

Instructor-Led Training

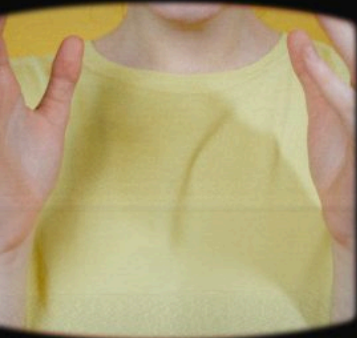
Facilitator-ready presentations and activities for live and virtual classrooms.

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EMOTIONAL INTELLIGENCE

It's More Important Than Your IQ



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The essential premise of EQ requires management of emotions – yours and others

Understanding yourself, your goals, intentions, responses, behaviors, etc.

Understanding others and their feelings.

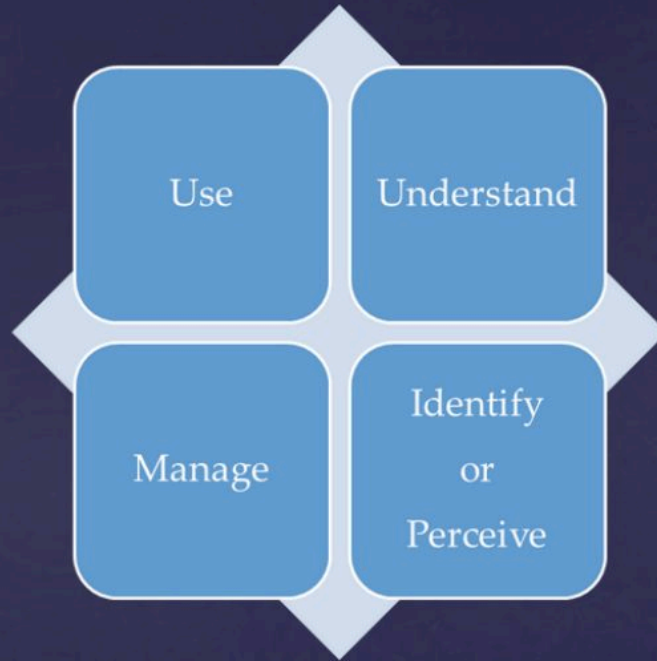
EQ: Two Aspects

People with strong EQ have less emotional baggage.

People with low EQ tend to have personal unresolved issues that act as triggers or are constants in their personality make-up.

The Samurai & The Zen Master

Emotional intelligence is true understanding of what is learned. Once the learning is embedded in the heart, as well as the head, the lesson is converted to wisdom.



Emotions are the Useful Source to help make sense of & navigate the social environment

- Ability to accurately recognize emotions is most basic EQ skill
- Basing actions on incorrect information is a recipe for disaster
- Being aware of others' emotions is critical to building quality interpersonal relationships

Manage: Identify or
Perceive

- How we feel influences how we think
- Must know which mood is best for specific situations
- Harness your emotions for more effective problem-solving, reasoning, decision-making & creative endeavors
- Thinking can be disrupted by extreme negative emotions
 - People who are sad or negative search for errors and focus on details
 - People who are positive are better at generating new ideas and solutions.

Emotion: Use

- Emotions contain information – our ability to process that information plays an important role
- How emotions combine to form others:
 - Anger+Disgust=Contempt
- How emotions progress
 - Annoyance>Anger>Rage
- Analyze emotions, their causes & predict how people will feel in different situations

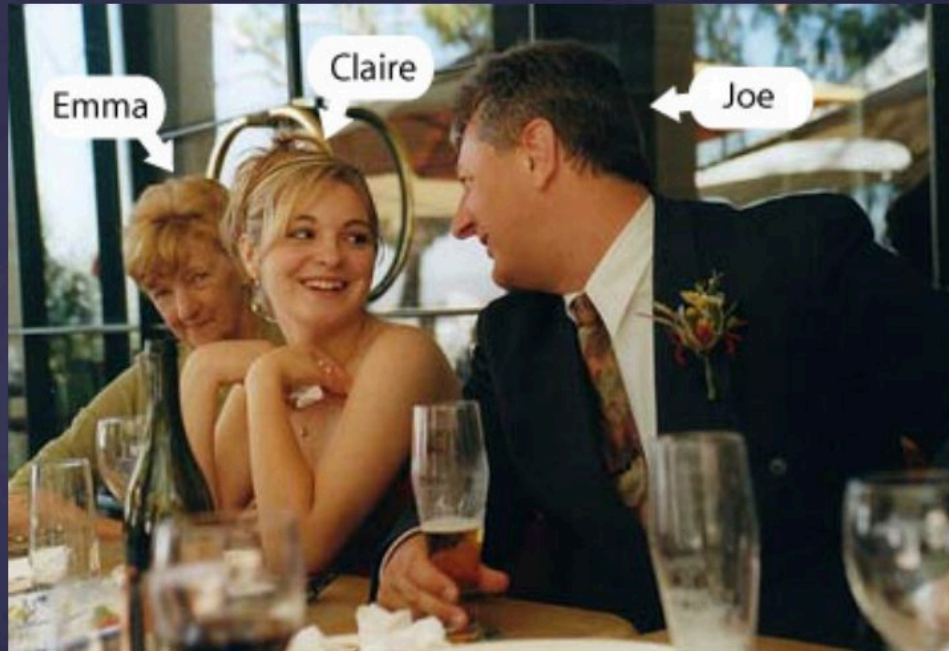
Emotions: Understand



Understanding Emotions



Understanding Emotions



Understanding Emotions

- Ability to regulate moods & emotions in oneself & in other people
- Must be able to label, monitor & discriminate feelings accurately
- Stay open to your feelings, learn from them and use them to take appropriate action
- Disengage from emotions & return to them later

Emotions: Manage

Self-Management

- Know weaknesses & aren't afraid to discuss them
- Recognize when you're having an emotion, name it correctly, attribute it to the right source & delay acting until you've considered the most positive course
- Recognize your own strengths & weaknesses realistically not idealistically

Self-Awareness

- Able to control impulses or even channel them for good purposes
- Responding to emotions, not reacting to them
- Emotions and behaviors are appropriate to the situation.

Self-Regulation

- Passion for achievement for its own sake – not for incentives
- Essential for leadership
- Ability to focus and stay on task
- Ability to handle stress

Motivation

Ability to Relate to Others

- Taking into account the feelings of others when making decisions – as opposed to taking on everyone's troubles
- Ability to know what others are feeling and why
- Listening effectively to the feelings of the speaker, as well as the content of the words

Empathy

- Ability to build rapport with others
- To get others to cooperate by moving them in a direction you desire
- Built on mutual trust and respect
- This is friendliness with a purpose
- THIS IS NOT MANAGERS WHO ARE SIMPLY SOCIABLE

Social Skill

1. Self-awareness & self-honesty
2. Knowing how emotions are caused
3. Modulating your emotions
4. Being able to recognize emotions in others
5. Motivating
6. Ability to analyze & understand relationships
7. Intuitive
8. Creative and flexible thinking
9. Integrated self – emotional, social, physical, mental and spiritual
10. Balanced life – rest, renewal & relaxation

EQ Summary: 10 Traits



**T H E S A M U R A I &
T H E Z E N M A S T E R**



Becoming Emotionally Intelligent

Developing your EQ--becoming wiser is realizing that we have a choice about how we respond to things that make us angry or cause an emotional reaction.

We can also deliberately set out to create a feeling of gratitude, by making a conscious decision to practice looking at what's right in our lives rather than focusing on what's wrong.

I'm going to tell you a story about a Samurai warrior and a Zen Master. The warrior was big and strong and had won many battles. The Zen Master was a rather small old man with merry eyes, and was well-known far and wide as being one of the wisest and kindest men in the land.

One day, the Samurai warrior went to the Zen master for instruction. "Please," the huge man asked, "teach me about heaven and hell." The master scowled at the swordsman, then broke into mocking laughter. "Me, teach you about heaven and hell? I wouldn't waste a moment trying to instruct the brain of an overweight ignoramous like you! How dare you ask me for such a lofty insight?"

Well, upon hearing these words, the Samurai grew furious. No one could insult him like this and get away with it. Enraged, his face flushed, he drew his sword to chop off the teacher's head. Just as he was about to strike, the master raised his hand and calmly said "That, sir, is hell." Upon hearing this, the samurai suddenly realized the profound lesson the master had just taught him – that we make our own hell by indulging in anger and resentment.

The warrior was so grateful for this teaching that he dropped his sword and fell to his knees in front of the Master, bowing in humility and gratitude. When he looked up, the old man was smiling. "And that, sir," the teacher noted, "is Heaven.



sample activities for

VIRTUAL TRAININGS

By Tami Gaines



encourages

DIVERSITY

Generalizations and prejudices hamper good communication in the workplace. In this activity, participants will be treated according to a random tag they will wear on their forehead.

Materials needed: 5 or 6 sticky labels for each group that are prepared in advance as follows: Labels can be directive, like “disagree with me,” “ignore me,” “treat me like the leader,” “laugh at me,” “respect my opinions,” “find fault with me,” “argue with me,” “agree with me,” “interrupt me,” and so forth. Or, they can be simple labels, such as “arrogant,” “helpful,” “self-promoting,” “brown-noser,” “cooperative,” “a pushover,” “defensive,” “leader,”etc.

Directions: Divide the group into teams of 5 or 6 participants and distribute a set of labels to each team face down so they cannot read them. Each person picks up one label and quickly sticks it to the forehead of the person next to him/her so no one knows what label is on his/her forehead. Give the group 5 minutes to mingle at a pretend event. They must respect and act according to the labels others are wearing. At the 5 minutes mark, stop the activity.

Debrief: How did that go? How did it feel to treat people according to a label? Was it fun? Did you feel forced? Did it get easier over time? How did you feel about the way you were treated? Did you get angry? Frustrated? Puzzled? Annoyed? How can we link this to our day-to-day dealings with others back on the job?





improves COMMUNICATION

This is a quick and easy activity that shows how the same instructions are interpreted differently by different people and highlights the importance of clear communication.

Directions: Give one sheet of letter size paper to each person. Start giving instructions on how to fold the paper to create an origami shape. While you give them instructions, they must keep their eyes closed and cannot ask any questions. Start giving the group several instructions to fold and rip their paper several times then ask them to unfold their paper and compare how it looks.

Debrief and discussion:

Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?

Ask the group if they think the results would have been better if they kept their eyes open or were allowed to ask questions

Communicating clearly is not easy, we all interpret the information we get differently that's why it's very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

Keeping Energy Up



BY CHALLENGING THEIR BRAINS

Sports That Take You Backwards

Challenge your class to list three sports in which the winner moves backward. They are rowing, backstroke swimming, and tug-of-war.

Guess what happened

Ask the group to think of an awkward situation that recently happened to them, once they have a situation in mind, they need to also think of how they would tell the story to someone else but the catch is that they have to formulate the last part of the story so it sounds something like "But it turns out that" So each person doesn't tell the whole story, they tell it up to the most important part and replace that with something like "But it turns out that....". Depending on the size of the group, people individually take turns telling their stories to the whole group and once everyone is done, votes can be taken on which stories seem most interesting and must be retold in full. (There should be a lot of "Oh we must hear this one out")