



Workshop 14

Emotional Intelligence - Feeling smarter

Student Summary

This workshop will seek to provide you with the following:

- An overview of the concept of emotional intelligence and its relation to success in post-secondary training.
- An opportunity to discuss how to harness emotional intelligence to maximize chances of success in post-secondary institutions.

At the end of this workshop you will take with you:

1. Student handout outlining key concepts of emotional intelligence.
2. Student handout outlining suggestions for harnessing emotional intelligence to maximize potential for success in post-secondary setting.



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Introduction

This workshop is for anyone who wants to improve the way they work with and interact with others. Today we will:

- An overview of the concept of emotional intelligence and its relation to success in post-secondary training.
- An opportunity to discuss how to harness emotional intelligence to maximize chances of success in post-secondary institutions.

At the end of the session you will leave with:

1. Student handout outlining key concepts of emotional intelligence.
2. Student handout outlining suggestions for harnessing emotional intelligence to maximize potential for success in post-secondary setting.

Setting the Context

Activity 1

Discuss and record traits of successful people.

Ask the group what is emotional intelligence?

What is IQ?

What is the difference?

Facts about EQ

IQ is about 24 points higher now than in 1918 due to better nutrition, more school, smaller family size, etc. However, EQ is down compared to the last generation.

Two-thirds of workers say communication problems are the leading cause preventing them from doing their best work (Communication is one of the key factors involved in EQ).

Emotional intelligence is defined as the composite set of capabilities that enable a person to manage himself/herself and others (Goleman, 1995,1998).

Well, there are many people working in this field and there are different ways of approaching it, however it is agreed that EQ is made up of competencies and abilities that can be described, measured and learned!



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Although the specific labels and conceptualizations of these competencies may vary, they generally address or describe:

1. Intrapersonal abilities
2. Interpersonal abilities
3. Adaptability
4. Stress Management
5. General Mood

OH2 – Components of Emotional Intelligence

Some of the key skills and abilities under these headings are: self-awareness, including emotional self-awareness, accurate self-assessment and self-confidence, self-management including achievement orientation, adaptability, initiative, trustworthiness, conscientiousness and self-control, social awareness, including empathy, service orientation, and organizational awareness, and social skills, including leadership, influence, communication, developing others, change catalyst, conflict management, building bonds, teamwork and collaboration (Goleman, 1998; Boyatzis, Goleman, and Rhee, 2000).

Activity 2

Real Self – who we are right now (both seen and unseen).

Ideal Self – who we want to be or be perceived as (both seen and unseen).

We can be seen or viewed in different ways by different people, depending on who they are, how well we trust them and they us, whether they are a friend or an acquaintance, a co-worker or a relative. This is not bad, it is just a fact. As such we have to be aware of it because the **ideal self**, who we want to be, will probably always be different than the **real self**. This is human nature—we are always changing and evolving and moving forward.

Your beautiful thoughts may be interesting but people value us for our beautiful deeds (Robert Allen, 2003)

What is on the inside may serve us better if we let it out!

Now, as we said earlier there is a lot to be said about EQ both in academic, career, corporate and personal success. We have to remember that people benefit from relationships that:

- 1) Make them feel valued
- 2) Contribute to positive self-worth
- 3) Create a healthy, productive learning community
- 4) Form a personal sense of belonging



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This is important because the ability to demonstrate yourself as a cooperative, contributing and constructive member of the group is critical for long-term personal and career success.

For example:

- Consider managing an inexperienced work team or employees who are resistant.
- Think about what you can do to contribute positively to group and organizational goals through new job assignments, existing jobs, role models or coaches. (Center for Creative Leadership 2003).
- How you can get along and make personal connections with people interviewing you for a scholarship, a university program, an internship, etc.
- Working collectively on a project in school and in your career, how you could improve the outcomes.
- How you can be more satisfied with your interactions, relationships and outcomes because they are consistent with your wants, needs, and values.

Group Activity

Now today we don't have time to do a lot of self-awareness and hopefully you have done that through other workshops or outside of this series. **Remember, it is important.** We have provided a lot more information in your packages for future exploration so remember to **read through it.** Right now we need to break out into groups.

OH3 – Situation for Discussion

Mike just found out he didn't make the basketball team. As he walked away from the gym where the list was posted he was shocked at first, and then he started to feel angry. He felt it was unfair that other people who couldn't shoot or move as well as he does made the team when he didn't. As he walked around the corner he ran into a few friends who were talking. When Azim saw Mike he said "hey Mike you look down, what's up?" Mike was angry and embarrassed, he didn't want to talk about being cut, so he said "it's none of your business!" Then he left.

Discuss and give some answers for the following questions:

1. What was the cause or issue for the person in the story?
2. What impact did that have on others?
3. What impact does that have for him in the short term and long term?
4. What could he have done differently?
5. How can he improve the situation now?
6. What tools could he use to make sure it doesn't happen again?
7. What could Azim do next?
8. What areas of EQ does this situation touch upon? (see previous overhead)



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Catching Your Dreams, Energizing Your Passion

Career development is part of life and life is about finding what you like to do and being good at it. Part of that will require you to be able to work and interact with other people – Collaborate, Cooperate and Communicate. With the three “Cs” in mind we have to know who we are, what is important to us, and how we would like to be seen by others.

We may be victims of the expectations of others and the seductive power of popularized images from the media, celebrities and our reference groups. In his book, *The Hungry Spirit: Beyond Capitalism, A Quest for Purpose in the Modern World* (1997), Charles Handy describes the difficulty of determining his ideal. “I spent the early part of my life trying hard to be someone else. At school I wanted to be a great athlete, at university an admired socialite, afterwards a businessman and, later, the head of a great institution. It did not take me long to discover that I was not destined to be successful in any of these guises, but that did not prevent me from trying, and being perpetually disappointed with myself. The problem was that in trying to be someone else I neglected to concentrate on the person I could be. That idea was too frightening to contemplate at the time. I was happier going along with the conventions of the time, measuring success in terms of money and position, climbing ladders which others placed in my way, collecting things and contacts rather than giving expression to my own beliefs and personality (pg. 86).”

Change is constant

We have talked about what EQ is and about how it can come into play in our lives. We have even talked about some of the ways that we can handle some specific situations. Now I would like to talk a little about change. To do this I will talk about a frog.

The "boiling frog syndrome" applies here. It is said that if one drops a frog into a pot of boiling water, it will jump out with an instinctive defense mechanism. But if you place a frog in a pot of cool water and gradually increase the temperature, the frog will sit in the water until it is boiled! These slow adjustments to changes are acceptable, but the same change made dramatically is not tolerated. As a more direct example, people gaining weight or losing their sense of humor often do not see the change in their current, real self because it develops from small steps that build into a large and significant change.

We as people often don't see the signs people are giving us about our impact on them. Therefore, we can be the frog who doesn't notice that things are getting heated, and we can also be the water that is making it really uncomfortable for the frog—the people around us. Remember with a sudden change the impact was...the frog left.

How does that apply to our lives? With new relationships, new careers, new teachers do you think that people get second chances? Remember the old adage: *first impressions are often the only ones.*

Quote: Wear a smile and have friends wear a scowl and have wrinkles (George Elliot).



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HO1 – Starting Point for Change

HO2 – Challenges for Change

Feedback

So as we said, the first step is having a good understanding of yourself and how other people see you. This will give you a starting point from which to learn and evolve in a way that fits you. However, as with the frog there are some challenges to seeing yourself as others do. Some of the factors include:

1. First, people around you may not let you see a change.
2. They may not give you feedback or information about how they see it.
3. Also, they may be victims of the boiling frog syndrome themselves, as they adjust their perception on a daily basis.

For example, when seeing a friend's child after two years, you may gasp as to how fast they have grown. Meanwhile, the parent is only aware of the child's growth when they have to buy new shoes, clothes or the like. They see too many small changes and can't see the big shift.

Ask for feedback! Get a different perspective on you, take a risk to gain the reward!

Activity 3

Discuss the following questions as they apply to the two or three of you in your group:

1. Think of two situations where you could ask for feedback on how you interact with someone or a group. What questions would you use to get that feedback?
2. Next, you are asked for feedback; how do you give it?

Activity 4

Next, get back into your large groups and discuss the following:

Your friend asks, "Am I getting fat?" To which you respond, "No, you look great!" Whether this is reassuring to the listener or not, it is confusing and may not be providing feedback to the question asked.

Of course, if you had said, "No don't worry, it's just that you are getting older or it's just the normal effects of gravity" they may not have more useful information either.

- **So when you are asked by your friends for feedback with this type of question how do you respond?**
- **What are some of the things that you need to keep in mind when responding?**



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- **How would your approach be applied to other questions?**

Applying EQ

We are going to work towards developing some ways that we can learn. This should involve the development of a personal learning plan. We have included an outline to help you develop one on your own. You can use the goal and action setting tools that are available in Workshop 5 to do this.

OH4 Action and Job Performance

OH5 Change and Learning

This provides you with a summary of how you can learn and evolve your skills. Use this as a reference when thinking about how you can change. We have talked about the importance of a personal plan and we have gone over a few activities, now let's summarize some of the things we have learned on how we can apply EQ both internally and externally.

OH6 Some EQ Strategies

1. Self talk – this is where you internalize some of your thoughts and reinforce some of your goals in the interaction.
2. Count to five – sometimes we have to learn to really pause and take some time. If we count to five this will often give us some time to think about our response and the context.
3. Step out of ourselves – one of the hardest things to do is to take feedback on something we personalize. So stepping out of our attachment or ownership of an item, idea, or thing is a good way to simply take the information or feedback in, without reacting.
4. Set the stage – prepare, go over your goals and what you want to achieve in an interaction before a team meeting, an interview, prep some questions and key speaking points or responses.
5. Don't forget the small talk – too often we focus on getting things done when we should spend some time knowing who we are working with. People want to enjoy their environment and who they interact with. By simply spending some time to personalize the interaction you can really set a positive cooperative tone. This can really improve efficiency and success.
6. Put yourself in their shoes – if it is important to them and you were in their shoes how would you want the other person to act?
7. Don't sweat the small stuff – A problem is a problem, don't make it everyone's. Remember that bad things happen, our plans are not always smooth and easy. There are bumps and curves and derailments, that is part of life. When those things happen, decide if it is a big problem or if it is something you need to let go of and move past.
8. Take some time – when you can't simply move past something, don't be afraid to take some time. People often stick with something, a discussion, an argument, or participate when they are not able to do so successfully. Disclosing your need for some time will generally be appreciated and in the long run will be better for everyone.
9. Agree to disagree – not everything is a yes or no, a win or lose. Sometimes you just have to say hey we see things differently, however I see where you are coming from. Everyone's position has value as it is something they believe in.



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10. Hard on problems soft on people – too often we forget that people become attached to ideas and positions, and in our interactions we can unintentionally really hurt others in our feedback and criticisms. Staying solution-focused and providing feedback in a positive manner can really improve communication and solutions.

Research

OH7 Study findings

Dreyfus (1990) studied managers of scientists and engineers who were considered superior performers. Once she documented that they used considerably more of certain abilities than their less effective counterparts, she pursued how they developed some of those abilities. One of the distinguishing abilities was Group Management, also called Team Building. She found that many of these middle-aged managers had first experimented with team building skills in high school and college, in sports, clubs and living groups. Later, when they became "bench scientists and engineers" working on problems in relative isolation, they still pursued use and practicing of this ability in activities outside of work. They practiced team building and group management in social and community organizations, such as 4-H Clubs, and professional associations in planning conferences and such.

Closing and Next Steps

Take a moment to review that EQ is about knowing yourself, how you view the world, taking the time to understand and appreciate others and what they have to offer you, but it is also about how you manage stress, how you approach tasks and challenges, it is about how you put your IQ to use. I would like to ask you to think about three things that you will do over the next three months to improve your EQ. Finally, think about this:

if two people are equal in academics and the only thing differentiating them is that one was able to get along with other people better, work more closely towards success in a team and you were an employer— who would you hire?

EQ can give you an edge, and in the process will allow you to be more satisfied. Read through the additional handouts that were provided to you, look into some of the resources, and take the next step by making a learning plan!

Remember people will know you by your actions towards others!