



**REPRODUCIBLE
TRAINING LIBRARY**
Customizable Soft-Skills Courseware

Emotional Intelligence

A Scientifically Proven Method for
Developing the Skills of Success



Participant Guide
Half-Day Program



Copyright © 2013 by HRDQ

Published by HRDQ
Phone: (800) 633-4533
Fax: (800) 633-3683
www.HRDQ.com

This program is distributed under the terms and conditions of the HRDQ Reproducible Content End User License Agreement. Visit www.hrdqstore.com/legal.html for details.

ISBN 978-1-58854-627-2

2710E1EMI

EN-01-SP-13

The Microsoft name, Word®, PowerPoint®, and Outlook® are the property of Microsoft Corporation.

Cover image copyright © 2013 by wavebreakmedia. Used under license from Shutterstock.com.

This session facilitated by

Gary O. Turner, Senior Faculty, HRDQ
Turner Consulting
www.TurnerConsulting.biz
479.361.8115 (office)
TurnerTrainer@aol.com

Disclaimer: HRDQ materials are provided “as is.” HRDQ disclaims any warranties, expressed or implied, regarding their accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in its publications.

Contents

Course Timing	iii
Icons Used in This Guide.....	iii
Overview	
Course Objectives.....	2
Introduction.....	3
Definition of Emotional Intelligence.....	4
Business Case for Emotional Intelligence.....	5
Aspects of Emotional Intelligence	6
Module 1: Intrapersonal Skills	7
1.1 Self-Awareness	8
1.2 Connecting Thoughts and Emotions.....	9
1.3 Self-Control.....	11
Module 2: Interpersonal Skills	13
2.1 Increasing Your Empathy.....	14
2.2 Empathy in Action	16
2.3 Assertive Communication.....	17
2.4 Conflict Management.....	19
Module 3: Adaptability	22
3.1 Increase Your Flexibility.....	23
3.2 Manage Your Stress.....	25
3.3 Improve Your Problem Solving Skills	26
Module 4: Resilience	28
4.1 Gaining an Accurate Perspective	29
4.2 Developing Self-Confidence	31
4.3 Developing a Positive Disposition	33
Review	36
Learning Summary.....	37
Action Plan.....	37
Test Your Knowledge.....	38
Appendix	40
List of Emotions	
References.....	41
Suggested Resources.....	41

Course Timing

Module	Time (minutes)
Overview	40
1. Intrapersonal Skills	40
2. Interpersonal Skills	60
3. Adaptability	45
4. Resilience	45
Review	20

Total: 4 hours, 10 minutes

Icons Used in This Guide

At the beginning of each module, you'll find a chart that outlines the module's activities. This program includes instructor-led presentations as well as individual and group activities. Below is a brief description of what each may entail.

Icon	Description
	Presentation: The instructor will lead the discussion and may invite participants to share their experiences or responses.
	Individual Activity: Each participant will work independently. Activities may include completing self-assessments, reading passages or case studies, and responding to reflective questions.
	Group Activity: Participants will work in groups of two or more. Activities may include role-playing, analyzing scenarios, sharing workplace experiences, and responding to reflective questions.
	Handout: Participants will refer to a supplemental resource provided by the instructor.

Overview

Objectives

- Explore what you will gain by completing the course.
- Develop a basic understanding of why this topic matters.

Type of Activity	Section	Time (minutes)
	Course Objectives	5
	Introduction	5
	Definition of Emotional Intelligence	10
	Business Case for Emotional Intelligence	10
	Aspects of Emotional Intelligence	10

Total: 40 minutes

Course Objectives

Successful completion of this course will increase your ability to:

- Manage your emotions by recognizing how thoughts and emotions are connected.
- Improve your self-control by identifying physical cues that indicate your emotions may be taking over.
- Discover how emotional intelligence can help you develop more positive relationships at work and a more optimistic outlook.
- Learn how to use assertive communication to express your needs and feelings appropriately.
- Explore how to use emotional intelligence to bounce back from setbacks.

Introduction

Motivated business professionals are looking for every edge to be successful in the workplace. Naturally, many develop expertise in technical or task-oriented skills in order to enhance their careers. However, those who have a high level of awareness and control over their emotions, and use their emotions to connect with others and develop positive relationships, will find even greater success in the workplace.

This soft skill is known as *emotional intelligence*, and it is an essential element in the business world, especially in high-stress environments. If you are unable to control your emotions, they can preoccupy your thoughts and interfere with your ability to evaluate a situation objectively. On the contrary, knowing what triggers your emotional responses and understanding how to exercise self-control over them enables you to confront difficult issues and manage change with clarity and composure.

This program is designed to provide you with the knowledge and tools to develop your emotional intelligence. You'll learn how to avoid self-sabotaging outcomes by altering how you perceive and respond to emotionally-charged situations. In addition, you'll improve your ability to resolve conflict constructively, create a productive work environment, build and mend relationships, and bounce back from setbacks and disappointment.

“No doubt emotional intelligence is more rare than book smarts, but my experience says it is actually more important in the making of a leader. You just can't ignore it.”

—Jack Welch, former CEO of General Electric

Definition of Emotional Intelligence

The concept of emotional intelligence was popularized by Daniel Goleman in his 1995 book, *Emotional Intelligence: Why It Can Matter More than IQ*. His book was based primarily on the work of two psychologists, John Mayer, PhD, and Peter Salovey, PhD.

Since then, many books, articles, and studies have emerged and much research has been done on the topic, resulting in many different definitions and descriptions of emotional intelligence. For this program, we will use the following definition, developed by Mayer and Salovey in 1990:

“Emotional intelligence (EI) is the ‘ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.¹

Group Activity: Describing EI in Action

Instructions: Working with your group, describe the difference between someone with a high level of emotional intelligence and someone with a lower level of emotional intelligence.

Business Case for Emotional Intelligence

An in-depth analysis of 302 managers conducted by the Center for Creative Leadership (CCL) found that higher levels of emotional intelligence are associated with better performance in the following areas:²

- Self-awareness
- Putting people at ease
- Straightforwardness and composure
- Building and mending relationships
- Confronting problem employees
- Change management

A study conducted at the Virginia Commonwealth University School of Business found that emotional intelligence is a strong predictor of job performance.³ The study examined three prominent testing procedures of emotional intelligence and found that each test reliably predicted job performance. The research found that emotional intelligence may be especially important in the service sector and other jobs where employees interact with customers.

Authors of the article, “Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success” summarize findings from various studies stating that emotional intelligence positively contributed to various aspects of workplace performance.⁴ Employees with higher emotional intelligence scores received greater merit pay increases than those with lower scores, and middle and high school teachers with higher scores reported high job satisfaction and less burnout. Likewise, managers’ and supervisors’ higher scores correlated with higher managerial performance ratings.

Checklist: “Problem Cues” of EI in Action

- Self-awareness: Is the employee aware of what he does (or oblivious to his actions)?
- Putting people at ease: Are others comfortable being around this employee (or does he make others feel ill at ease)?
- Straightforwardness and composure: Is the employee completely honest and poised?
- Building and mending relationships: Does the employee apologize and make things right with other employees (or avoid issues with relationships)?
- Confronting problem employees: Does the employee speak up directly to others about their mistakes (or does he talk “behind their back” and spread gossip)?
- Change management: Is this employee able to quick promote change efforts (or is there resistance)?

Aspects of Emotional Intelligence

Intrapersonal Skills

- Self-awareness is the ability to recognize your emotions as they occur. This skill helps you gain self-control in emotional situations.

Interpersonal Skills

- Social awareness is the ability to recognize others' emotions. Showing empathy enables you to have more positive relationships and minimize unproductive conflict.

Adaptability

- Flexibility is the ability to adapt to changing conditions. This enables you to problem-solve more effectively, as well as manage your stress more productively.

Resilience

- Resilience is the ability to bounce back from setbacks. Having resilience increases your self-confidence and allows you to maintain a positive perspective even in the face of negative events or attitudes.

2.2 Empathy in Action

In *The Power of Habit* by Charles Duhigg, he described how Starbucks employees receive training in how to recognize and respond to customers' emotions and needs.⁷ Their system is called the "latte method". Here are their **five steps to empathy**:

Listen to the customer

Acknowledge their complaint

Take action by solving the problem

Thank them

Explain why the problem occurred.

Connecting and Communicating

Improve your interactions with others by tuning into their thoughts, feelings, and needs.

- Meet them where they are.
 - If the other person is communicating at a "just-the-facts" level, start there as well. They probably aren't ready to disclose information that would make them feel vulnerable. Once you've connected with them at their level, use self-disclosure and open-ended questions to seek out their feelings and needs.
 - If they're already sharing their thoughts and feelings, be receptive and accepting, not judgmental and critical.
- Watch for non-verbal cues that communicate emotions—facial expressions, eye contact, body language and gestures, tone of voice, volume, pace, etc.
- If you have negative or unpleasant information to share, prepare them for it instead of surprising them. Example: "I have the report on customer satisfaction, and it isn't good."

Group Activity: Practice Connecting and Communicating

Instructions: Working with your partner, one person will begin a discussion about something that is troubling them at work. That person can choose at what level they communicate ("just-the-facts" or thoughts and feelings). The partner will discern what level the other person chose and match it using the techniques described above. At any time during the discussion, either person can change the level; their partner should notice and match it. Switch roles so both partners have a chance to practice.

2.3 Assertive Communication

Assertiveness is the ability to communicate your feelings and needs clearly to another person while remaining respectful of that person's feelings and needs. It is the middle ground between passiveness—ignoring your own feelings and needs—and aggressiveness—ignoring the other person's feelings and needs.

Assertive Communication Process

Here are the three methods of assertiveness:

- State the issue or problem. Example: "I find myself waiting for you whenever we have to go to a client and make a presentation together."
- Show you understand the other person's perspective. Example: "I know you are always trying to do a million things at once and fall behind schedule easily."
- State what you need in specific, behavioral terms. Example: "From now on, let's agree on a time to leave, and if you're not ready, I'll go ahead and leave and you can meet me there."

Assertive Communication Techniques

Use these assertiveness techniques for success:

- Use "I" messages. This keeps the focus on your own feelings and needs, rather than blaming or accusing the other person. Example: "I get frustrated when I have to wait for you and worry about being late for our appointment."
- Exhibit assertive body language. As you know, much of your message is delivered through your tone of voice and body language. Make sure it supports your words and intention by making eye contact, maintaining an upright, but not uptight, posture, and speaking in a calm and steady tone of voice.
- Share observations and examples, not judgments or accusations. Example: "Last week we arrived five minutes late for our meeting and almost missed our chance to meet with the client. And we didn't get the sale."

When You Don't Get the Response You Want

- Persevere. You may have to repeat yourself and remind the other person of the agreement or consequence you established.
- Deflect criticism. If the other person gets defensive and tries to criticize you, acknowledge their statement without agreeing with the content. Example: "That is one way to look at it." Or even, "You may be right; however, I'm going to..." (whatever behavior or action you previously discussed).
- De-escalate heated discussions. If the conversation is getting intense, switch the focus of the conversation. Example: "What just happened? How did we get from discussing scheduling to arguing over who has more power?"

Group Activity: Shifting to Assertiveness

Instructions: Working with your partner, one person will read the first prompt, identify why it's not assertive, and then rephrase it to follow the assertive communication techniques, exhibiting assertive body language as well. The other person should provide feedback on how well he or she followed the assertiveness guidelines and used body language to support the statements. Then, the other person will read the second prompt and repeat the activity.

1. "Um, I guess I could finish the report for you if you really need me to."
2. "You are so lazy! You never finish your work on time!"

Checklist: Developing Mental Flexibility

- Open-minded: Is my employee able to see both sides of the issues we have (or is he always opinionated about only one solution)?
- Focused on outcomes, not processes: When disagreements arise, does my employee focus on the goal we need (or is he side-tracked into other issues)?
- Willing to put aside the need to be “right”: Does my employee take an “I might be wrong” and be willing to learn (or does he get stuck in his own opinion)?
- Unwilling to compromise principles or values: Does my employee remain true to himself, to core values, and to integrity (or does he compromise for the ease of coming to a decision)?

Individual Activity: Finding Opportunities for Mental Flexibility

Instructions: Think of an uncertain or shifting situation you are facing. How can you apply flexible thinking to this situation? Consider any of the following:

- Who can you talk to who has a different opinion about the situation?
- Play devil’s advocate: take the opposite point of view from your current position and make a case for it.
- Look at the situation from a big-picture or long-term perspective: What benefits or options do you see?
- What does your head tell you about the situation? What does your heart tell you?

Change Your Self-Talk

According to Val Kinjerski, PhD, we have 65,000 thoughts a day and 65 percent of them are negative.⁹ You can increase your self-confidence by minimizing negative thoughts.

- Think positive and in the present tense.
 - Incorrect: "I'm not shy."
 - Correct: "I am confident."
 - Incorrect: "I'm going to try to be confident."
 - Correct: "I am confident."
- Change "I can't" to "I can."
 - Incorrect: "I can't work with Joe."
 - Correct: "I can work with Joe when I stay focused on the task."
- Change "problem" to "challenge" or "opportunity."
 - Incorrect: "This is a big problem."
 - Correct: "This is a big challenge."
- Change "have to" to "want to."
 - Incorrect: "I have to finish this report."
 - Correct: "I want to finish this report."

Group Activity: Translate Negative Self-Talk

Instructions: For each negative statement, rewrite it to fit the guidelines for effective positive self-talk.

1. "This is a waste of time."
2. "That won't work."
3. "She never listens to me."
4. "I'm never going to finish this on time."

4.3 Developing a Positive Disposition

Research conducted by Six Seconds found that optimistic employees scored nearly 18 percent higher on employee evaluations than pessimistic employees, regardless of their occupation.¹⁰

Martin Seligman is at the forefront of the study of optimism. His book, *Learned Optimism*, spread the knowledge of optimism in the same way that Daniel Goleman's book, *Emotional Intelligence*, spread the knowledge of emotional intelligence.

Explanatory Style

According to Seligman, the difference between optimism and pessimism can be explained by a person's explanatory style.

- **Permanence:** Optimistic people view setbacks or failure as temporary, while pessimistic people see setbacks as more permanent. In addition, optimists connect negative events to temporary causes, while pessimistic people believe the cause is permanent. On the flip side, optimists associate positive events with permanent causes, while pessimists associate them with temporary causes.
- **Pervasiveness:** Optimistic people keep setbacks separate from the rest of their life—in other words, a setback in one part of their job or life doesn't mean their entire life or job is a failure. Pessimists believe the opposite—one bad event means their whole life or job is a failure.
- **Personalization:** Optimistic people attribute positive events to their own abilities and negative events to external circumstances. Pessimistic people are just the opposite—they attribute negative events to themselves (blame) and positive events to external circumstances.

"It takes no more time to see the good side of life than to see the bad."

—Jimmy Buffett

Test Your Knowledge

1. People and situations cause you to feel the way you do.
 - a. True
 - b. False

2. List at least three typical physical cues that indicate emotions are rising.

3. Which of the following is NOT a way to prevent emotional hijacking?
 - a. Yell into a pillow.
 - b. Take a deep breath.
 - c. Silently count to ten.
 - d. Do a quick visualization.

4. Which of the following is true of demonstrating empathy?
 - a. You should agree with the other person's feelings.
 - b. You should offer advice if you have experience with the situation.
 - c. You should ask close-ended questions to direct their thinking.
 - d. You should use non-verbal gestures to show you care.

5. If you communicate assertively, you will hurt the other person's feelings.
 - a. True
 - b. False

Emotional Intelligence

6. Which of the following is NOT a characteristic of flexible people?
 - a. Open-minded
 - b. Focused on outcomes
 - c. Willing to compromise values
 - d. Willing to put aside the need to be right

7. List at least three ways to cultivate a different perspective.

8. How should you manage your stress?
 - a. "Talk it out" with a coworker.
 - b. Choose a stress-relieving activity that is opposite of your typical ineffective response to stress.
 - c. Choose a stress-relieving activity that seems to work for other people.
 - d. Practice meditation.

9. People who attribute good things to their own abilities and bad things to external circumstances have which explanatory style?
 - a. Permanence (pessimistic view)
 - b. Permanence (optimistic view)
 - c. Pervasiveness (pessimistic view)
 - d. Personalization (optimistic view)

10. If you're pessimistic by nature, you can change your outlook with practice.
 - a. True
 - b. False

Suggested Resources

The following resources are suggested for building on the topics covered in this course. Talk to your instructor if you think that you and/or your team would benefit from any of these courses.

Related Reproducible Training Library Titles*

Business Etiquette (classroom, e-learning)

Do manners matter? You bet. A company without common courtesies experiences more employee turnover, more EEOC expenses, and more time spent on paperwork related to complaint issues. On an individual level, when you don't use manners and common courtesy, it shows a lack of consideration and professionalism. People then make judgments about you regardless of your abilities. This program provides guidelines for common business etiquette, how to show respect for yourself and others, how to establish positive connections with anyone, and how to choose polite and positive responses to rude behavior.

Civility in the Workplace (classroom, e-learning)

It is not always a given that you will like the people that you work with, but it is important to understand the value of being civil to one another. In this course, participants will identify different types of disruptive behavior and approaches to overcome conflict, bullying, and rudeness. They will create and implement organizational communication strategies to redefine the organizational culture into one of trust and teamwork. This course allows participants to practice techniques for running productive meetings and one-on-ones, as well as build effective incentive programs to enhance employee motivation.

Critical Thinking Skills (classroom, e-learning)

What's the #1 skill executives look for in their employees? Critical thinking. It's a skill that can help your organization find smart solutions to tricky problems, avoid emotional thinking and mistakes, and work together more efficiently. *Critical Thinking Skills* is a training solution that provides individuals with tips, techniques, and thought exercises that help to develop critical thinking skills.

How to Manage Your Emotions (classroom, elearning)

In a world full of budget cuts, layoffs, conflict, and stress, it's becoming more and more difficult for people to manage their emotions. From minimizing frustration to conquering self-talk, *How to Manage Your Emotions* gives individuals the tools they need to control physical responses, reframe thinking, handle accidental outbursts, and develop long-term strategies for channeling emotions productively.

Other Related HRDQ Products*

Black Bear (simulation, workshop)

Using a group hike gone-awry as its backdrop, this simulated and interactive game offers individuals the chance to practice effective collaboration as they work together in an effort to save their scout leader from a grueling injury. With *Black Bear*, teams will learn the seven behaviors of effective consensus decision making and how to hone in on group problem-solving skills, especially under a high-pressure environment. This is an excellent training resource for any team and a great way to introduce the concept of team synergy, helping team members to quickly develop vital group-process skills in a non-threatening learning environment.

Conflict Strategies Inventory (assessment and workshop)

Research shows that proper conflict resolution can result in the stimulation of new ideas and solutions, better problem solving, and even performance improvement. *Conflict Strategies Inventory* addresses the challenge of handling conflict. It helps individuals identify their preferred strategy for working through issues, understand the five different ways people respond to conflict, and learn how to use the best strategy for effective resolution.

Diversity Awareness Profile (training program, workshop, and assessment)

Understanding the presence of biases is the first step to recognizing that diversity brings many advantages. Based upon data gathered from focus groups, interviews, and thousands of diversity training sessions over the past twenty years, *Diversity Awareness Profile* uses an assessment tool that provides a Diversity Awareness Spectrum comprising five categories of awareness: Naive, Perpetuator, Avoider, Change agent, and Fighter. It is a powerful 24-item assessment that helps people recognize their perceptions, assess the behaviors that most influence their interactions, and modify behaviors to build respect for other people.

Team Emotional and Social Intelligence (training program, workshop, and assessment)

Created by two leaders in the field of emotional Intelligence training, Marcia Hughes and James Bradford Terrell, *Team Emotional and Social Intelligence* offers a unique set of tools for determining and developing a team's emotional effectiveness. It is designed to educate you on the most current information on emotional and social intelligence research and outlines the authors' proven Collaborative Growth Team Model, which gives team members the ability to rate performance on seven skills: Team Identity, Motivation, Emotional Awareness, Communication, Conflict Resolution, Stress Tolerance, and Positive Mood.

What's My Communication Style? (assessment and workshop)

Effective communication is the very lifeblood of any organization. If communication is not clear and persuasive between managers and employees, and between employees and customers, then other vital goals are forever out of reach. Say goodbye to your aspirations for successful leadership, teamwork, customer service, or even the ability to execute a coherent business strategy. If you want to bring about meaningful improvements in communication skills, the best way to begin is to build a better understanding of personal communication styles and their effects on other people. *What's My Communication Style?* is a proven training assessment that identifies an individual's preferred style—Direct, Spirited, Considerate, or Systematic—and the communication behaviors that distinguish it.

*Visit www.hrdqstore.com to find these products.

To explore the use of these or for help with training solutions, please contact

Gary O. Turner
Turner Consulting
www.TurnerConsulting.biz
479.361.8115 (office)
TurnerTrainer@aol.com