



Trainer Notes – Emotional Intelligence

This is a short sample of the Trainer Bubble course materials. To purchase the complete course materials or to view alternative materials, please visit www.trainerbubble.com

Pre-Course Work – Prior to this session your participants should have completed the 'Pre-course Work' that is provided in this training pack. Please ensure this is sent out prior to the course and check one day before the course that it has been completed by the participants.

Introduction

Welcome participants and introduce yourself.

Emotional intelligence, also referred to as EI or EQ (emotional quotient), is one of the most important ideas to hit the business world in recent years. It is based on the notion that the ability of individuals to understand their own emotions, and those of the people they work with, is the key to better business performance.

Although there have been some over-hyped claims made in the past about the benefits of EI. There is substantial evidence that EI can improve personal performance.

Traditionally, the emphasis when evaluating potential performance has been on intellect. Now compelling research indicates that emotional intelligence can be just as important as IQ for outstanding performance.

This session sets out to provide you with the fundamental knowledge required to develop your awareness of EI and in doing so help you to perform more effectively.

Show slide – Objectives

Talk participants through objectives and ask if they have any questions.

Learning Log & Action Plan

Refer participants to the learning log and action plan in their workbook. Advise them that throughout the session they should put down any actions that they are going to take as well as the key learning points. You will also prompt them at key points to add items to their action plans (you will do this prior to every break in the programme).

Show slide – Daniel Goleman

Make no comment on this slide. Leave up and remain silent for 30 seconds and then go on to...

 **ASK:** So what is Emotional Intelligence?

Discuss response from participants and then go on to...

Emotional intelligence was originally developed by the psychologists, Peter Salovey, John Mayer and Howard Gardner and became popular when Daniel Goleman wrote his book, 'Emotional Intelligence' in 1995.

Show slide – EQ

Talk participants through slide using the following notes as guidance.

In simple terms Emotional Intelligence is the ability in us to control our emotions and understand and express feelings in a way that is positive to both ourselves and those around us.

In the past, people were assessed by conventional intellect, which was referred to as IQ. What emotional intelligence tells us, is that there wider aspects to intelligence and we need EQ or Emotional Quotient as well as IQ to succeed.

For example, how many of you know someone who is academically very intelligent, but lacks the social ability to get on in life?

Let's look at EQ and the aspects it focuses on. Daniel Goleman categorised the five domains of EQ as...

Show slide – Domains (click only once)

These domains can be split into two main areas. The first three can be considered 'Intrapersonal' (click slide), which means understanding your own emotions.

The other is 'Interpersonal' (click slide), which means understanding how we interact with others.

As these five domains are critical when considering our EQ we should first ensure we understand the principle behind them. Let's start with self-awareness.

Self-Awareness

This is about understanding what it is that drives us and seeing ourselves as others see us. Knowing our goals and what it is that we want to achieve in life, whilst also being aware of our limiting beliefs and how we can adapt them to progress.

Exercise – 15 minutes

Ask participants to refer to their pre-course work, which focused on self-awareness.

This pre-course work asked them to:

"Make a list of your strengths and your vulnerabilities on the table provided. Copy your list and give it to several people who know you well and ask them to mark the three strengths and the three vulnerabilities that best describe you."

Ask the participants to revisit their list and revise it based on the perspective of a few days break and the input from others.

They should then choose one strength from the list that they will focus on building and transfer this to their workbooks on the page 'Self-awareness'.

Next, ask them to make a list of ways they prevent themselves from fully utilising that strength, and then identify one action they could take to remedy that.

Review the exercise by bringing the whole group together and discussing any surprises that the task threw up. Also ask what their commitment to developing

their strengths is. You may also want to highlight that people who had completely different opinions of their strengths and vulnerabilities compared to their peers may need to work on their self-awareness.

Self-awareness underpins all that Emotional Intelligence is about. You must be aware of your habitual patterns and personal emotions if you are going to be able to do anything about them. It is also true to say that if you cannot recognise your own emotions you will be unlikely to spot them in others.

Exercise – 10 minutes

Ask participants to refer to their workbooks on the page 'Rating your self-awareness'. They should consider the thought provoking questions in the table and what the implications might be for their own personal situation.

Respond to any questions this brings up and then move on.

The emotions that control our behaviours in life can be described as our 'map of the world' and it is how you view this map of the world that affects your behaviour. No two people have an identical map of the world, but if we can make ourselves more aware of the reasons for our map of the world we can begin to understand others better and even start to manage our feelings.

By understanding the things that trigger our emotions we can learn to control these emotions and work towards a more positive outcome in both our own personal goals and in our interactions with others.

Activity – 30 minutes

Ask participants to pair up and turn to the page 'Recognising the value in awareness of our emotions'. They should take it in turns to think of a time they felt really ...

Angry, happy, frustrated, loving, excited, devastated, sad, pleased, thrilled (or any other emotion they choose) – Choose a different one for each question.

With their partner and for each emotion separately, they should vividly remember that time. Recall the experience as if they were really there ... see it through their eyes, hear what they heard (remember the tone!) and feel what they felt.

They should discuss each scenario with their partner and then answer each of the questions for the three emotional scenarios they choose.

In review, discuss how well the participants recalled the scenario. Ask what they learned from the exercise and how they might use it to develop their self-awareness.

There are many ways to improve your self-awareness and sometimes it is simply a case of being aware of your own emotions and how they might affect your interaction with others. The following suggestions might also help.

Show slide – Methods of Improving Self-Awareness

Talk participants through the slide using the following notes as guidance.

Accept your emotions – Accept that the way you feel is the way you feel. There is nothing productive in thinking to yourself, 'I shouldn't feel this way'. Accept that this is the way you feel right now and work on ways to make you feel differently.

Appreciate your strengths and weaknesses – Don't be scared to confront your weaknesses. Being aware of what you are good at and what you are not so good at will help you to make the most of situations and to develop areas where needed.

Keep an emotional journal – Take some time out at the end of each day to consider your interactions. You'll be amazed at what you learn.

Listen to the message – Sometimes the emotional feeling that won't go away is trying to give you a message. Stop and listen to what it is trying to tell you, it may be important!

Take a walk in their shoes – Try to see things from others point of view. How do they perceive the situation and your role in it?

A valuable thing to remember is that you are not your emotions. Just because you think, feel or even do something in a certain way, it doesn't mean that this defines you as a person. You always have the right of choice and to act in anyway that you decide.

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