

# Emotional Intelligence

Participant Packet

Solutions to Everyday Problems

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# Emotional Intelligence

## About the topic:

We don't leave our emotions at home when we go to work. Business is about people and people are about emotions. When we're at work, situations often arise, and we respond with powerful emotions. When an individual doesn't deal with emotions, the consequences are often dire-impacting teamwork, communication, productivity and individual success within the organization. Because feelings are often the driver of behavior, it is critical for employees to understand how to modulate their emotions to maintain a sense of control.

## About this curriculum:

The seminar is designed to normalize participant's feelings, help them understand the importance of developing emotional intelligence as a way to maintain a sense of control at work and learn techniques for appropriately expressing those emotions. With organizational change being the constant and demands increasing for more productivity, lower costs and efficiencies, many employees feel a decreased sense of control. They may be hoping for situations to change externally so they can regain control, but the tenor of work today suggests that employees themselves are responsible for their own locus of control. The first step in capturing a sense of control is to develop emotional intelligence. The purpose of the seminar is to focus individuals on how they can use the strategies and models in the session to help regain a sense of control through developing their EQ.

## Key learning points:

- Emotions give us clues about ourselves; its important to pay attention to them
- It takes more than high I.Q to succeed at work; emotional intelligence (self-awareness and regulating one's emotions) is very critical.
- Situations at work can trigger strong emotional reactions that can result in triggering 'hot buttons' and/or positive behavior.
- By using our 'thinking/rational' mind we can quiet 'emotional' mind and maintain a positive attitude, balance and control (mind over emotional matter).
- Important steps of using the 'thinking' mind include ; buying time, calming down, stopping to analyze the situation , and deciding on the action to take.
- By empathizing with co-workers, we can gain another perspective of our own responses to situations (what's another way to look at); this step can help us modulate our emotions.
- Emotions can be managed by other strategies, including; confronting issues (if emotion is result of conflict with other person), letting go, or removing oneself from emotional situation, if it is very harmful.

## Objectives:

- Define and recognize the importance of Emotional Intelligence (EQ)
- Recognize some of your EQ strengths and challenges
- Identify 5 components of EQ
- Pinpoint situations at work that trigger strong feelings and recognize your personal responses to 'hot buttons'
- Understand how to develop EQ through improved self-awareness and self-regulation skills
- Be better prepared to handle difficult conversations and situations in the workplace

**Seminar Length: Approximately 1 hour**

## What Determines Success at Work?

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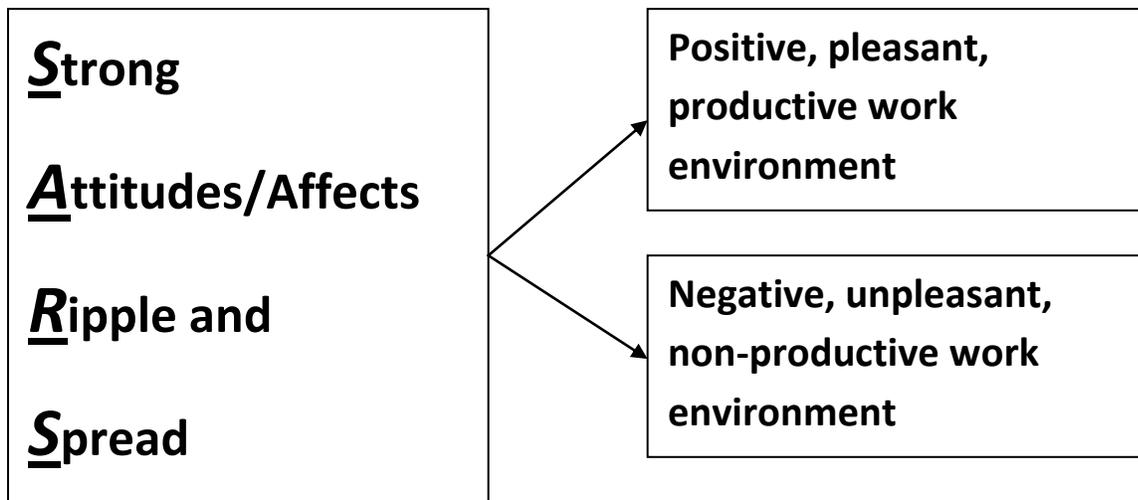
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## SARS: Contagious Emotions



## Self-Assessment:

### How Do I Rate on Emotional Intelligence

Circle the response that applies to you. Please answer all questions.

1 = Never      2 = Rarely      3 = Sometimes      4 = Often      5 = Always

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I am realistic about my abilities at work  | 1 | 2 | 3 | 4 | 5 |
| 2. I recognize quickly when I am in a bad mood  | 1 | 2 | 3 | 4 | 5 |
| 3. I find it easy to defer gratification so that I can achieve my goals                                 | 1 | 2 | 3 | 4 | 5 |
| 4. When I am upset emotionally, I can still focus on what needs to get done.                            | 1 | 2 | 3 | 4 | 5 |
| 5. I am self-motivated  | 1 | 2 | 3 | 4 | 5 |
| 6. When I hit an obstacle, I remind myself of why I am doing the project and seek solutions.            | 1 | 2 | 3 | 4 | 5 |
| 7. I am good at reading other people's moods  | 1 | 2 | 3 | 4 | 5 |
| 8. I believe that other people's points of view can be just as correct as mine.                         | 1 | 2 | 3 | 4 | 5 |
| 9. I adjust my way of communicating – including vocabulary and body language – to match each situation. | 1 | 2 | 3 | 4 | 5 |
| 10. I listen carefully to what other people have to say.  | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_

**Scoring:** Add the number next to your responses. Your score should be between 10 and 50.

**10 – 20 Points**      The bad news is that your Emotional Intelligence needs improvement. The good news is that you're in the right place to learn how to do better.

**21-39 Points**      When it comes to Emotional Intelligence, you have both strengths and weaknesses. The more you learn, the better off you'll be.

**40-50 Points**      When it comes to Emotional Intelligence, you're practically a genius. This seminar will help you to polish and perfect your skills.

## Five Emotions at Work

The following five emotions tend to be the most challenging in the workplace. Sometimes these emotions overlap, with one emotion triggering another. For example, fear can grow into anger.

### **Fear**

Some experts say that fear is most frequently felt emotion at work. No one – from president to support staff – escapes it. This emotion takes many forms, including the fear of authority, fear of failure, fear of being inadequate, fear of conflict, and fear of losing one’s job. It can be a common response to change or impending changes (new supervisors, new co-workers, and new expectations). Fear often produces feelings of anxiety with symptoms such as: headaches, heart palpitations, sleeplessness, and heartburn.

### **Anger**

Anger is a secondary feeling – one that results from other feelings such as fear, disappointment, rejection, etc. It can take many forms such as slamming doors and yelling. Some forms are not physical: being excessively critical of others, degrading them, or being abrupt and dismissive, or turning anger inward and becoming anxious and depressed. People may misdirect their anger: a man who feels he has been treated unfairly at work may go home and scold his child harshly for not keeping his bedroom clean.

### **Feeling “down”**

Everybody feels “low” now and then: lower-than-normal energy, worrying more than usual, feeling distracted, or just not feeling “up” to doing a full load of activities. This emotion can be response to disappointment – not feeling recognized for an achievement at work – or feeling overloaded or discouraged. Some people feel “down” after they’ve finished an important or especially exciting project and return to more ordinary tasks. Others feel low because of circumstances in their personal lives. A prolonged period of feeling low, or feeling of worthlessness and despair, can be the sign of more serious depression that may require professional help.

## Guilt

Guilt is the emotion of responsibility. It may surface when you're trying to balance work and personal life. You may feel undeserving or inadequate because of not meeting your own standards/expectations of others. Some people feel on-going guilt at work because of their belief that they are not managing their time well or they're working too much. Guilt can result in anger directed at other or self.

## Insecurity

It is common to experience insecurity or self-doubt especially when confronting a new kind of task or when a new co-worker threatens your self-confidence or self-worth. Insecurity can be fueled by fear of exclusion. It can also lead to jealousy with negative impact on trust and mutual respect.

### *Self-Awareness*

- Recognize your feeling as they occur.
- Identify the "hot buttons" (situations, events, and people that

- Label the emotion
- Know how it makes your body feel
- Recognize how you behave when you experience that emotion.

# Self-regulation: Positive and Negative Ways to Manage Unpleasant Emotions

## Self-regulation

- Manage feelings, moods, and thoughts.
- Cope with physiological changes that occur as a result of emotions.
- Control behavior to avoid acting impulsively.

Positive	Negative

# Self-Motivation, Empathy, and Effective Relationships.

## Self-Motivation

- Recognize the connection between emotions and performance.
- Stay motivated in spite of setbacks.
- Focus on problem solving as opposed to blaming others or getting upset with self.
- Use emotions for positive purposes such as reaching goals

## Empathy and effective relationships

- Be sensitive, compassionate, and understanding of others.
- Listen, and acknowledge their feelings.
- Offer support and help.
- Build rapport, and collaborate.

I want to improve the following competency:

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

I will use the following strategies to do it:

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# Managing Your Anger

## Do's and Don'ts When You're Feeling Angry

**DO** speak up when an issue is important to you (but be assertive, not aggressive).

**DON'T** strike while the iron is hot.

**DO** take time to think about the problem and clarify your position.

**DON'T** use “below the belt” tactics such as labeling and blaming.

**DO** use “I” statements in a clear and positive way.

**DON'T** make vague requests – be specific about what you want.

**DO** try to appreciate that people have different perspectives.

**DON'T** tell another person how he or she “should” feel.

**DO** look for common ground

**DON'T** stereotype the other person – treat him or her with respect.

**DO** listen with an open mind to alternatives.

**DON'T** win the battle but lose the war.

**DO** remember the other person wants to be heard just like you do.

**DON'T** expect success from “hit and run” confrontations.

**DO** view each problem situation as an opportunity for growth.

Other Ideas:



## Communication Skills for Challenging Conversations

Many of our most challenging conversations have some level of conflict as an integral component. We tend to think of these conversations as messy, hostile, and exhausting encounters. Often at the core is a clash of perceptions and expectations that have not been clearly or mutually defined. This state often leads to feelings of hurt and anger.

“Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, for the right purpose, and in the right way that is not easy.” – Aristotle

The challenge in these situations is to find a way to speak about the issues as well as the feeling that arise. This takes some skill and awareness of communication tools, skills, and styles. This is about finding what is appropriate in the circumstances and how to achieve a win-win solution for all involved. The most important component in arriving at such an outcome is good communication skills. Couple with good conflict resolutions skills, there is an excellent chance of a mutually beneficial resolution.

### Self-Awareness

One of the best tools with which to supply yourself – for life and not just for difficult conversations – is self-awareness. It is key because it allows us some level of self-control. Learn to be aware of your emotional state and the wide variety of human feeling that you experience.

Why is this important? Well, if your day starts badly, you may wind up feeling grouchy all day without knowing why. Once you become aware of this state, you have a better chance of handling it and choosing how to express or discharge it. Know your mood and you have a better chance to avoid acting out on it inappropriately.

Moods are often disguised, layered, or hidden. You may be aware of feeling sad after the death of a friend, but you might not be aware that you could also be angry at the friend for dying. It might be difficult for you to recognize this anger as it seems inappropriate.

Anger frequently arises out of a sense of being trespassed against – the belief that one is being robbed of something that is rightfully yours.

## Positive Assertiveness

Assertive individuals handle challenge and conflict very well, often attempting a win-win situation. While this is the most difficult result to achieve, with practice, you can become an assertive communicator. Being assertive means:

- Standing up for your rights and beliefs.
- Conveying sensitivity to others
- Showing that you understand others' feelings. ("I know you are in a hurry, but...")
- Confronting conflicting behavior. ("I said you could use my office in my absence if you asked first. Now I've found you did so without asking me. What can we do about this?")

Contrary to popular belief, the most important skill in communication is not talking, but listening. If we don't listen carefully and empathically, we might miss a key piece of information and compose our response without having the full picture.

## Three Components of Good Listening

- **Active Listening:** be attentive, use non-verbal communication to let the speaker know you are paying close attention and are not distracted. Nod, smile, and use small comments such as, "I see" or, "uh-huh" to indicate comprehension and interest. You know how a dog's ears perk up and her focuses on you? That's the feeling you want to emulate.
- **Empathic Listening:** try to get a sense of what the person is feeling as they speak to you. Sometimes the unspoken communication is more revealing than the overt statements. If you can recognize these messages it can give you a wealth of information about the speaker and help you formulate your response to what is not being said as well as what is being said.
- **Reflective Listening:** show that you've heard the speaker by summarizing what you've heard. Ask for confirmation that you've heard the message correctly and ask for clarification if you are uncertain.

Active listening involves hearing and validated what a person is communicating. It also allows you to state your opinion without your listener feeling attacked.

Allow the other person to talk. Give the other person room enough to respond to what you have said. Ask, “What do you think?” if you feel they need a prompt. Pausing and questioning signals to the other person that you value hearing his/her point of view.

Reflective listening involves demonstrating to the speaker that you have heard her or his message, and not merely the words. Focus on “hearing” what the other person is saying. It can be as simple as literally having heard the person clearly. Hearing can also mean understanding. It is perfectly okay to ask, “I’m not sure I understand what you are saying. Can you please rephrase your point?” Validating and reflecting demonstrate that you have understood his or her point, and involve: paraphrasing, or repeating a summary of what you think the person said; and confirming, or asking for confirmation that what you think the person meant is accurate.

The benefits of good listening are that we can respond better if we have perceived the speaker’s viewpoint or position accurately. It also cuts down on misunderstanding or distortion. We can also demonstrate respect for the other person by taking time to understand her/his point. This helps people feel more confident in expressing their thoughts.

Empathic listening is related to the emotional content or undercurrent of the words being spoken.

Pay attention to HOW someone speaks. This requires that you give the other person the full attention of all your senses. Listen to tone of voice, watch expressions and gestures, feel what the speaker might be feeling, and be aware of qualifiers, such as, “I guess I can do all that in the incredibly short amount of time you’ve given me.”

For example: you visit a relative and are told, “It’s so nice to see you. This is such a treat.” Does the speaker mean:

- It’s really great to see you.
- You don’t visit much.
- I want you to feel guilty for all the times that you haven’t stopped by. Ask yourself, “Does the way he or she says something match what he or she has said?”

## Components of Good Speaking

- “I” statements: Use “I” statements regarding the actions and/or behaviors you find troubling and convey how the action impacted on you. This keeps the focus on you and your experience and avoids placing blame on the other person.

For example, rather than saying, “You were rude to me yesterday in the meeting.” The “I” statement would be, “I felt disrespected by the way you spoke to me yesterday in the meeting.”

The first speaker is accusing the other person of being rude. This will most likely evoke a defensive response from the accused person, who will deny being rude. The second speaker is informing the other person how she/he felt about the way the other person spoke to her/him without defining or labeling the speech. This will most likely open up a dialogue about why the speaker felt that way and allow the other person to respond to the speaker’s feelings.

### **Skillful negotiation involves:**

- Stating an opinion (“I believe...”), rather than a “fact” (“I know...”)
- Being sensitive to “putting down” your listener (“If you had listened to what I said in the first place...”)
- Not responding to anger in an angry way. Instead, you should try to neutralize the situation (“You seem to be angry about this. Would you like to...”)
- Putting aside your views and really listening.

The goal is persuasion, not winning. Victory implies a battle fought and won; persuasion implies two parties coming to a shared agreement.

Through practicing good listening, effective speaking, and skillful negotiation, we can become more successful communicators, even during life’s more challenging interpersonal situations. Remember that you can call your EAP if you would like to speak with a trained counselor regarding communication or interpersonal issues.

## Publications on Emotional Intelligence

- Emotional Intelligence : 10<sup>th</sup> Anniversary Editions; Why It Can Matter More Than IQ by Daniel Goleman
- Primal Leadership: Realizing the Power of Emotional Intelligence by Daniel Goleman, Annie McKee, and Richard E. Boyatzis
- Raising An Emotionally Intelligent Child by John Gottman, Joan Declaire, and Daniel Goleman
- Raising Your Emotional Intelligence: A practical Guide by Jeanne S. Segal
- The Emotional Intelligence Activity Book: 50 Activities for Promoting EQ at Work by Adele B Lynn
- The Emotional Intelligence Quick Book: Everything You need to Know to Put Your EQ to Work by Patrick M. Lencioni, Dr. Travis Bradberry, and Dr. Jean Greaves
- Working with Emotional Intelligence by Daniel Goleman

**Seminar Evaluation Form**

**CONCERN: Employee Assistance Program**

Please fill out and return to presenter or HR Representative. Your feedback is very important to us. Thank you!

**Seminar Title** Emotional Intelligence      **Company:** \_\_\_\_\_

**Date** \_\_\_\_\_      **Presenter:** \_\_\_\_\_

Regarding the Seminar	Excellent	Very Good	Good	Fair	Poor
1. How well were the seminar objectives met?					
2. Usefulness of seminar information?					
3. Length of seminar?					
4. Effectiveness of exercises?					
5. How would you rate this seminar overall?					

Regarding the Presenter	Excellent	Very Good	Good	Fair	Poor
1. Presentation skills?					
2. Ability to answer questions?					
3. Knowledge of subject?					
4. Use of time?					
5. Overall assessment of presenter?					

**Additional Comments**

1. What would you recommend to make this seminar more effective? \_\_\_\_\_

\_\_\_\_\_

2. What part of the seminar did you find most helpful? \_\_\_\_\_

\_\_\_\_\_

3. Additional comments/suggestions for speaker's improvement? \_\_\_\_\_

\_\_\_\_\_

Thank you for your feedback.