INCREASING YOUR EMOTIONAL INTELLIGENCE

INSTRUCTOR GUIDE

½-DAY COURSE

HRDQ

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Introduction to Emotional Intelligence

Type of Activity	Segment	Time
	Introduction	20
	What is emotional intelligence?	10
	Emotional intelligence versus IQ	10
	Self-assessment	10
	The sources of emotional intelligence	10
	The impact of emotional intelligence	10
	How high achievers think	10

Chapter Two: Managing Yourself

Type of Activity	Segment	Time
	Increasing self-awareness: Recognizing your emotions	15
	Increasing self-awareness: Knowing your strengths and limitations	15

Reading

Written Exercise

Facilitate

Group Activity

Course timing (cont.)

Chapter Two: Managing Yourself (cont.)

Type of Activity	Segment	Time
	Developing self-control: Managing your arousal	10
	Keeping disruptive emotions in check	20
	Tips for avoiding distorted thinking	20
	Motivating yourself: Sources of motivation	20
	Mental imagery	15

Chapter Three: Working with Others

Type of Activity	Segment	Time
	Developing empathy	15
	Developing your social skills	15
	Team-building skills	15
	Wrap-up/action plan	15

Reading

Written Exercise

Facilitate

Group Activity

Contents

Appendix

Course objectives

Successful completion of this course will increase your knowledge and ability to:

> Develop your level of emotional intelligence
>
> Identify negative consequences of unmanaged emotions on your personal effectiveness
>
> Describe the importance of emotional intelligence to building good relationships
>
> Increase your empathy and social skills
>
> Practice techniques to achieve greater self-awareness, self-control, and self-motivation
>
> Understand how emotional intelligence can be applied at the workplace to enhance employee relationships and increase productivity
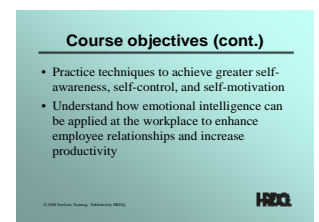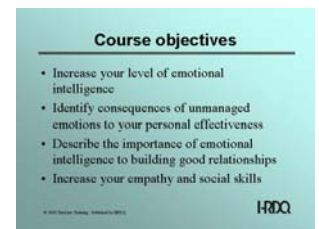
Chapter **One**

INTRODUCTION TO EMOTIONAL INTELLIGENCE

Introduction

Activity: Empty your wallet, pockets, or purses

Instructions: Empty your pockets, wallets, or purses. Censor any items you do not want to share. Then take turns describing another participant based on the contents of what he or she shares. For example, "This person likes her family because she has lots of pictures of them."

Who are you?

_____

_____

_____

Discussion questions

1. What did you say to yourself immediately after the instructions were given to empty your wallet or purse? How did your feelings change during the activity?

2. What are your feelings when you compared your items with those of others?

3. What were you censoring or not showing? What were you protecting by not showing it?

4. What feelings did you have about individual items of yours—sadness, pride, etc? Are you surprised by what others showed?

5. Do you have vivid memories associated with some of the things? What feelings did you have then? What are your feelings about that memory right now?

6. What things would have made you feel better if they had been in your wallet or purse?

What is emotional intelligence?

People with high emotional intelligence are poised, outgoing, and cheerful; have empathy for others; express their feelings directly but appropriately; and have a capacity for developing meaningful relationships.

Emotional intelligence is the ability to understand your feelings and the emotional states of those around you and the ability to use those feelings to guide thoughts and actions appropriately.

Emotional intelligence is often referred to as common sense, although of course it isn't so common. It helps you motivate yourself, get along with others, and build strong relationships.

Emotional intelligence happens below the surface. It's preconscious—it happens before you use your intellect. You aren't always aware of the workings of your emotional mind. You're only aware of your impressions and instincts.

Emotional intelligence can be divided into the following five general categories:

Self-awareness
Self-regulation
Motivation
Empathy
Social skills
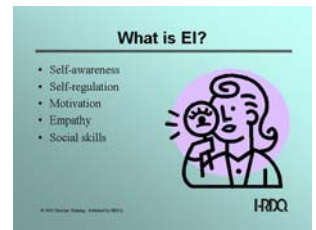
Emotional intelligence is the ability to comprehend your emotions and to manage them effectively.

Emotional intelligence helps you say the right thing and accurately judge how the other person is reacting.

Self-awareness: Knowing what you are feeling when you are feeling it.

Self-regulation: Using your emotions to serve you, not get in the way; recovering well from emotional distress.

Motivation: Delaying gratification to pursue important goals; persevering when faced with setbacks or frustrations.

Empathy: Sensing what others are feeling; seeking other perspectives.

Social skills: Interacting with others comfortably, cooperating, negotiating, persuading, leading.

John scored higher on his SAT and likely will be more successful in his career. He possesses a higher degree of emotional intelligence, which is a better predictor of life success than IQ.

IQ measures a person's intellectual ability and generally remains steady throughout life. It contributes about 20 percent to the factors that determine life success. Traits exhibited by a person with a high IQ include a wide intellectual capacity and range of interests, confidence and fluency in expressing thoughts and opinions, and a more critical nature.

Emotional intelligence versus IQ

Tom and John are recent college graduates. Tom's IQ is 20 points higher than John's; he is impatient and wants everything immediately. On the other hand, John can curb his short-term desires if it means reaching a bigger goal. Furthermore, John has had an ability to empathize with others since childhood.

Who do you think scored higher on his SAT exam to get into college?

Who do you think will be more successful in his career?

The mental abilities of IQ

Verbal comprehension: The ability to understand and define words

Word fluency: The ability to think rapidly of words, such as quickly completing a crossword puzzle or making an extemporaneous speech

Number facility: The ability to do mathematical problems

Spatial ability: the ability to visualize objects and draw them from memory

Memory: The ability to memorize and recall information

Perception: the ability to notice details and detect similarities and differences

Reasoning: The ability to find general rules

Self-assessment

Instructions: For each item, rate how frequently you exhibit the skill described. 1 = never, 2 = sometimes, 3 = often

Statement	Rating
1. I know what physiological changes occur in myself when I'm emotionally aroused.	1 2 3
2. I use internal self-talk to manage my emotional state.	1 2 3
3. I know when I'm having distorted or destructive thoughts.	1 2 3
4. I know what emotions I'm feeling.	1 2 3
5. I appropriately convey the emotions I'm feeling.	1 2 3
6. I regroup quickly after a setback.	1 2 3
7. I sense other people's feelings.	1 2 3
8. I watch body language to enhance my communication with others.	1 2 3
9. I accurately reflect people's feelings back to them.	1 2 3
10. I demonstrate empathy to others.	1 2 3
11. I accurately sense the mood of the group.	1 2 3
12. I build trust in a group.	1 2 3
13. I work hard to include everyone.	1 2 3
14. I use self-disclosure to build relationships.	1 2 3
15. I motivate myself when I'm stalled on a project or task.	1 2 3

Activity: At this point, give participants an opportunity to rate their emotional intelligence. Allow several minutes for them to complete the self-assessment. Don't spend much time debriefing; each statement will be covered in the remaining sections of the program. Suggest participants retake this self-assessment a month after the training to measure their improvement. Remind them that emotional intelligence is something that can be learned and practiced.

Note: For all statements, a 3 rating (often) indicates the greatest degree of emotional intelligence. There's no scoring key provided because we don't want to discourage participants who may have scored low.
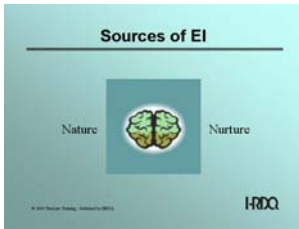
On the nature side, studies of children from infancy through young adulthood have found that the amygdala of a timid baby is more easily aroused than that of a bold baby; the nervous system activates the amygdala more quickly. On the other hand, the amygdala of an outgoing baby is less excitable; the nervous system has a higher threshold before activating the amygdala.

On the nurture side, emotional intelligence also develops from your experiences. Each interaction and event in your life leaves an imprint. This information is stored and retrieved to help you make instant emotional evaluations and decisions.

The sources of emotional intelligence

Emotional mind (amygdala) ➡️   ⬅️ Rational mind (neocortex)

Our brains are constructed with the emotional and intellectual components located in two separate places. The emotional mind is located in the amygdala and feeds into the rational mind, guiding its operations. The rational mind, located in the neocortex, refines and sometimes overrules the input of the emotional mind. Although the amygdala and neocortex usually work in tandem, when emotions are running high, the amygdala overtakes the rational mind. In highly emotional moments, the amygdala plays a crucial role in how a person reacts.

Nature or nurture?

As all parents can attest, every baby is different. Some are naturally easy and seldom cry, while others are easily upset. These early indications of temperament often stick for life, and the easy babies become sociable, popular adults, while the timid babies grow into shy and anxious adults. Why is this? Is temperament destiny? Is emotional literacy (or illiteracy) determined from birth?

> Argument for nature: Humans are primed by genetics to respond to situations in either a generally positive or a generally negative way.
> Argument for nurture: Emotional experiences can actually change the neural circuitry in the brain, affecting ingrained temperament.

The impact of emotional intelligence

Have you ever been so stressed about taking a test that you felt like you just couldn't think? Conversely, have you ever been so enthusiastic and confident in pursuing a goal that nothing could have stopped you from succeeding? Either way, your emotions set the limits of how well you tap into your natural abilities.

Mood manipulation

Good moods actually enhance the ability to think and problem solve.

When making important decisions, people in good moods think more positively and comprehensively.

When people in bad moods are making decisions, they recall negative issues, are overly cautious, and their emotions cause them to make decisions based on fear.
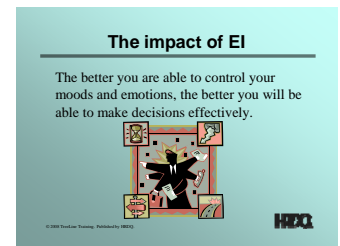
Hope and optimism

People with greater emotional intelligence experience hope and optimism more often than those with less emotional intelligence.

People with hope have less emotional stress.

Optimism protects people from apathy and depression.

Optimistic people ascribe failures to things that can be changed; optimism helps people from blaming failure on a personal trait that cannot be changed.

The situations described are two sides of the same coin, and they demonstrate how emotions can either get in the way of the ability to think or how they can actually enhance the ability to think.

The impact of EI

The better you are able to control your moods and emotions, the better you will be able to make decisions effectively.

Mood manipulation:

Laughing frees up creativity and promotes the ability to see complex relationships and consequences. Studies show that problems are more likely to be solved by someone who's just had a good laugh. After watching a show about television bloopers, people were better able to find alternative solutions to a given set of problems.

When considering the pros and cons of an issue, people in good moods recall positive events and are more likely to make a decision based on adventure or fun.

Point: The better you are able to control your moods and emotions, the better you will be able to make decisions.

Hope and optimism:

Recent research shows that hope is a crucial element in a vast array of abilities.

Hope gives people confidence that they have the will and the means to achieve their goals.

In terms of emotional intelligence, hope plays a role in not giving into defeat, setbacks or anxiety.

How high achievers think

"I told Erin, the training department manager, that she'd have to limit costs by 20 percent over the next year," says Steve, the CEO of a large bank.

"I expected her to fly off the handle and have a very stressful reaction. Instead, she looked at it as an interesting challenge. She actually managed to improve the training while cutting costs. I was very pleasantly surprised."

Traits of high achievers

Action orientated

Confident in decisions

Flexible thinkers

Concentrate on what they can control, not what they cannot control

Optimistic and a realistic

View problems as challenges

Erin is a high achiever. Her approach to work and problem solving helps her achieve more success. She also experiences less frustration along the way than do many of her coworkers.

Some people are overwhelmed by problems, mistakes, and conflicts in the workplace. High achievers are able to keep moving. They don't act defeated when they make a mistake. Instead, they look for a correction and move forward as quickly as possible.

High achievers don't worry about making everyone happy. Instead, they try to make the best decision and don't overreact or take it personally when someone disagrees.

High achievers are open to compromise and are able to see things from others' viewpoints instead of being rigid or judgmental.

Studies show that people who think optimistically and make the best of the situations they face experience less stress and are motivated and inspired instead of frustrated and worn down.

High achievers look for the best in people whenever possible. They hope for the best but prepare for the worst.