

## EMOTIONAL INTELLIGENCE

Thank you for previewing CRM's *Emotional Intelligence* training program. This Preview Guide contains information that will help you better understand the materials that accompany the *Emotional Intelligence* video. If you have any questions, call CRM at 1-800-421-0833.

Most of us have 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 — like it or not.

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 a source of greater collaboration, improved productivity and increased effectiveness. The fact is, such an intelligence exists – it is called *emotional intelligence*.

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 fact, emotions have immense practical value in helping individuals and organizations be more adaptable and ultimately more successful.

As the pace of 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. By previewing this program, you've taken the first step towards harnessing the positive power of emotions for your organization.



### CONTENTS OF THIS GUIDE

#### ***Content Review:***

The 5 EI Competencies	Page 2-3
What You Get in the EI Program	Page 4
Learning Objectives and Benefits	Page 5
Training Design Overview	Page 5

#### ***Sample Pages from Leader's Guide:***

Exercise 1: Name That Feeling	Page 6
Exercise 2: Eye on the Goal	Page 7
Exercise 4: Communicating at All Levels	Page 8

## 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. 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. 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.

**Emotional Intelligence** program tips on self-awareness:

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

*“If you understand your own feelings, you get a really great handle on how you’re going to interact and perform with others. A lot of times people are not sensitive to that. So...one of the first starting points is, ‘What’s going on inside of me?’”*

Chuck Wolfe, President, C.J. Wolfe & Associates

### #2 – SELF-REGULATION

Self-regulation is about recognizing our emotions and moderating our responses so that we are able to reason well. When we are angry, we cannot make good decisions and often react inappropriately by blowing an incident out of proportion. We lose perspective.

Conversely, when we learn to manage our emotions well, we become masters of mood management. We are able to handle stress and communicate more constructively and consistently. As a result, we appear more level-headed and trustworthy to others.

**Emotional Intelligence** program tips on self-regulation:

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

*“If we are in a heightened state of agitation or anger, we cannot make good decisions; we cannot access information from our IQ well.”*

Christine Casper, Communication, Motivation & Management, Inc.

### #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.

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. 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.

## THE FIVE COMPETENCIES OF EMOTIONAL INTELLIGENCE, CON'T

**Emotional Intelligence** program tips on self-motivation:

- Recognize that emotions affect your 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.

*“High performers are those who are able to see with some clarity to what degree they are responsible for a setback and to what degree it is may be circumstance or other people...thus they are able to be more persistent.”*

J.P. Pawliw-Fry, Co-Director, Institute for Health and Human Potential

### #4 – EMPATHY

Once we have become more honest and intentional with our emotions, it is time to look outward. Emotional intelligence is about tuning into our own feelings as well as the feelings of those around us. The key to that is *empathy*: learning to see things from another person’s perspective so that we can relate to them better.

**Emotional Intelligence** program 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.

*“If people will stop for a moment and put themselves in another person’s shoes... it will help them modify their own behavior.”*

Darryl Grigg, Co-Developer, American Express Emotional Competence Program

### #5 – EFFECTIVE RELATIONSHIPS

Mastering the abilities of self-awareness, self-regulation, self-motivation and empathy paves the way for attaining a greater skill in handling relationships. Because it’s not enough that we simply be intelligent about our own emotions; in order to be effective in our teams and organizations, we need to bring these skills together to become “socially intelligent.”

Thus, the fifth competency, effective relationships, is about interacting with people successfully and being adept at managing emotions in others to bring about higher levels of innovation and collaboration.

**Emotional Intelligence** program 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.

*“And so there’s a real payoff. The people who will become the leaders...the star performers, are those who have the strengths in the key emotional intelligence abilities.”*

Daniel Goleman, Ph.D., Founder, Emotional Intelligence Services

## WHAT YOU GET IN THE EMOTIONAL INTELLIGENCE PROGRAM

(Program Purchase Price: \$995 Rental Price: \$275)

- **Emotional Intelligence VHS or DVD** (running time 25 minutes) -- the centerpiece of the program, this video makes a strong business-case for training in emotional intelligence. It provides a wealth of information on the topic and profiles four organizations where EI training has positively affected individual performance and overall organizational productivity.
- **Discussion Segments** (running time 11 minutes) containing eight vignettes of work scenes being helped or hindered by workers' varying levels of emotional intelligence. This is an additional VHS or included on the chaptered DVD.
- **Leader's Guide** containing:
  - \* 4 pages of background information on emotional intelligence
  - \* complete definitions of the five EI competencies
  - \* an icebreaker exercise
  - \* an EI Quiz and instructions on scoring the quiz and discussing results
  - \* 5 group exercises (one for each EI competency)
  - \* participant handout masters
  - \* ideas for using the Discussion Segments video
  - \* a wrap-up exercise
  - \* a Workshop Evaluation Form to copy and give to participants following the training session
- **Participant's Workbook** containing:
  - \* the Emotional Intelligence Quiz and scoresheet
  - \* handouts for the 5 group exercises and the wrap-up exercise
  - \* full descriptions of the five EI competencies with bonus tips for developing each competency
  - \* a Workshop Evaluation Form

Note: You receive 10 Participant's Workbooks with purchase of the program. Additional workbooks may be purchased for \$14.95 each (quantity discounts are available).

- **PowerPoint™ Presentation on CD-ROM** containing 23 four-color slides with information and images from the video to help you reinforce key learning points in your training. The slideshow can be modified if you choose to add your own information.
- **Reminder Cards** listing the five competency areas and specific skill points for each -- a handy reminder of the material covered in the video and workshop.

Note: You receive 10 Reminder Cards with purchase of the program. Additional Reminder Cards may be purchased in quantities of 10 for \$5.00.

## LEARNING OBJECTIVES AND BENEFITS

After viewing the *Emotional Intelligence* video and completing the exercises offered in the 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 level of emotional intelligence:
  - 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

The training design which accompanies *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, an Emotional Intelligence Quiz and an array of skill-building exercises. If you wish to lengthen the workshop, you can use some or all of the vignettes on the program's 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.

The workshop can accommodate large or small groups. It is intended to be instructor-led.

**If all group exercises are used in conjunction with the video, the workshop will run between 2 and 2 ½ hours. Use of the Discussion Segments video will add 20-30 minutes, depending on how the tape is used (the Leader's Guide offers three suggestions).**

**SAMPLE TRAINING EXERCISE FROM LEADER'S GUIDE****NAME THAT FEELING - EXERCISE 1**  
**SELF-AWARENESS****(10 minutes, paired or group exercise)**Leader's Guide Instructions:

Have participants turn to Exercise 1, "Name That Feeling," in their workbook or pass out copies. Ask them 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.

**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 paycheck \_\_\_\_\_
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..."

**SAMPLE TRAINING EXERCISE FROM LEADER’S GUIDE**

**EYE ON THE GOAL - EXERCISE 3  
SELF-MOTIVATION  
(10 minutes, paired exercise)**

Leader’s Guide Instructions:

Have participants turn to Exercise 3, “Eye on the Goal,” in their workbook or pass out copies. 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.

**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:

\_\_\_\_\_

- 2) Why are each of these tasks important?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SAMPLE TRAINING EXERCISE FROM LEADER'S GUIDE****COMMUNICATING AT ALL LEVELS - EXERCISE 4****EMPATHY****(15 minutes, small group exercise)**Leader's Guide Instructions:

Break participants into groups of four. Have them turn to Exercise 4, "Communicating at All Levels," in their workbook or pass out copies. Ask everyone to read the directions, then do a demonstration with one group. Have them answer the first line, then have them pass their papers clockwise to the next person. After they fill in the next line, they will pass them again. Have the whole group complete the exercise; 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.

**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 communications 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 \_\_\_\_\_  
(For example, "Hi" or "How you doing?")
- 2) State a Fact \_\_\_\_\_  
(For example, "It's raining")
- 3) Express a Thought \_\_\_\_\_  
(Make sure that it *is* a thought!)
- 4) Share a Feeling \_\_\_\_\_

Read others' comments on your sheet and see if you agree to their categorization. Now offer the best to the trainer for a group list 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.