

PREVIEW GUIDE



Emotional Intelligence

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BACKGROUND

THE SCIENCE AND HISTORY OF EMOTIONAL INTELLIGENCE

Emotions are a major part of who we are. Nothing great was ever accomplished without the power of emotions behind it. Yet in the workplace, success seems to hinge on our logical intelligence and job-specific skills rather than on anything to do with our emotions. Or does it?

In the 1990's, exciting new discoveries about the brain confirmed what many of us already knew: there is an emotional brain. There is a place, the limbic system, where our emotions originate. It is separate from the rational brain, or the neocortex, but the two are connected and develop together. This means that our power to reason and our feelings are intended to be used together.

We can blame Descartes, the famous French philosopher, for first proposing the separation of "reason" and "passion," by claiming that they are mutually exclusive. Actually, research shows that the emotional part of the brain develops before the neocortex. Because of the brain's basic design, all information goes into our emotional center and then to our thinking center. Emotions come before thought and behavior.

What is now being called "Descartes's error" is one of the sources of our prejudice against emotions. We've come to view feelings as disruptive or intrusive to rational thought, especially in the business world. But through brain-imaging technology, science has now provided us with measurable data to prove the opposite. Studies of brain activity during emotional experiences show the interplay between emotions and cognition.

When the connection between the limbic system and the neocortex is severed, the importance of our emotions becomes startlingly obvious. People who have had surgery to disconnect their emotional brain from their rational brain due to illness cannot make decisions because they can't discern what they like or dislike. They cannot feel shame or guilt, so they can't learn from their mistakes. And with no access to their feelings, they cannot form relationships.

What scientists have discovered is that we need our emotions. Our feelings fire up the engine that drives our enthusiasm, energy, competitiveness, and creativity.

EMOTIONAL INTELLIGENCE PIONEERS

Charles Darwin was one of the first to recognize the value of our emotions. He considered our gut reactions — those raw feelings which give us sweaty palms, a churning stomach and tense muscles — to be important for human survival. An emotional system energizes behaviors needed to stay alive. It's an adaptive, intelligent, functional system, according to Peter Salovey, a pioneer in the field of emotional intelligence. He has said, "Emotions tell you to run away when you're afraid, to fight when you're angry, to mate when you're happy."

As early as 1920, something called "social intelligence" was identified by E.L. Thorndike. He defined it as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations."

Seventy years later, in 1990, John Mayer and Peter Salovey did groundbreaking research in the study of “Emotional Intelligence,” as they dubbed it. Going beyond social intelligence, EI meant first getting to know yourself well before you strive to understand and manage others.

From Mayer & Salovey’s work arose ways of measuring one’s emotional intelligence or “EQ” (emotional-intelligence quotient) just as “IQ” is the gauge of our analytical intelligence.

In 1995, Daniel Goleman introduced the importance of emotional intelligence in society and the workplace in his best-selling book, *Emotional Intelligence*. He has spread the word, not just to American businesses but globally:

“We are being judged by a new yardstick. It’s not how smart you are but how you are smart! The technical skills or the business expertise that so often propelled people to the top are not the abilities that make you effective in inspiring people, in guiding people, in coaching people, in developing people, in motivating people.”

EMOTIONAL INTELLIGENCE IN THE WORKPLACE

Proof of this comes from studies of rising stars—highly talented and intelligent workers—who flame out without fulfilling their potential. Their derailment is not from technical inability, but from classical emotional failings: poor working relationships, being authoritarian, and conflicting with upper management. These falling stars have a high IQ but suffer from low emotional intelligence.

In an Egon Zehnder International study of 515 senior executives, an individual’s emotional intelligence was proven to be a better indicator of success than having strong technical skills, previous experience, and/or an above average IQ.

Expert Dr. J. P. Pawliw-Fry of Toronto, who works with Olympic athletes as well as executives, cites a study of sixty of the top entrepreneurs in the U.S. which confirmed EI’s importance in leaders: “Fifty-nine of the sixty went with their gut feeling first and then backed it up with rational reason when they made important decisions. That gut feeling is real. It helps people make better decisions.” These executives are able to understand and use the power of their emotions. That makes them emotionally smart.

The good news is that, unlike your IQ, EI is not fixed at birth. Emotional intelligence can be developed and raised to higher levels. While we all must experience our emotions, we can choose to express or repress them. The goal is to express them intelligently for our advantage and for the benefit of others.

And expressing them is good for our health, because holding in emotions can be toxic, according to Dr. Pawliw-Fry. While years ago, Type A personalities were considered dangerous to their own health because they were competitive, always in a hurry, and hostile, medical science knows now that only the hostility damages the heart.

Dr. Pawliw-Fry cites new studies that show “if you’re really angry and you have emotional outbursts and you hold onto that hostility, it will cause heart disease. . .it’s as bad as smoking one pack of cigarettes a day in terms of heart disease.”

In today's wilder, crazier, faster-than-ever business climate, managing our emotions rather than allowing them to control us is good for our health, good for our career, and good for business.

Studies have shown that 70% of the reasons for losing clients are related to low or poor emotional intelligence. Other data has proven that increasing leaders' emotional intelligence raises productivity while lowering employee dissatisfaction and departures, all of which benefits the bottom line.

Our feelings can work for us or against us. But certain business realities exist: People will leave, especially talented employees, if they are not happy at work.

STRIKING A BALANCE

Today's organizations have changed with the advances of technology and wider dissemination of information. Instead of hierarchical pyramids with leaders at the top commanding and controlling the workforce, more and more organizations are flatter.

Consequently, employees need to be able to lead themselves. They must be self-motivated self-starters who are able to work well with others in groups. This is hard to do without a strong showing of emotional intelligence.

As the business emphasis shifts from technical tasks to building consensus, from "do-as-I-say" management to independent problem solving and out-of-the-box thinking, organizations can no longer afford to have employees check their emotions at the door. Balancing the heart and head is now essential for getting ahead in business.

DEFINITION

WHAT IS EMOTIONAL INTELLIGENCE?

First, let's look at what emotional intelligence is *not*. Emotional intelligence is *not* about being nice all the time. It's about being honest. Emotional intelligence is *not* about being touchy-feely. It's about being aware of feelings, yours and other people's. And emotional intelligence is *not* about being emotional. It's about being smart with your emotions. It's knowing how to use your passions to motivate yourself and others. And it's knowing how to keep your distressing emotions under control.

So, now, what *is* emotional intelligence? According to the pioneers in the field, John Mayer and Peter Salovey, emotional intelligence is "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions." Or, more simply, emotional intelligence is knowing how we and others feel, why we feel that way, and what can be done about it. EI is our ability to understand and use the power of our emotions wisely. It's learning the difference between "I think" and "I feel," and hearing the difference when others say it.

Just as importantly, emotional intelligence is learning to manage our emotions rather than letting them control us. The thing to remember is that emotions are not good or bad. Emotions are information. By listening to them, we can use our IQ more effectively because we reason better when our feelings are taken into account. They give us valuable information we can't get anywhere else.

What are the results of higher emotional intelligence on the job? A better work environment, happier and more loyal employees and clients, and a stronger bottom line.

So how do we learn to raise our level of emotional intelligence? Is there a quick fix? An instant solution? We wish.

"Many aspects of emotional intelligence involve skills," says Peter Salovey. "Skills that we need to practice, skills that only become automatic through practice. And that takes time. There's no pill for emotional intelligence. It's an ongoing process."

That process has been distilled into five essential competencies which build upon each other to raise our level of emotional intelligence. **Those five competencies are:**

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

LEARNING OBJECTIVES AND BENEFITS

After viewing the *Emotional Intelligence* video and completing the exercises offered in this 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 EQ level:
 - ◆ 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

This training design which accompanies the CRM Learning video, *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 of emotional intelligence, and an array of skill-building exercises to use in your training session. If you wish to lengthen the workshop, you can select some or all of the vignettes featured on the "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.

This EI training session can accommodate large or small groups. It is intended to be instructor-led. There is an exercise on each competency for you to use, as time permits.

NAME THAT FEELING - EXERCISE 1

"SELF-AWARENESS"

(10 MINUTES, PAIRED OR GROUP EXERCISE)

Instructions: Have participants turn to Exercise 1 in the workbook, or pass out copies of the Exercise 1 Handout. Ask participants 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.

WHAT ARE YOU TELLING YOURSELF LATELY?

EXERCISE 2 - "SELF-REGULATION"

(15 MINUTES, INDIVIDUAL EXERCISE)

Instructions: Have participants turn to Exercise 2 in the workbook or pass out copies of the Exercise 2 Handout. Ask participants to read the directions and fill in the blanks. Allow them 10 minutes to complete this two-step process.

If some participants say that they don't ever tell themselves any of the things on the list, ask them to fill in the question column on the right-hand side anyway. It is a good exercise to make them aware of how they zero in on exactly what is bothering them and how they will fix it, spotlighting their positive self-talk skills.

When everyone is done, ask for a few samples of the specific questions they came up with for each overly general, negative comment. Point out how such blanket statements have a way of making you feel that all is lost, what's the point, nothing will ever change and that makes you feel defeated before you even start.

EYE ON THE GOAL - EXERCISE 3

"SELF-MOTIVATION"

(10 MINUTES, PAIRED EXERCISE)

Instructions: Have participants turn to Exercise 3 in the workbook or pass out copies of the Exercise 3 Handout. 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.

DISCUSSION SEGMENTS VIDEO

The “Discussion Segments” video contains eight vignettes of work scenes being helped or hampered by co-workers’ varying levels of emotional intelligence. These examples will help participants by showing how others handle all-too-familiar situations on the job.

Some of the negative behaviors by workers and superiors are addressed by co-workers in a constructive way, as a model response. Other episodes leave the offending behavior open-ended so that the viewer may offer solutions about the best way to handle the situation.

Here are a few ways these vignettes can be used:

- Show them one at a time, stopping after each episode to ask the whole group for examples of good and bad emotional intelligence within the scene.
- Break up participants into small groups and assign each cluster a vignette to analyze. Then after the whole tape has been played, ask each group to share their findings.
- Show the video without sound and ask participants to identify the emotions displayed in each vignette, as an exercise in reading nonverbal signals. (Nonverbal signals make up 55% of all oral communication).

The vignettes average 1½ minutes in length, with a total of 11 minutes running time for the entire tape.

DISCUSSION SEGMENTS OVERVIEW

In each vignette on the “Discussion Segments” tape, a variety of emotional intelligence competencies are demonstrated. The following list will help you lead a discussion per vignette:

- **Vignette 1** – Factory setting with boss angry at late employee. (2 min. 10 sec.)
 - ◆ The boss succumbs to an emotional trigger of tardiness, displaying zero self-regulation.
 - ◆ The boss yells at the late employee in public instead of finding a private place.
 - ◆ The boss makes gross generalizations using “always” and “everyone” and blowing it out of proportion unnecessarily, which is demotivating.
 - ◆ The boss shows no effort to empathize, ranting at the employee instead of asking questions or making any attempt to understand the cause of lateness.
 - ◆ The boss shows little self-awareness of how angry he sounds.
 - ◆ Nothing constructive has occurred and now two employees are upset, which is a bad way to start the work day.

EMOTIONAL INTELLIGENCE QUIZ

Directions: The following 10-question quiz is designed to give you a general idea of how much you currently know about being emotionally intelligent. It will take about five minutes to complete.

Fill in the circle for the answer which reflects what *you* would do in that situation. When you are finished, the workshop leader will go over the scoring process with you and help you interpret your results.

This Quiz is provided compliments of The Hay Group.

WHEN IT COMES TO EMOTIONAL INTELLIGENCE, HOW SAVVY ARE YOU?

1. You are on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?

- A. Continue to read your book or magazine, or watch the movie, trying to pay little attention to the turbulence.
- B. Become vigilant for an emergency, carefully monitoring the stewardesses and reading the emergency instructions card.
- C. A little of both a and b.
- D. Not sure - never noticed.

2. You are in a meeting when a colleague takes credit for work that you have done. What do you do?

- A. Immediately and publicly confront the colleague over the ownership of your work.
- B. After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
- C. Nothing, it's not a good idea to embarrass colleagues in public.
- D. After the colleague speaks, publicly thank her for referencing your work and give the group more specific detail about what you were trying to accomplish.

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..."

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 communication 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 _____
(Ex., "Hi" or "How you doing?")
- 2) State a Fact _____
(Ex., "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 with their categorization. Offer your best examples 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.

Materials Included With *Emotional Intelligence*

The workshop designed to accompany the video-based program is a flexible, yet comprehensive 2 to 2½ hour training design. The workshop kit includes all the materials you'll need to run the program:

- ◆ The chaptered **DVD** of *Emotional Intelligence* -- 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** containing eight vignettes of work scenes being helped or hindered by workers' varying levels of emotional intelligence. The DVD is closed-captioned.

Note: The *Emotional Intelligence* program is available in 2 versions – a *Generic Version* and a *Manufacturing Version*. The difference is that the Discussion Segments in the Manufacturing Version are all set in a manufacturing environment.

- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. The Leader's Guide contains: 4 pages of background information on emotional intelligence, complete definitions of the five EI competencies, an icebreaker exercise, instructions on scoring the EI quiz and discussing results, 5 group exercises (one for each EI competency), and ideas for using the Discussion Segments video.
- ◆ A **CD-ROM** contains a **PowerPoint™ Presentation** with 23 slides of 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.
- ◆ The **Participant Workbook** contains the Emotional Intelligence quiz and scoring sheet, 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. 10 Workbooks are included with each kit.
- ◆ **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 10 Reminder Cards are included with each kit.

Program Information and Pricing

Purchase Price: \$995.00

Rental Price: \$275.00 (*five days, does not include participant materials*)

Preview Price: Free

Running Time: 25 minutes, plus discussion segments

Materials included with purchase: chaptered DVD of the Main Program plus Discussion Segments, Leader's Guide, PowerPoint® Presentation on CD-ROM, 10 Participant Workbooks with EI Quiz, 10 Reminder Cards,

Quantity Pricing Discounts

Emotional Intelligence Program (Generic or Manufacturing Versions)

| | |
|--------------|---------|
| 2 copies | 10% off |
| 3-5 copies | 15% off |
| 6-10 copies | 20% off |
| 11-15 copies | 25% off |

Industry discounts may apply; call your Sales Consultant for more information.

Participant Workbooks

| | |
|---------|---------------------------|
| 1-50 | \$14.95 each (list price) |
| 51-250 | \$13.46 each (10% off) |
| 251-500 | \$12.71 each (15% off) |
| 501+ | \$11.96 each (20% off) |

Reminder Cards (sold in packs of 10)

| | |
|---------------|-----------------------|
| 1-50 packs | \$5.00 each |
| 51-250 packs | \$4.50 each (10% off) |
| 251-500 packs | \$4.25 each (15% off) |
| 501+ packs | \$4.00 each (20% off) |

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