## Emotional Intelligence

<table>
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<th>TIME</th>
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| 9.00   | Icebreaker / Introduction / Objectives / Definition of Emotional Intelligence  
The brain and impulse control  
Emotions: Feelings vs. Moods  
Managing Moods  
"Flow" and the importance of optimism as a boost to E.Q. | Activity: Discussion of relationship between E.Q. and I.Q. E.Q. is more important to leadership.  
Activity: Discussion of the Marshmallow test. Impulse control is key to E.Q. and a strong predictor of successful life skills  
Activity: Feelings Chart completed in small groups  
Activity: Shaking yourself out of a bad mood small group discussion  
Activity: Pairs exercise in managing our mood and the moods of others |
| 10.45  | BREAK                                                                   |                                                                      |
| 11.00  | Emotional Intelligence Style Profile  
Style Flexing  
Reading others’ non-verbal communication  
Empathy and Social awareness | Discussion of the instrument: scales and quadrants  
Activity: Four groups formed by quadrant and brainstorm ways to work with each style  
Activity: "The Weather" role play exercise  
How to critique others using E.Q. |
| 12.30  | Group summaries                                                         | Activity: Groups highlight key content                              |
| 1.00   | Finish                                                                  |                                                                      |
WELCOME the group. In this session we are going to explore the subject of emotional intelligence. That is, the flip side of I.Q. or mental intelligence — E.Q. is the term we will use to refer to Emotional Intelligence — how well we read people and use our emotional selves to solve problems, lead, and make things happen.

ICEBREAKER exercise: (May want to put the question in bold below on a flipchart at the front of the room.) As an introduction, I'd like you to consider this question:

**How much of success in life can be attributed to I.Q. (mental intelligence) vs. E.Q. (emotional intelligence)? Why is this so?**

In your small groups (tables or 4-somes), debate this question among yourselves and come up with a percentage, for example 50% IQ and 50% EQ, and a short justification as to why your group arrived at that ratio (example: about equal — half of success is being booksmart vs. half is working well with people). You have five (5) minutes for this exercise. Be sure to appoint a spokesperson for your group to report out when we get back together.

Call time and have each group report out. Record the ratios on the flip chart for each group. Once everyone is done, write the research-based, “correct” answer on the flip chart in a bright color and underline: 20% IQ / 80% EQ. This figure comes from the seminal book on EQ by Daniel Goleman, *Emotional Intelligence.* He goes on to say that academic intelligence offers virtually no preparation for the turmoil — or opportunities — that life’s ups and downs bring. This is not to say that academic achievement and intellectual horsepower are not important, but it does emphasize that without EQ to balance and enhance IQ all the intellect in the world will not make someone successful.

Page 4 of your workbook at the top of the page talks about putting IQ in perspective (read this paragraph aloud). **What do you think of this?** (Take a few comments here). That is why we are devoting a topic area to EQ to help you become more aware of your own EQ and give you skills to enhance and expand what you do with that EQ so that you can become an even better leader!

Turn in your workbook to page 3 and make sure that you follow along and make note of important points as we cover them and answer the questions that are there to reinforce learning.
This joke is not taking into account the importance of EQ. It is drawing attention to the fact that technical knowledge has become tremendously valuable, which is certainly true. What it is not acknowledging is that the distinguishing characteristic between highly technical employees and those who have strong EQ, or people skills, is that strong EQ wins out every time. They are going to be the ones who are groomed for management and leadership jobs — not the techies who can only talk to each other. So, if you are ambitious and want to move up into leadership roles, the better you get at managing your own EQ, the better your chances of promotion and elevation within the organization.

There was a recent Hollywood movie made about this phenomenon, "In Good Company," with Dennis Quaid. In the movie we see that intelligence is not enough to be successful in life. Both the young boss and the older worker (played by Quaid) learn a lot about what is important in life — relationships, time with the people we care about, and the roles that experience and maturity play in career and personal success.
Run through each of the above eight session objectives and invite participants to raise any questions on these that they may have before moving on. These objectives are also on page 4 of the workbook.

Group Exercise:

Think of a time when you were able to solve a problem through your own “emotional intelligence” . . . What did you do? Identify 3 – 5 skills, abilities, or competencies that you demonstrated in that situation. Share your experience and record your 3 – 5 competencies on the flipchart. Take turns until everyone in your group has contributed. Be ready to present your list to the larger group.

Debrief the exercise by drawing comparisons between the competencies generated by each group.
“All learning has an emotional base.”

- Plato

Arguably, of course, the whole subject of emotional intelligence all began about 2,000 years ago when Plato wrote, "All learning has an emotional base." Since then, scientists, educators, and philosophers have worked to prove or disprove the importance of feelings. Unfortunately, for a large part of those two millennia, common thought was, "Emotions are in the way. They keep us from making good decisions, and they keep us from focusing." In the last three decades, a growing body of research is proving just the opposite.

We are on page 5 of the workbook. Make sure you capture important points as we go along.

In the 1950s, Abraham Maslow wrote about how people could enhance their emotional, physical, spiritual, and mental strengths. He started the human potential movement. The 1970s to 1980s followed with the development of many new sciences in the humanism movement. An important researcher in this area was Yale Univ. Psychology chair, Peter Salovey. There is some disagreement when the term, "EQ" came into being, but certainly a seminal article was called, "Emotional Intelligence," by Peter Salovey and Jack Mayer in 1990. The article defined EQ as a scientifically testable intelligence. This team defined EQ as:

"The ability to perceive emotions; to access and generate emotions so as to assist thought; to understand emotions and emotional knowledge; to reflectively regulate emotions so as to promote emotional and intellectual growth."

In other words, there are 4 key parts to EQ; the ability to: (create a flipchart with these points)

1. Perceive or sense emotions
2. Use emotions to assist thought
3. Understand emotions
4. Manage emotions

Perhaps the best-known person in the EQ arena is Daniel Goleman, who drew heavily on the research of Salovey and Mayer and has written several books on this topic.
Emotional Intelligence (EQ) is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of energy, information, creativity, trust and connection.

Esther M. Orioli and Robert K. Cooper, Q-Metrics

Here is a more recent definition of EQ by a consulting and research group: Q-Metrics. (We are on page 6 of the workbook now.) The tag line on their website is:

Brains Alone Don’t Make a Leader!

They say that emotional intelligence, or EQ, is another kind of "smarts." It's the resilience to perform under pressure, the trust to build fruitful relationships, the courage to make decisions and the vision to create the future. EQ is about leadership and creativity, and it is a skill that can be honed, and even learned. Once you can notice feelings and identify their source, you have tapped one of the most powerful of the body’s intelligences. When emotional sources are explored and allowed free range for experiencing them, there is the greatest opportunity to develop your unique potential and follow the directions in your work and life that have meaning, deepening your relationships, strengthening your leadership talents, and igniting your creative spirit.

Ask: When have you learned the most in your life – from your successes or from your failures? (Typical responses: most will say “failures” because these are learning experiences; more painful; greater impact)

High emotion makes an emotional impact. Learning is linked to emotion.

Emotional Intelligence, then, is about becoming increasingly self aware.
The Greek philosopher Socrates’s famous saying, “Know thyself” speaks to this keystone of emotional intelligence -- awareness of one's own feelings as they occur. Self-awareness, in short, means being aware of both our mood and our thoughts about that mood; to be aware of one's own moods as one is having them. That doesn’t mean that you should let it all hang out, saying what you are feeling all the time, and acting out all emotions at the moment. That is not being self-aware in an intelligent way. You need to distinguish between this behavior and true emotional awareness. If you are actually emotionally intelligent you’d be aware of how the other person is making you feel and then able to express that in a way that doesn’t make the other person feel mad, defensive or angry in response. Being able to express emotion effectively is key. Emotional Intelligence is not the same as emotionality. Here is the mantra:

“Don’t suppress it, but don’t act on it”.

Emotional self-awareness is critical to forming good relationships. Just being aware of your own feelings, being able to monitor those feelings, and then being able to talk about those feelings in a constructive way is essential. In other words, you can build positive and productive relationships if you are able to manage your emotions and the other person’s emotions effectively.

Trainer’s Note: One useful way to think about EQ is to think of it as a sandwich in which EQ is the bread (top and bottom) and IQ is the meat. This can be drawn on a flipchart as follows:

\[
\begin{align*}
\text{Intuition} &= \text{EQ (Emotional Intelligence)} \\
\text{Intellect} &= \text{IQ (Intelligence)} \\
\text{Instinct} &= \text{EQ (Emotion i.e. Raw)}
\end{align*}
\]