors we'll display in a work setting. Self-awareness is about knowing where we are now and where we want to go, so that we'll be willing to change to get us there.

Without self-awareness, our emotions can blind us and guide us to do things or to become people we really don't want to be. If we are aware of our feelings and thoughts, we can choose how we will act or react in a given situation or to a certain person. With this choice comes power. The kind of intrinsic power that no one can take away from us.

### Tips on Self-Awareness:

- Remember that awareness of our own emotional states is the foundation of all emotional intelligence skills.
- Learn to “tune-in” to your emotions – they can give you valid information about your responses to stressful situations.
- Recognize the importance of your emotions even in technical fields.

## #2 – SELF-REGULATION:

While the first step is self-awareness, to listen and learn from our gut feelings, the second step is to regulate those feelings and manage them so they do more good than harm.

Our passions can be contagious and energize others, but our ranting and ravings can damage work relations beyond repair. When we get mad, we often sound more upset than we really feel because we're allowing our raw emotions to surface unchecked by our rational side.

Checking those emotions is what self-regulation is all about. It's giving the rational side time to temper our feelings when needed.

Self-control comes from recognizing our emotions and moderating the response. It is using our understanding of feelings to reason well. This proves less threatening and makes us more trustworthy to co-workers. We want to take charge of our responses and actions by not letting our emotions hijack us.

When we are angry, we cannot make good decisions and often react inappropriately by blowing an incident out of proportion. We lose our perspective. By learning to manage our emotions, we become more adaptable and innovative in stressful situations.

Self-regulation helps us act *intentionally* rather than reactively. When we strive to be intentional, we mean what we say rather than spouting off without thinking, and later regretting the impulsive act.

Those employees who are good at self-regulation and manage their emotions well are very good in their mood management. They handle stress well, their communication is frequent and consistent, and they tend to offer more feedback to co-workers

### **Tips on Self-Regulation:**

- Accept responsibility for choosing your own emotional responses.
- Learn to "reframe" stressful situations into ones that are challenging.
- Be aware of — and learn to manage — your own emotional "triggers."

## **#3 – SELF-MOTIVATION**

Once we are aware of our feelings and have learned ways to manage them, the third step is to direct the power of our emotions towards a purpose which will motivate and inspire us.

People who are low in self-motivation are unable to delay gratification. They also have a hard time committing themselves to a goal or following through on things. They would rather avoid what they're supposed to do because they can't commit to the far-off plan.

However, those who are high in self-motivation can visualize achieving a goal, which enables them to understand and take the necessary steps to get there. They've learned to use their emotions as a positive driving force to spur them on to the end.

Athletes use their emotions to psyche themselves up for competition. They consciously generate feelings to motivate themselves for the challenge at hand. The same technique is effective in the workplace to raise job performance.

Recent statistics show that 80% of Americans do not like their jobs. For many, they are unable to see through the mundane parts of their work to the ultimate goal of the project or task. Thus they are not committed. These are the employees who haven't quit their job but they may as well have, because mentally and emotionally, "they're not there." Consequently, they're fearful, they're not resilient, and they resist change.

Employees who are highly self-motivated realize that every job has its less enjoyable elements, but they plow ahead. They can envision reaching the goal, which gives meaning to the mundane.

Strongly self-motivated workers also accept change and are more flexible. New twists and unexpected turns don't bend them out of shape. They have better attitudes, take more initiative and do balanced risk taking. But most of all, self-motivated employees persist toward goals, despite obstacles and setbacks.

#### **Tips on Self-Motivation:**

- Recognize that emotions affect performance.
- Identify your "explanatory style." When a setback strikes, resist asking, "What's wrong with me?" Instead ask, "What can I fix?"
- Work to achieve your "flow state," being in the moment with work tasks.

#### **#4 – EMPATHY**

Once we have become more honest and intentional with our emotions, it is time to look outward. Emotional intelligence is both tuning into our own feelings *and* tuning into the feelings of those around us. It means responding to others appropriately, with sensitivity and compassion.

Empathy is being able to see from another person's perspective. It's good to acknowledge other people's emotions—sad, angry, ecstatic, puzzled—while still remembering that those are their emotions, not ours. We should try to understand where those feelings come from, but we are not responsible for them.

Empathy begins with *listening*. As EI consultant Christine Casper points out, "Nobody in life will listen to us unless they feel we have listened to them." Someone who is empathetic listens and responds, and can't help but display sensitivity and concern. This makes a connection with people. Individuals who lack empathy are more focused on their needs and pay little or no attention to anyone else's. No connection is made.

Research has proven that when we meet someone, we determine whether we like them and trust them within *three to five seconds!* It's that fast for our emotional brain to form a first impression. The rational brain has no time to get involved and deliver intellectual proof until later—initially, we rely on our gut instincts. That's why, according to Ms. Casper, "Trust lives in the heart, not the head."

Being attuned to customers' or clients' needs and emotional responses is particularly important in the service industries, where empathy comes into play at all levels: in reading clients' cues, in working as a team of members from different departments, in working as a team with diverse cultural backgrounds and experiences. Empathy is the glue that will bind the group together to work successfully.

#### **Tips on Empathy:**

- Empathy means recognizing—and responding appropriately to—the emotions of others.
- By expressing empathy, you also create empathy in others.
- Realize that emotions impact such measurable goals as productivity and safety.

## #5 – EFFECTIVE RELATIONSHIPS

Mastering the abilities of self-awareness, self-regulation, self-motivation and empathy pave the way for attaining a greater skill in effective relationships. This fifth competency is about interacting with people successfully and being adept at managing emotions in others.

The greatest pay-off for leaders who are good at effective relationships is becoming the kind of boss people want to work for. In this transitory time we live in, key staff will leave if they are unhappy. This would mean instability, discontinuity and disruption to the organization, not to mention the added expense of hiring and training replacements.

With heightened emotional intelligence, leaders are better communicators and better collaborators. Current research indicates that more than anything else, leadership practices have the most impact on a work environment.

### **Tips on Effective Relationships:**

Employ all your emotional competencies — awareness, regulation, motivation and empathy to:

- Influence and persuade others.
- Build consensus and support for team goals.
- Motivate and inspire yourself and others to achieve those goals.

## LEARNING OBJECTIVES AND BENEFITS

After viewing the *Emotional Intelligence* video and completing the exercises offered in this Leader's Guide, participants should be able to:

- Understand what emotional intelligence is and why it is so important for personal and professional success.
- Recognize and understand the five competencies which build on each other to raise an individual's EQ level:
  - ◆ Self-Awareness
  - ◆ Self-Regulation
  - ◆ Self-Motivation
  - ◆ Empathy
  - ◆ Effective Relationships
- Listen to and employ their emotions for better decision-making.
- Be more intentional in their actions.
- Create an environment where people want to work.
- Show they care and build trust by displaying sensitivity and concern.
- Use their energy and enthusiasm to motivate others while tempering negative responses to distressing situations.

### TRAINING DESIGN OVERVIEW

This training design which accompanies the CRM Learning video, *Emotional Intelligence*, will help employees at all levels increase their ability to understand and use the power of their emotions productively.

The workshop provides an introduction to the subject, an overview of the five key competencies of emotional intelligence, and an array of skill-building exercises to use in your training session. If you wish to lengthen the workshop, you can select some or all of the vignettes featured on the "Discussion Segments" video. These eight vignettes illustrate both the wise use of, and lack of, emotional intelligence in a variety of work environments and situations.

This EI training session can accommodate large or small groups. It is intended to be instructor-led. There is an exercise on each competency for you to use, as time permits.

## TRAINING TOOLS

- **Emotional Intelligence film (25 minutes)** - This film gives an overview of the five competencies of emotional intelligence, and takes the viewer on a tour of four organizations where emotional intelligence training has made a difference in the lives of the employees and positively affected the company's bottom line.
- **Emotional Intelligence Discussion Segments video (11 minutes)** - These eight vignettes provide examples of emotional intelligence (or the lack thereof) in the workplace. These vignettes may be used for discussion purposes, highlighting the different competencies.
- **Emotional Intelligence Leader's Guide** - The Leader's Guide contains background information, a synopsis of the film, definitions of the five competencies of emotional intelligence, an emotional intelligence quiz, and numerous group exercises. Suggestions for using the vignettes on the Discussion Segments video are included.
- **Emotional Intelligence Participant Workbook** - The Participant's Workbook includes the emotional intelligence quiz, handouts for the exercises and descriptions of the five competencies as well as some suggestions for boosting the participant's emotional intelligence.
- **Emotional Intelligence PowerPoint™ Presentation** - CD-ROM contains PowerPoint™ slides to help you review key points from the video during your training.
- **Emotional Intelligence Reminder Cards** - These cards list the five competency areas and skill points for a handy reminder of material covered in the video and workshop.

## TRAINING TIPS

- Before conducting the training session, please review the PowerPoint® slides to determine which slides you wish to include in your presentation. The slide show can be easily edited to adapt to your needs ( you will need some knowledge of PowerPoint® to do this ).
- Review the exercises and choose which ones fit into your timeframe and workshop design.
- If you wish to lengthen your training session, you have several options:
  - ◆ Read and discuss the background section of the Leader's Guide
  - ◆ Use all five exercises.
  - ◆ Show the "Discussion Segments" video after the main film. You can stop after each segment for a group study and analysis of the competencies, or assign a small group to each vignette and let them identify and analyze it. This will add another 20-25 minutes to the session.

## SESSION OPENER

Most participants come into a training session wondering, “What’s in it for me?” A good way to start your session is to address this directly by telling participants what will be taught and how this course will help them.

### Here is a sample of how you might want to start your session:

“Welcome to this workshop on emotional intelligence. We’re here to learn more about ourselves, our feelings and the feelings of others. We’ll learn ways to become more intentional and productive in our interactions. We’ll be doing this by watching the video, *Emotional Intelligence*, which introduces this fascinating topic and reveals the five competencies which build on each other to help you reach a higher level of EI. All of you will begin by taking a quiz on emotional intelligence. Then we will do some exercises to apply the competencies involved.

This is a perfect opportunity to take an honest look inside yourself, to have the courage to be truthful about your feelings and to be open to new ideas. Although increasing your emotional intelligence doesn’t happen overnight, or through a single workshop like this one, you can begin the journey here and launch yourself onto the road of self-discovery. From what you learn here, you should be able to improve your relationships with co-workers, friends and family. You should be able to reduce stress and lessen miscommunication. And you should notice improved teamwork and collaboration on the job from your heightened ability to handle relationships.”

## ICE BREAKER

(10 MINUTES)  
“SIX LETTER CROSS OUT”

**Instructions:** Write the following letter combination on the flip chart: BSAINXLEATNTEARS

Ask participants to copy down this row of letters. Then ask them to cross out six letters from the line so that all the remaining letters in the sequence form one common English word. Allow 5 minutes for them to do this brain teaser.

Now ask for their answers. If some came up with *banana*, they are right! Ask them how they arrived at their answer. They should have crossed out the phrase, *six letters*, so that the remaining letters spell out *banana*.

Explain to the group that although the clue is huge, many of us do not hear it because we are caught up in the details and take it literally to mean eliminate six letters. We see *ears* and *tears* which obscures the obvious.

It’s analogous to getting caught up in the details of life and missing the big picture. So often we see the trees, but not the forest, and it’s easier to lose our way and our perspective.

## EMOTIONAL INTELLIGENCE QUIZ<sup>®</sup>

(10-20 MINUTES)

This Emotional Intelligence Quiz is provided compliments of Emotional Intelligence Services. If you have not purchased participant workbooks, you may make copies of this quiz from the pages of this guide for your participants. You may also have them take the quiz online at [www.eisglobal.com](http://www.eisglobal.com).

Please note: This questionnaire is by no means an exhaustive measure of your trainees' emotional intelligence, both because of its length and the fact that it is self-scoring. For a more complete and accurate picture of emotional intelligence, Emotional Intelligence Services has developed a validated multi-rater assessment tool called the Emotional Competence Inventory (ECI). For more information go to [www.eisglobal.com](http://www.eisglobal.com) or contact an EIS representative at 877-267-8375 (toll-free).

**Instructions:** Ask all participants to look in their workbooks (or handouts) for the 10-question Emotional Intelligence Quiz. Allow about 5 minutes for them to complete it.

Once everyone is finished, have them score their Quiz and share with them the following information:

100 - Maximum Score  
75  
50 - Average Score  
25  
0 - Minimum Score

Remember to tell your group that this quiz is designed to measure their current knowledge of emotional intelligence. Explain that the rest of the training will help them to better understand what emotional intelligence is and how the practice of five EI competencies will enable them to raise their awareness of EI in the workplace.

If time permits, you may want to use the information contained on pages 18-21 to discuss the quiz results and the "emotionally intelligent" responses to each of the questions.

## WHEN IT COMES TO EMOTIONAL INTELLIGENCE, HOW SAVVY ARE YOU?

### 1. You are on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?

- Continue to read your book or magazine, or watch the movie, trying to pay little attention to the turbulence.
- Become vigilant for an emergency, carefully monitoring the stewardesses and reading the emergency instructions card.
- A little of both a and b.
- Not sure - never noticed.

### 2. You are in a meeting when a colleague takes credit for work that you have done. What do you do?

- Immediately and publicly confront the colleague over the ownership of your work.
- After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
- Nothing, it's not a good idea to embarrass colleagues in public.
- After the colleague speaks, publicly thank her for referencing your work and give the group more specific detail about what you were trying to accomplish.

### 3. You are a customer service representative and have just gotten an extremely angry client on the phone. What do you do?

- Hang-up. It doesn't pay to take abuse from anyone.
- Listen to the client and rephrase what you gather he is feeling.
- Explain to the client that he is being unfair, that you are only trying to do your job, and you would appreciate it if he wouldn't get in the way of this.
- Tell the client you understand how frustrating this must be for him, and offer a specific thing you can do to help him get his problem resolved.

### 4. You are a college student who had hoped to get an A in a course that was important for your future career aspirations. You have just found out you got a C- on the midterm. What do you do?

- Sketch out a specific plan for ways to improve your grade and resolve to follow through.
- Decide you do not have what it takes to make it in that career.
- Tell yourself it really doesn't matter how much you do in the course, concentrate instead on other classes where your grades are higher.
- Go see the professor and try to talk her into giving you a better grade.

**5. You are a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?**

- Ignore it. The best way to deal with these things is not to react.
- Call the person into your office and explain that their behavior is inappropriate and is grounds for disciplinary action if repeated.
- Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
- Suggest to the person telling the joke he go through a diversity training program.

**6. You are an insurance salesman calling on prospective clients. You have left the last 15 clients empty-handed. What do you do?**

- Call it a day and go home early to miss rush-hour traffic.
- Try something new in the next call, and keep plugging away.
- List your strengths and weaknesses to identify who may be undermining your ability to sell.
- Sharpen up your resume.

**7. You are trying to calm down a colleague who has worked herself into a fury because the driver of another car has cut dangerously close in front of her. What do you do?**

- Tell her to forget about it-she's OK now and it is a big deal.
- Put on one of her favorite tapes and try to distract her.
- Join her in criticizing the other driver.
- Tell her about a time something like this happened to you, and how angry you felt, until you saw the other driver was on the way to the hospital.

**8. A discussion between you and your partner has escalated into a shouting match. You are both upset and in the heat of the argument, start making personal attacks which neither of you really mean. What is the best thing to do?**

- Agree to take a 20-minute break before continuing the discussion.
- Go silent, regardless of what your partner says.
- Say you are sorry, and ask your partner to apologize too.
- Stop for a moment, collect your thoughts, then restate your side of the case as precisely as possible.

**9. You have been given the task of managing a team that has been unable to come up with a creative solution to a work problem. What is the first thing that you do?**

- Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.
- Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.
- Begin by asking each person individually for ideas about how to solve the problem.
- Start out with a brainstorming session encouraging each person to say whatever comes to mind, no matter how wild.

**10. You have recently been assigned a young manager in your team and have noticed that he appears to be unable to make the simplest of decisions without seeking advice from you. What do you do?**

- Accept that he "does not have what it takes to succeed around here" and find others in your team to take on his tasks.
- Get an HR manager to talk to him about where he sees his future in the organization.
- Purposely give him lots of complex decisions to make so that he will become more confident in the role.
- Engineer an ongoing series of challenging but manageable experiences for him, and make yourself available to act as his mentor.

## SCORING YOUR EI QUIZ

Compare the answers you checked on your quiz to the list below. Determine the number of points associated with the answer you gave and enter this number in the right hand column of your scoring sheet. Total your points at the bottom of the page.

- |                                        |              |                                       |              |
|----------------------------------------|--------------|---------------------------------------|--------------|
| 1) A = 10<br>B = 10<br>C = 10<br>D = 0 | _____ points | 6) A = 0<br>B = 10<br>C = 5<br>D = 0  | _____ points |
| 2) A = 0<br>B = 5<br>C = 0<br>D = 10   | _____ points | 7) A = 0<br>B = 0<br>C = 5<br>D = 10  | _____ points |
| 3) A = 0<br>B = 5<br>C = 0<br>D = 10   | _____ points | 8) A = 10<br>B = 0<br>C = 0<br>D = 0  | _____ points |
| 4) A = 10<br>B = 0<br>C = 5<br>D = 0   | _____ points | 9) A = 0<br>B = 10<br>C = 0<br>D = 5  | _____ points |
| 5) A = 0<br>B = 5<br>C = 10<br>D = 5   | _____ points | 10) A = 0<br>B = 5<br>C = 0<br>D = 10 | _____ points |

\_\_\_\_\_ Total Points

### WHAT YOUR SCORE MEANS

This quiz is designed to measure how well you currently comprehend the concept of emotional intelligence. 100 points is the highest score and 50 is average. Your workshop leader will help you better understand what your answers mean in relation to your knowledge of emotional intelligence and how you can increase your awareness of key EI competencies.

## DISCUSSING THE EMOTIONAL INTELLIGENCE QUIZ®

To help your trainees better understand their EI Quiz results, the creators of the Quiz have provided information on the "emotionally intelligent" answers to each of the questions. For more information on emotional intelligence services and products contact an EIS representative toll free at 877-267-8375.

### 1. The Turbulent Airplane:

Anything but D. That answer reflects a lack of awareness of your habitual responses under stress. Actively acknowledging your stress and finding ways to calm yourself (i.e. engage in a book or read the emergency card) are healthier responses.

- [A] 10 Points - Continue to read your book or magazine, or watch the movie, trying to pay little attention to the turbulence.
- [B] 10 Points - Become vigilant for an emergency, carefully monitoring the stewardesses and reading the emergency instructions card.
- [C] 10 Points - A little of both A and B.
- [D] 0 Points - Not sure - never noticed.

### 2. The Credit-Stealing Colleague:

The most emotionally intelligent answer is D. By demonstrating an awareness of workplace dynamics, and an ability to control your emotional responses, publicly recognizing your own accomplishments in a non-threatening manner, will disarm your colleague as well as puts you in a better light with your manager and peers. Public confrontations can be ineffective, are likely to cause your colleague to become defensive, and may look like poor sportsmanship on your part. Although less threatening, private confrontations are also less effective in that they will not help your personal reputation.

- [A] 0 Points - Immediately and publicly confront the colleague over the ownership of your work.
- [B] 5 Points - After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
- [C] 0 Points - Nothing, it's not a good idea to embarrass colleagues in public.
- [D] 10 Points - After the colleague speaks, publicly thank her for referencing your work and give the group more specific detail about what you were trying to accomplish.

### 3. The Angry Client:

The most emotionally intelligent answer is D. Empathizing with the customer will help calm him down and focusing back on a solution will ultimately help the customer attain his needs. Confronting a customer or becoming defensive tends to anger the customer even more.

- [A] 0 Points - Hang-up. It doesn't pay to take abuse from anyone.
- [B] 5 Points - Listen to the client and rephrase what you gather he is feeling.

- [C] 0 Points - Explain to the client that he is being unfair, that you are only trying to do your job, and you would appreciate it if he wouldn't get in the way of this.
- [D] 10 Points - Tell the client you understand how frustrating this must be for him, and offer a specific thing you can do to help him get his problem resolved.

#### 4. The 'C' Midterm:

The most emotionally intelligent answer is A. A key indicator of self-motivation, also known as Achievement motivation, is your ability to form a plan for overcoming obstacles to achieve long-term goals. While focusing efforts on classes where you have a better opportunity may sometimes be productive, if the goal was to learn the content of the course to help your long-term career objectives, you are unlikely to achieve.

- [A] 10 Points - Sketch out a specific plan for ways to improve your grade and resolve to follow through.
- [B] 0 Points - Decide you do not have what it takes to make it in that career.
- [C] 5 Points - Tell yourself it really doesn't matter how much you do in the course, concentrate instead on other classes where your grades are higher.
- [D] 0 Points - Go see the professor and try to talk her into giving you a better grade.

#### 5. The Racist Joke:

The most emotionally intelligent answer is C. The most effective way to create an atmosphere that welcomes diversity is to make clear in public that the social norms of your organization do not tolerate such expressions. Confronting the behavior privately lets the individual know the behavior is unacceptable, but does not communicate it to the team. Instead of trying to change prejudices (a much harder task), keep people from acting on them.

- [A] 0 Points - Ignore it. The best way to deal with these things is not to react.
- [B] 5 Points - Call the person into your office and explain that their behavior is inappropriate and is grounds for disciplinary action if repeated.
- [C] 10 Points - Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
- [D] 5 Points - Suggest to the person telling the joke he go through a diversity training program.

#### 6. The Setback of a Salesman:

The most emotionally intelligent answer is B. Optimism and taking the initiative, both indicators of Emotional Intelligence, lead people to see setbacks as challenges they can learn from, and to persist, trying out new approaches rather than giving up, blaming themselves or getting demoralized. Although listing your strengths and weaknesses can be a helpful exercise, without actively plugging away, motivation to sell will tend to decrease.

- [A] 0 Points - Call it a day and go home early to miss rush-hour traffic.
- [B] 10 Points - Try something new in the next call, and keep plugging away.
- [C] 5 Points - List your strengths and weaknesses to identify what may be undermining your ability to sell.
- [D] 0 Points - Sharpen up your resume.

**7. The Road-Rage Colleague:**

The most emotionally intelligent answer is D. All research shows that anger and rage seriously affect one's ability to perform effectively. Daniel Goleman, in his book, *Working with Emotional Intelligence*, coined the phrase "amygdala hijacking" to describe the process of losing one's temper in this kind of situation. Your ability to avoid or control this emotional reaction in yourself and others, is a key indicator of emotional intelligence. In the road rage scenario, any attempt to calm down your colleague by distracting her away from the effects of the amygdala hijack will have a positive impact on the situation and her behavior, particularly if you are able to effectively empathize with her.

- [A] 0 Points - Tell her to forget about it-she's OK now and it is no big deal.
- [B] 0 Points - Put on one of her favorite tapes and try to distract her.
- [C] 5 Points - Join her in criticizing the other driver.
- [D] 10 Points - Tell her about a time something like this happened to you, and how angry you felt, until you saw the other driver was on the way to the hospital.

**8. The Shouting Match:**

The most emotionally intelligent answer is A. In these circumstances, the most appropriate behavior is to take a 20-minute break. As the argument has intensified, so have the physiological responses in your nervous system, to the point at which it will take at least 20 minutes to clear your body of these emotions of anger and arousal. Any other course of action is likely merely to aggravate an already tense and uncontrolled situation.

- [A] 10 Points - Agree to take a 20-minute break before continuing the discussion.
- [B] 0 Points - Go silent, regardless of what your partner says.
- [C] 0 Points - Say you are sorry, and ask your partner to apologize too.
- [D] 0 Points - Stop for a moment, collect your thoughts, then restate your side of the case as precisely as possible.

**9. The Uninspired Team:**

The most emotionally intelligent answer is B. As a leader of a group of individuals charged with developing a creative solution, your success will depend on the climate that you can create in your project team. Creativity is likely to be stifled by structure and formality; instead, creative groups perform at their peaks when rapport, harmony and comfort levels are most high. In these circumstances, people are most likely to make the most positive contributions to the success of the project.

- [A] 0 Points - Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.
- [B] 10 Points - Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.
- [C] 0 Points - Begin by asking each person individually for ideas about how to solve the problem.
- [D] 5 Points - Start out with a brainstorming session, encouraging each person to say whatever comes to mind, no matter how wild.

**10. The Indecisive Young Manager:**

The most emotionally intelligent answer is D. Managing others requires high levels of emotional intelligence, particularly if you are going to be successful in maximizing the performance of your team. Often, this means that you need to tailor your approach to meet the specific needs of the individual, and provide them with support and feedback to help them grow in confidence and capability.

- [A] 0 Points - Accept that he does not have what it takes to succeed around here and find others in your team to take on his tasks.
- [B] 5 Points - Get an HR manager to talk to him about where he sees his future in the organization.
- [C] 0 Points - Purposely give him lots of complex decisions to make so that he will become more confident in the role.
- [D] 10 Points - Engineer an ongoing series of challenging but manageable experiences for him, and make yourself available to act as his mentor.

FOR PREVIEW ONLY

# VIEW “EMOTIONAL INTELLIGENCE”

(25 MINUTES)

## FILM SYNOPSIS

The film opens with 3 powerful facts about emotional intelligence taken from studies conducted in a variety of work environments.\* This leads us to a series of first stormy, then serene office vignettes where we are told that, despite what we've always been told about “leaving our emotions at home,” it is virtually impossible to do so in today's workplace. The good news, we learn, is that it is okay (even ideal) to have emotions at work. The key is knowing how to use them *intelligently*.

Our host appears on screen and explains that this process of harnessing the positive power of emotions is known as emotional intelligence, or EI. He then introduces us to a few experts in the field: Daniel Goleman, *Founder, Emotional Intelligence Services*; Christine Casper, *Communication, Motivation & Management, Inc.*, and Dr. J.P. Pawliw-Fry, *Co-director, Institute for Health and Human Potential*.

A brief historical overview of emotional intelligence is then provided. Our host explains that our modern understanding of the practical value of emotions began with Charles Darwin, who was the first to demonstrate that emotions serve an intelligent purpose. We hear more on this topic from Yale Professor Peter Salovey who, along with John Mayer, did groundbreaking research and first coined the term, “emotional intelligence” in 1990.

Next, Daniel Goleman (author of several bestselling books on emotional intelligence) introduces the five key competencies that make up emotional intelligence: self-awareness, self-regulation, self-motivation, empathy and effective relationships.

The video then profiles four organizations where EI training has taken place... with amazing results: Kaiser Permanente in Pasadena, CA where EI consultant Chuck Wolfe has helped technical workers “tune into” their emotions and improve teamwork and collaboration through training in *self-awareness*; State Street Bank in Boston, MA where consultant Christine Casper has helped employees better manage their emotions when dealing with corporate clients by training in the second competency, *self-regulation*; The Canadian Men's Olympic Team in Beach Volleyball where Dr. J.P. Pawliw-Fry uses EI and *self-motivation* to teach players how to better manage setbacks and remain persistent in achieving their goals; Nichols Aluminum in Davenport, IA where EI expert Darryl Grigg trained engineers and other plant workers in *empathy* to help them relate to one another in more constructive ways.

In summary, our host explains that the fifth competency, *effective relationships*, is actually a culmination of the previous four. Only when we combine all of our EI skills can we hope to influence and persuade others to bring about higher levels of innovation and collaboration, build consensus and support for team goals, and motivate and inspire ourselves and others to achieve those goals.

The film ends with a series of sound-bites from the experts and employees we have met at the various organizations. Their words drive home the powerful message of this program: emotional intelligence gives us “an edge” in the business world *and* in our personal lives — it is a key determinant for success.

*\*Study citations are found in the Bibliography on page 37.*

## NAME THAT FEELING - EXERCISE 1

### "SELF-AWARENESS"

(10 MINUTES, PAIRED OR GROUP EXERCISE)

**Instructions:** Have participants turn to Exercise 1 in the workbook, or pass out copies of the Exercise 1 Handout. Ask participants to read the directions and fill in the blanks as *honestly* as possible about how they would feel. Allow about 5 minutes to complete.

Decide whether you want them to share their results in pairs or as a whole group. Either way, allow another 5 minutes for them to expand beyond the feelings they've listed to examine the results or consequences of these emotions.

Explain how negative emotions have a ripple effect in discoloring our outlook and souring our overall mood well beyond the trigger event. Similarly, positive emotions spill out from one episode to improve our outlook on future events. In essence, attitude is everything.

## WHAT ARE YOU TELLING YOURSELF LATELY?

### EXERCISE 2 - "SELF-REGULATION"

(15 MINUTES, INDIVIDUAL EXERCISE)

**Instructions:** Have participants turn to Exercise 2 in the workbook or pass out copies of the Exercise 2 Handout. Ask participants to read the directions and fill in the blanks. Allow them 10 minutes to complete this two-step process.

If some participants say that they don't ever tell themselves any of the things on the list, ask them to fill in the question column on the right-hand side anyway. It is a good exercise to make them aware of how they zero in on exactly what is bothering them and how they will fix it, spotlighting their positive self-talk skills.

When everyone is done, ask for a few samples of the specific questions they came up with for each overly general, negative comment. Point out how such blanket statements have a way of making you feel that all is lost, what's the point, nothing will ever change and that makes you feel defeated before you even start.

## EYE ON THE GOAL - EXERCISE 3

### "SELF-MOTIVATION"

(10 MINUTES, PAIRED EXERCISE)

**Instructions:** Have participants turn to Exercise 3 in the workbook or pass out copies of the Exercise 3 Handout. Allow them 5 minutes to fill in the blanks.

When they are finished, ask them to find a partner and to take turns sharing their answers.

You could wind up this exercise session by pointing out that few jobs deliver instant gratification. All of us must go through numerous steps and stages, perform small and large tasks, overcome obstacles and pay attention to details in order to meet a goal or finish a project. The more we keep our eyes on the goal, the easier it is to endure the process.

## COMMUNICATING AT ALL LEVELS - EXERCISE 4

### "EMPATHY"

(15 MINUTES, SMALL GROUP EXERCISE)

**Instructions:** Break participants into groups of four. Ask participants to turn to Exercise 4 in the workbook or pass out copies of the Exercise 4 Handout. Ask everyone to read the directions, then you can demonstrate with one group. Have them answer the first line, then have them pass their papers clockwise to the next group. After they fill in the next line, they will pass them again. Allow 5 minutes for filling in the blanks.

Once they have their original papers back, ask them to look over all four answers. Ask for some samples of what they wrote down and comment on what you think. You could write them on the flip chart, if time permits.

Suggest ways of developing the courage to be more open with emotions, to reach that fourth level of communication.

## ENTHUSIASM, IT'S CONTAGIOUS—PASS IT ON!

### EXERCISE 5 - "EFFECTIVE RELATIONSHIPS"

(15 MINUTES, PAIRED EXERCISE)

**Instructions:** Have participants turn to Exercise 5 in the workbook or pass out copies of the Exercise 5 Handout. Allow 5 minutes for participants to fill in the blanks.

Then ask them to face a partner and present the three things about work they have listed which make them excited, as if they were trying to lure the other participant to come join them. Make sure they ask the three questions of their partner after the pitch, to see if their enthusiasm rings true or false.

## A FEW NEW THINGS I'LL DO

### "WRAP-UP EXERCISE"

(10 MINUTES, INDIVIDUAL OR GROUP EXERCISE)

**Instructions:** Ask participants to turn to the Wrap-Up Exercise in the workbook or hand out copies to everyone. Allow 5 minutes to complete it. (If you are using the Discussion Segment video, do that before this wrap-up).

If you wish, ask for a show of hands of which competency they feel the strongest in. Call out each of the five areas and have them raise their hand. Or ask them to share one thing that they've learned from the workshop.

Then, if time permits, go to the flip chart and ask participants to tell you specific things that they plan to do to raise their emotional intelligence when they return to work. As you list items on the chart, remind them that the more specific the idea, the better and more measurable the result.

## EXERCISE 1 HANDOUT

### NAME THAT FEELING

### "SELF-AWARENESS"

When we feel emotional reactions to situations, we don't always realize what is behind that reaction. It's important to stop and ask yourself "Why do I feel tense?" and to identify the feeling behind it.

**Directions:** Read the list below and write down what you would be feeling if you were in that situation. There is a range to our emotions, so be specific. (For example, "mad" might really be "frustrated," "angry," "enraged," "furious," or "disappointed.") And remember, you may have more than one feeling, so list all of them.

1. No empty parking place \_\_\_\_\_
2. A slow line at the grocery store \_\_\_\_\_
3. A surprise birthday party for you \_\_\_\_\_
4. Making a presentation to upper management \_\_\_\_\_
5. Receiving an unexpected bonus in your pay check \_\_\_\_\_
6. No rental cars available, even though you reserved one \_\_\_\_\_
7. A phone call from an old friend \_\_\_\_\_
8. Leaving on a trip to Tahiti tomorrow \_\_\_\_\_
9. Being told on Friday that you need to work on the weekend \_\_\_\_\_
10. Sudden rainstorm and you're wearing your best suit \_\_\_\_\_

Now, either with a partner or with the trainer as a group, examine what could be the consequences of some of these emotions. For example, "When I get frustrated over not finding a parking place, it puts me in a bad mood for the morning meeting..."

## EXERCISE 2 HANDOUT

### WHAT ARE YOU TELLING YOURSELF LATELY? "SELF-REGULATION"

Self-talk is very revealing. What you tell yourself goes immediately to your subconscious where it increases or decreases your anger or other emotions. Repeated negative self-talk leads to exaggerated and irrational thinking.

**Directions:** Make a check in the left-hand column next to any of the following remarks which you have said to yourself recently.

They always take me for granted. \_\_\_\_\_

I'm always late. \_\_\_\_\_

No one ever helps me. \_\_\_\_\_

Everyone gets paid more than I do. \_\_\_\_\_

No one ever listens to me. \_\_\_\_\_

It'll always be this way. \_\_\_\_\_

Everything I do gets me mixed up. \_\_\_\_\_

I never get the credit I deserve. \_\_\_\_\_

Now that you are more aware of your self-talk, ask yourself *why* you say those things? Remember the law of attraction: *Whatever we focus on is what we attract.* To the right of each remark, list some questions that you could ask to help you change to become less negative. (ex. If you are late, why are you late? Are you only late to meetings? Be more specific and less general.)

## EXERCISE 3 HANDOUT

### EYE ON THE GOAL

### "SELF-MOTIVATION"

Every job has its mundane or unpleasant tasks, be it weekly reports, photocopying, or performance reviews. Yet they must be done to reach a greater goal. A big part of self-motivation in emotional intelligence is learning to connect in a positive way with everything that you're doing.

**Directions:** After you fill out this worksheet, share it with your neighbor.

1) Identify a few aspects of your job which make you uncomfortable or bored:

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2) Why are each of these tasks important?

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3) How might you think about these tasks differently so that you can take greater satisfaction in doing them?

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## EXERCISE 4 HANDOUT

### COMMUNICATING AT ALL LEVELS

### "EMPATHY"

There are four levels of communication: **superficial, fact, thought, and feeling**. With some people, you never get past the first two levels. To increase your Emotional Intelligence and empathy, you want to reach that last level and share your feelings with others more openly so that they will open up and trust you, improving communication overall.

**Directions:** Break into groups of four. Each of you will have this worksheet. You will fill out the first line asking for a superficial comment. You will then pass your paper to the person on your right, while getting a new worksheet from the person on your left. Fill in Line Two where you will write down a fact. Continue passing the worksheets until all four lines are filled and your original paper comes back to you.

- 1) Superficial statement \_\_\_\_\_  
(Ex., "Hi" or "How you doing?")
- 2) State a Fact \_\_\_\_\_  
(Ex., "It's raining")
- 3) Express a Thought \_\_\_\_\_  
(Make sure that it *is* a thought.)
- 4) Share a Feeling \_\_\_\_\_

Read others' comments on the worksheet and see if you agree with their categorization. Offer your best examples to the trainer for a group chat on the flip chart. Consider how switching levels of communication can help others to manage their emotions. For example, if someone is very angry, it may help to switch from feelings to facts.

## EXERCISE 5 HANDOUT

# ENTHUSIASM, IT'S CONTAGIOUS—PASS IT ON! "EFFECTIVE RELATIONSHIPS"

There is something that excites you about your line of work. Is it a great established product or a new one coming out? Maybe it's the expansion of the market or potential for wider distribution? Could it be your customers or the people you work with?

**Directions:** List the three things that most excite you about your job and tell why those aspects are so appealing.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

Now break into pairs. Pretend you're trying to recruit your partner to come work with you. Go through the points that you've listed and give explanations.

Then ask your partner:

- Do you believe I was sincere?
- Do I seem genuinely excited or just acting like I am?
- Does my enthusiasm make you want to come work here?

## WRAP-UP EXERCISE HANDOUT

### A FEW NEW THINGS I'LL DO

Now that you know much more about the five competencies which increase our Emotional Intelligence, it's time to think about how you'll put them into action to raise your EQ.

**Directions:** Fill in the following blanks to create your own plan of action for when you return to work. Remember, you must be honest with yourself and engage your emotions, rather than keeping them at bay. With awareness comes responsibility — and by becoming fully aware, you make better decisions.

The most important thing I learned from the emotional intelligence training is \_\_\_\_\_

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Right now, I feel that I am strong in the competency of \_\_\_\_\_

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The emotional intelligence competency which I most want to work on is \_\_\_\_\_

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Specific things that I will try to do to raise my emotional intelligence are: \_\_\_\_\_

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## DISCUSSION SEGMENTS VIDEO

The “Discussion Segments” video contains eight vignettes of work scenes being helped or hampered by co-workers’ varying levels of emotional intelligence. These examples will help participants by showing how others handle all-too-familiar situations on the job.

Some of the negative behaviors by workers and superiors are addressed by co-workers in a constructive way, as a model response. Other episodes leave the offending behavior open-ended so that the viewer may offer solutions about the best way to handle the situation.

Here are a few ways these vignettes can be used:

- Show them one at a time, stopping after each episode to ask the whole group for examples of good and bad emotional intelligence within the scene.
- Break up participants into small groups and assign each cluster a vignette to analyze. Then after the whole tape has been played, ask each group to share their findings.
- Show the video without sound and ask participants to identify the emotions displayed in each vignette, as an exercise in reading nonverbal signals. (Nonverbal signals make up 55% of all oral communication).

*The vignettes average 1½ minutes in length, with a total of 11 minutes running time for the entire tape.*

### DISCUSSION SEGMENTS OVERVIEW

In each vignette on the “Discussion Segments” tape, a variety of emotional intelligence competencies are demonstrated. The following list will help you lead a discussion per vignette:

- **Vignette 1** – Factory setting with boss angry at late employee. (2 min. 10 sec.)
  - ◆ The boss succumbs to an emotional trigger of tardiness, displaying zero self-regulation.
  - ◆ The boss yells at the late employee in public instead of finding a private place.
  - ◆ The boss makes gross generalizations using “always” and “everyone” and blowing it out of proportion unnecessarily, which is demotivating.
  - ◆ The boss shows no effort to empathize, ranting at the employee instead of asking questions or making any attempt to understand the cause of lateness.
  - ◆ The boss shows little self-awareness of how angry he sounds.
  - ◆ Nothing constructive has occurred and now two employees are upset, which is a bad way to start the work day.

- **Vignette 2** – Office setting with a timid administrative assistant confronting her critical boss. (1min. 36 sec.)
  - ◆ The assistant shows high self-awareness by accurately reading her feelings and high self-regulation to be able to convey those emotions calmly and constructively to her boss.
  - ◆ The assistant models excellent wording in her requests and shows how to stick to one's convictions when her boss shows a reluctance to change.
  - ◆ The boss shows improving relationship skills by listening to the feedback and agreeing to work on her behavior.
  - ◆ The boss shows some self-regulation by not overreacting to her assistant's suggestions and by remaining calm.
  - ◆ The assistant's suggestion for a new filing system shows self-motivation and initiative.
  
- **Vignette 3** – Office setting where an older worker is resistant to change. (1min. 09 sec.)
  - ◆ The older worker shows stagnant self-awareness, content with only doing the familiar while dismissing the possible success of a new program.
  - ◆ By overhearing candid comments about him, worker realizes that he may be the problem, not the new system—signs of new self-awareness opening the way to accepting responsibility and embracing change.
  - ◆ The worker shows increased self-motivation by taking the brochure and by considering becoming flexible enough to give the new system a chance.
  
- **Vignette 4** – Warehouse setting with male worker taking out his anger on his co-workers. (1 min. 08 sec.)
  - ◆ The angry worker succumbs to emotional trigger and shows no ability to self-manage his outbursts.
  - ◆ The angry worker is in a negative self-talk cycle and shows no self-awareness. He is clueless that his flare-ups are upsetting his co-workers and that no one wants to work with him.
  - ◆ The angry worker is defensive and resistant to accept responsibility when confronted, another sign of low self-awareness.
  - ◆ The co-worker exhibits high self-awareness by confronting him and expressing her feelings constructively about how his outbursts make her feel as if she's to blame.
  - ◆ Her high self-awareness also allows her to communicate honestly and speak up rather than to suffer his outbursts in silence.

(continued next page)

- ◆ She shows great skill in self-regulation by remaining calm throughout their conversation and reframing it so that the behavior, and not the person or his personality, is the problem.
  - ◆ The angry worker has been made aware of his inappropriate behavior, and although he may feel certain emotions, he has a choice whether to act on them or not—he doesn't *have* to show his anger if he learns how to manage his emotions.
- **Vignette 5**– Healthcare setting with a conflict between two co-workers. *(1 min. 43 sec.)*
    - ◆ Both workers show no empathy towards each other, showing no concern for each other nor appreciating each other's position.
    - ◆ Both co-workers are low in self-regulation abilities as demonstrated by their open anger in public, which negatively impacts the work environment.
    - ◆ Their inability to reframe the situation to make it an exercise in problem solving is another indication of low self-regulation ability.
    - ◆ It takes a third party to be honest and express the truth. The arguing co-workers are too caught up in their own anger to try to find a middle ground or viable solution.
  - **Vignette 6**– Office setting where a female boss mentors a male subordinate. *(1 min. 15 sec.)*
    - ◆ The boss constructively points out how her employee's negative behavior generates negative responses, creating a bad cycle which could be broken by becoming aware of his own behavior and choosing to change it.
    - ◆ The employee shows low self-awareness through his negative self-talk ("none of the new hires care").
    - ◆ The boss suggests visualization, practicing a new approach for asking someone to help him in order to break the negative-speak cycle.
    - ◆ The employee listens and becomes aware of his behavior, raising his self-awareness and sense of responsibility.
    - ◆ The employee shows empathy by expressing concern for new hire's workload and by taking the kinder road and asking nicely for help.

- **Vignette 7** – Company cafeteria brainstorming session initiated by manager with his staff. *(1 min. 14 sec.)*
  - ◆ The manager displays advanced skill in effective relationships by introducing the idea of brainstorming to look to the future instead of dwelling on the past—an activity which will build rapport and team unity.
  - ◆ He shows a high level of self-motivation by asking them to visualize and ask themselves “what if” as they come up with a common goal, which will increase their self-motivation as well.
  - ◆ One of the employees is negative and skeptical about such an exercise, showing low self-motivation through a reluctance to learn and grow.
  - ◆ The manager’s optimism and enthusiasm are contagious as one staff member starts suggesting possible changes, confirming that the manager’s strong interpersonal skills are empowering others and helping workers feel like they could be part of the company’s vision.
  
- **Vignette 8** – Meeting room where a marketing manager receives feedback from her colleagues. *(1 min. 3 sec.)*
  - ◆ The manager exhibits high self-awareness by listening and being open to input from others.
  - ◆ She is very high in self-regulation as she receives the constructive comments calmly and quickly analyzes their information to understand what it means for the future.
  - ◆ She is excellent in effective relationships, as seen in her willingness to be coached by others on how to improve her work and acknowledging that she doesn’t know it all or do everything right all the time.
  - ◆ Her colleagues demonstrate tact and empathy by being honest, yet kind, in their delivery of the truth about the project being late and over budget.

## WRAP UP EXERCISE

With only ten minutes left in the training session, now is the time to wrap things up. After thanking everyone for their participation, you will want to tell them about the final two activities: the last exercise and a workshop evaluation.

Ask participants to find the Wrap-Up Exercise entitled, “A Few New Things I’ll Do” in the workbook, or pass out copies. It is important that they take the time **now**, in the session, to fill out this brief worksheet because if they wait until they get back to the office, it may never happen. This exercise asks about what they’ve learned and discovered about themselves, as well as asking them for specific changes they can make as a result of their new self-awareness.

If you wish to do so, you may ask the participants to turn to the “Workshop Evaluation” at the back of their workbook, or pass out copies. Give them a few minutes to fill out the form. Please feel free to share any feedback with CRM Learning. Your opinion is important to us!

Thank everyone again, wish them well in their quest to raise their emotional intelligence, and encourage them to keep practicing and improving their EI competencies! This will help them to make better decisions, get along better with others, and enjoy life more—on and off the job—just by living more honestly and wisely with their feelings.

FOR PREVIEW ONLY

## PARTICIPANT EVALUATION

Please take a minute to fill out this form before you leave. No name is necessary. We're interested in your honest feedback so we may improve this workshop.

**A—Strongly Agree    B—Agree    C—Disagree    D—Strongly Disagree**

In the blank spaces below, fill in the letter that best reflects your feelings about the following statements:

- \_\_\_ 1. The video program, *Emotional Intelligence*, presented information that will be helpful to me on the job.
- \_\_\_ 2. I liked the video program.
- \_\_\_ 3. The other information and exercises will help raise my level of emotional intelligence.
- \_\_\_ 4. The instructor encouraged class participation and made the training session interesting.
- \_\_\_ 5. The instructor was prepared and comfortable with the subject matter.
- \_\_\_ 6. I am responsible for knowing my own feelings and managing them.
- \_\_\_ 7. I should strive to understand how others feel and invite feedback.

Please use the space below for any additional comments or suggestions about this training program. Thank you for completing this form. Please hand it to the instructor before you leave today.

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### Sources for the facts cited at the beginning of the film are as follows:

Fact 1:

Goleman, Daniel. Working with Emotional Intelligence, page 241.

Fact 2:

The Center for Creative Leadership, Technical Report #138, "Preventing Derailment".

Fact 3:

Pseuric, A., & Byham, W. (1996, July). The new look in behavior modeling. *Training and Development*, 25-33.

Porras, J.I., & Anderson, B. (1981). Improving managerial effectiveness through modeling-based training. *Organizational Dynamics*, 9, 60-77.

## CRM COMPANION VIDEOS FOR EMOTIONAL INTELLIGENCE

### ***Encouraging the Heart -***

Success is about putting our hearts in our business and our business in our hearts. That's the revolutionary premise of this important video from experts James Kouzes and Barry Posner, who gave us *The Leadership Challenge*. Here they clearly outline how people perform extraordinarily when genuinely appreciated for their dedication and recognized for their achievements. Viewers will see real-world scenarios and enlightening interviews about this "soft skill" that's really the hard stuff. They will learn the Seven Essentials of Encouraging the Heart: Set clear standards, Expect the best, Pay attention, Tell the story, personalize recognition, Celebrate together, and Set the example.

### ***Attitude Virus -***

Like a nasty virus, bad attitudes can threaten the essential functions of your workplace. They spread from employee to employee, traveling quickly through each department to infect an entire organization. Once an attitude virus begins to spread, it can become an epidemic in no time. Productivity suffers and so do individual workers. With this video, you can learn how to vaccinate your organization against this potentially devastating threat. Participants will benefit by learning to take responsibility for their own attitudes and successes, plus, underlying causes for unproductive attitudes will be resolved and fewer personal problems will affect work. These better attitudes will positively impact team results and the bottom line of your organization.

### ***Communicating Non-Defensively -***

Providing instruction, feedback, or even criticism is often cause for difficult communication in the workplace. Learning how to communicate and listen non-defensively is crucial. *Communicating Non-Defensively* explores why and when people become defensive. Two workplace dramas illustrate the dynamics of communication and provide valuable lessons on how to avoid the "defensive chain." Viewers will also learn to express themselves openly and effectively, shift away from defensiveness and guide others toward improved communication.

### ***Dealing with Conflict -***

Managers spend roughly 20% of their time resolving disputes. Teaching conflict management skills to employees allows them to expand their abilities to work through difficulties on their own, improving overall productivity in the workplace. Based on the renowned Thomas-Kilmann Conflict Mode Instrument, this video uses scenarios from home, the office and the factory to provide proven methods for recognizing and resolving conflicts. Viewers will learn the five most valuable methods for conflict resolution, the two basic dimensions of human behavior in any conflict situation and how to take responsibility for conflict and its resolution.

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