



Timing: 5 minutes | 9:00 - 9:05 AM | 1:00 - 1:05 PM

Activity & Purpose: Welcome participants and build enthusiasm.

DO: Play music on the slide while participants gather.

SAY: In this class, we will define emotional intelligence and provide strategies to help improve your self-awareness and self-management competencies.

A graphic with a blue and yellow background. On the left, the text 'Facilitator Summary' is written in white. On the right, there is an image of two people climbing a rocky cliff. One person is on top, and the other is reaching up towards them.

Facilitator Summary

Total Webinar Timing: 3 hours including breaks and activities

Learning Objectives

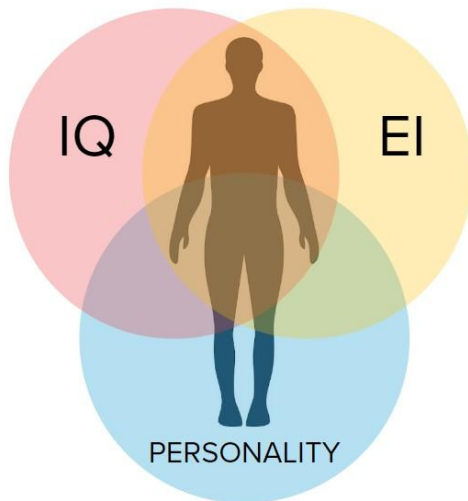
By the end of this class, participants will be able to:

- Define Emotional Intelligence
- Identify self-awareness, self-management, social awareness and relationship management competencies that need improvement
- Execute strategies to improve all four areas of emotional intelligence

Emotional Intelligence 101



Emotional Intelligence



What is emotional intelligence?

“Emotional Intelligence (EI) is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships.”

- Emotional Intelligence 2.0, Bradberry & Greaves.

Timing: 5 minutes | 9:05 - 9:10 AM | 1:05 - 1:10 PM

Activity: Group Discussion

Purpose: To introduce the main areas of emotional intelligence and check learner knowledge

ASK: Who can give me their understanding of what is emotional intelligence? (Ask participants to respond with their definitions to check for understanding.)

SAY: The book *Emotional Intelligence 2.0* Definition: “Emotional Intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships.”

Why EQ?



Timing: 5 minutes | 9:10 - 9:15 AM | 1:10 - 1:15 PM

Activity: Lecture & Group Discussion

Purpose: Help participants begin to understand their need to develop their EI

SAY: Why should you spend time thinking and working towards improving your EI?

Benefits as a leader:

- Research shows that EI is the strongest predictor of performance, and EI accounts for nearly 90% of what sets high performers apart from peers with similar technical skills and knowledge
- When we spoke to EchoStar leaders across the business to find out the developmental needs for managers, EI was the #1 thing!

Individual Benefits of High EQ



71%

of employers value EQ over IQ

Benefits of High Emotional Intelligence:

- Stay calm under pressure
- Resolve conflict effectively
- Respond to co-workers with empathy
- Connected and motivated teams
- Better equipped to make impactful decisions

Timing: 5 minutes | 9:15 - 9:20 AM | 1:15 - 1:20 PM

Activity: Lecture & Group Discussion

Purpose: Help participants begin to understand their need to develop their EI

ASK: What are the benefits (results) of high EQ in the workplace? (Consider what you learned about in your prework.)

- Elicit responses from participants
- Click to animate the responses as they share their ideas

SAY: As you learned in your pre-work, an article from Harvard Business School online states that 71% of employers value EI over IQ, reporting that “employees with high emotional intelligence are more likely to **stay calm under pressure, resolve conflict effectively, and respond to co-workers with empathy...** Leaders with high emotional intelligence create more connected and motivated teams and are better equipped to make impactful decisions.”

Individual Benefits: Job success, increased productivity, stronger relationships, less stress, increased ability to influence others at all levels, reduced turnover at work.

ASK: Which of these benefits would have the most impact on your work relationships? Put a star next to the points that you would like to develop.

Emotional Intelligence Quadrants



	SELF	OTHERS
AWARENESS	Self-Awareness Accurately perceive your emotions, understand your tendencies across situations, and the impact they have on yourself and others.	Social Awareness Accurately perceiving the emotions of others and understand what's going on with them. This includes listening, observing and empathy.
MANAGEMENT	Self-Management Responding to your self-awareness to direct your behavior appropriately by taking responsibility for your actions and its effect on others.	Relationship Management Leverage self-awareness, self-management and social awareness to manage interactions successfully. This includes clear communication, handling feedback and conflict effectively, and building bonds over time.

Timing: 5 minutes | 9:20 - 9:25 AM | 1:20 - 1:25 PM

Activity: Lecture

Purpose: To provide a brief overview of the areas of emotional intelligence with popular definitions and to reinforce the significance of Self-Awareness. Check for knowledge that EI begins and ends with self-awareness.

SAY: In the pre-work, you took an EI assessment. Here are the definitions for each competency that we will explore in this class.

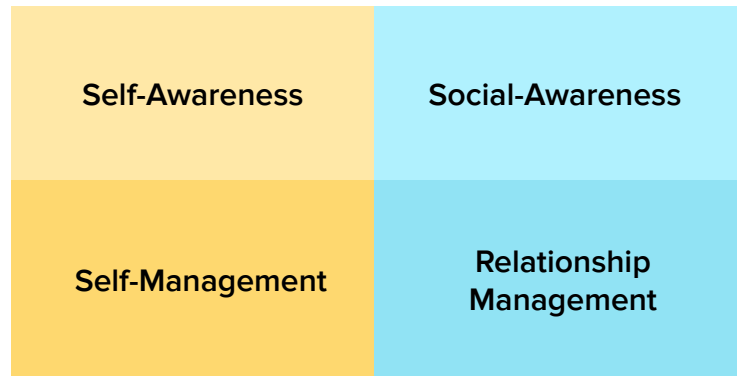
SAY: All components of Emotional Intelligence influence one another. Self-awareness and Self-management focus inward to help us know our emotions and be able to control them, which creates a foundation for empathy towards others. Understanding and knowing how to manage your own emotions will allow you to better understand and manage your relationships. To grow in EI, we start with self-awareness.

Resource: *Emotional Intelligence 2.0*

Identify High & Low EQ



What does this look like?



Timing: 10 minutes | 9:25 - 9:35 AM | 1:25 - 1:35 PM

Activity 1: Activity 1: Examples of High & Low Emotional Intelligence SlideJam & Breakout Rooms

Purpose: To check for knowledge about high and low EI in all four quadrants and get them primed to grow.

SAY: What does high and low emotional intelligence look like to you? Let's take 5 minutes in breakout rooms to brainstorm examples you have seen of high and low EI. Your breakout rooms will be named the EI quadrant you will work on. After 5 minutes, we will review your ideas together.

DO: After 5 minutes, debrief the SlideJam.

This gets them to see themselves in all four quadrants in both high and low EI and gets them primed to grow.

Self-Awareness

HIGH

LOW

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Self-Management

HIGH

LOW

SlideJam Template - do not delete

Social-Awareness

HIGH

LOW

SlideJam Template - do not delete

Relationship Management

HIGH

LOW

SlideJam Template - do not delete

Self-Awareness



Timing: 30 seconds | 9:35 - 9:35 AM | 1:35 - 1:35 PM

ASK: Why do we start with self-awareness?

Main answer:

- Understand yourself before connecting with others and understanding them

Self-Awareness Poll



What percentage of people think they're highly self-aware?

95%

What percentage of people **actually** are?

10-15%

Landry, Lauren. 2019. "Why Emotional Intelligence Is Important in Leadership." Harvard Business School Online. April 3, 2019.
<https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>.

Timing: 5 minutes | 9:35 - 9:40 AM | 1:35 - 1:40 PM

Activity 2: Poll Question

Purpose: Have participants realize they think they are self-aware, but in reality, they probably aren't.

ASK; What percentage of people think they're highly self-aware?
Type your answer in the chat.

Reveal the answer by clicking animation:

1. 95%
2. 10-15%

SAY: Who knows this person? Why do so many people lack self-awareness but think they are self-aware?

- Blind spots

Humility to admit they are not self-aware. Those who are self-aware no longer lie to themselves and acknowledge that they have a lot of learn about themselves.

How well do you know yourself? The goal is to get to the 10-15% category.

Let's look at the different competencies for self-awareness.

Resource:

<https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>

Self-Awareness Competencies

Accurately perceive your emotions, understand your tendencies across situations, and the impact they have on yourself and others.

- Your Personality
- Your Strengths and Weaknesses
- Your Self-confidence
- Your Emotions*
- Your Values*

Timing: 2 minutes | 9:40- 9:42 AM | 1:40- 1:42 PM

Activity: Lecture

Purpose: Introduce a quick overview of the competencies for self-awareness.

SAY: Let's look at the first quadrant of emotional intelligence. These are all the competencies for self-awareness.

1. Your personality - *work priorities* (DiSC), *motivators* (DiSC), and other unique traits
2. Your Strengths & Weaknesses - knowing what you are good at and areas for growth
3. Your Self-confidence - how you feel about yourself
4. Your emotions - feelings and information about the world around you, ie, perception, judgements
5. Your Values - life rules and *stressors* (DiSC)

SAY: Some of these we have already explored in your DiSC profile. This class will focus primarily on #4 and #5, emotions and values. If you want to explore resources on personality, strengths and weaknesses or self-confidence, there is bonus material in your

learning journal at the end of this class section (pg. 35-36). These are great resources if you received a low score in self-awareness.

Self-Awareness: Emotions & Values



**“Emotions are just signals in your body
trying to grab your attention
to inform you of something important.”**

- Emotional Intelligence 2.0

Timing: 2 minute | 9:43 - 9:45 AM | 1:42 - 1:45 PM

Activity: Lecture

Purpose: Define emotions

SAY: Another self-awareness competency is emotional awareness. Remember, "Emotions are just signals in your body trying to grab your attention to inform you of something important." To develop emotional awareness, you need to identify and name your emotions in the moment and know your tendencies in difficult situations.

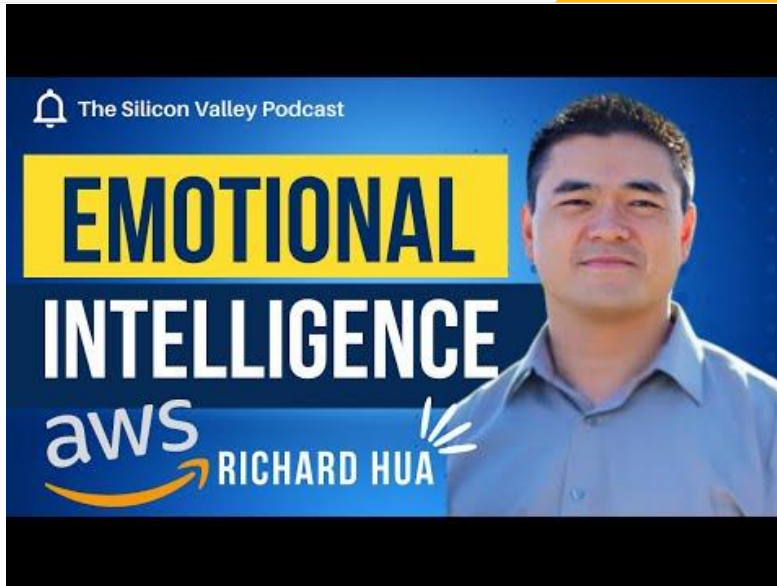
Emotional awareness also includes information about the world around you, ie, perception, judgements, etc.

Rhetorical question: Why is it important to be in touch with our emotions in the workplace? Let's find out.

Resource: "Emotional Intelligence 2.0 | #1 Selling Emotional Intelligence Book | TalentSmart." TalentSmart.

<https://www.talentsmartEI.com/emotional-intelligence-2-0/>.

Self-Awareness & Self-Management in Leadership



Timing: 8 minutes | 9:45 - 9:52 AM | 1:45 - 1:52 PM

Activity: Video: Emotional Intelligence with Rich Hua & Discussion

Purpose: To reinforce the significance of self-awareness and self-management, provide techniques and give credibility to the research.

DO: Watch video (3.5 minutes, from 44:00-47:25), then solicit feedback from participants about what stood out to them.

SAY: The Key Points are:

- The things needed for leadership, such as determination and grit, are EI skills, not cognitive skills. When we face fears and stress, EI skills empower us to keep going.
- How to grow in EI: Name your emotion, identify how it shows up in your body, LATER we will talk about techniques

Emotional Awareness



How are you feeling today?



Timing: 3 minutes | 9:52 - 9:55 AM | 1:52 - 1:55 PM

Activity: Group Chat share

Purpose: To be aware of and identify their emotions in a safe, fun activity.

ASK: So... How are you feeling? Reference the Feelings Wheel/Chart from your pre-work. Do you have a better understanding of your core feelings today than last week? For example, if you're feeling happy, drill down to identify some specific feelings around happiness, such as curious, valued, and energetic.

Then, think about how you experience these feelings in your body.

What messages or signals is your body receiving?

If you want to share, add some feeling words in the chat. What are your three feelings?

**Wherever you are is OKAY. *



BREAK

Timing: 10 minutes | 9:55 - 10:05 AM | 1:55 - 2:05 PM

**Values are fundamental beliefs
that guide or motivate attitudes or actions.
They help us to determine
what is important to us.**

Timing: 1 minute | 10:05 - 10:06 AM | 2:05 - 2:06 PM

Activity: Lecture

Purpose: Define values (Life Rules)

SAY: Knowing our values is another self-awareness competency. Sometimes values are called Life Rules.

“Values are fundamental beliefs that guide or motivate attitudes or actions. They help us to determine what is important to us.”

When we become aware of our values, we understand what drives us - what's our purpose and also what influences us and how we might judge others. Our values define what we consider “good” and “bad.” They determine the standards and principles we live by and expect others to follow. Overall, they will help us be more intentional.

Values



Respect	Resourcefulness	Patience	Self-Reliance
Accountability	Curiosity	Integrity	Wellness
Perseverance	Honesty	Authenticity	Family
Inclusion	Adaptability	Self-Motivation	Connection
Learning	Kindness	Risk Taking	Creativity
Collaboration	Service	Excellence	Growth

Timing: 10 minutes | 10:06 - 10:16 AM | 2:06 - 2:16 PM

Activity: Lecture & Think-Write

Purpose: To provide tools to help participants to discover their values, a self-awareness competency.

SAY: This is not an exhaustive list (there is a link in your learning journal for a longer lists). But I'd like to give you a few minutes to reflect on your core values and write them down in your learning journal.

Think about this question: When did this value begin in your life?
Can our values change?

DO: Facilitator share a story about an event that influenced your values.

SAY: There is likely a SIGNIFICANT LIFE EVENT that is tied to your value. Could be a positive experience, could be a negative experience. Explore one of your values and why it was formed,

then record in your learning journal.

After 5-8 minutes -

SAY: So we've reflected on the core memories that have influenced our core value. So you all have the same core value as me, right? We have different life experiences which have made us care about different things. Your values are just as important as others even though they may be different.

Why are we talking about values? How do emotions and values tie together? (next slide)

Resources:

"20 Personal Values Examples to Help You Find Your Own." n.d. Wwww.betterup.com.

<https://www.betterup.com/blog/personal-values-examples>
<https://jamesclear.com/core-values>

"Personal Values: What They Are and 5 Steps to Discover Yours." n.d. Wwww.betterup.com.

<https://www.betterup.com/blog/does-your-work-match-your-personal-values?hsLang=en>.

Mintz, Steven. 2018. "What Are Values?" Ethics Sage. August 8, 2018. <https://www.ethicsage.com/2018/08/what-are-values.html>.

Triggers



“Triggers are at the heart of conflict.”

- 1. How do emotions and values connect to our triggers?**
- 2. What value or life rule was broken that triggered you?**



Timing: 9 minutes | 10:16 - 10:25 AM | 2:16 - 2:25 PM

Activity: Lecture, Discussion and **Think-Write**

Purpose: To connect emotions and values to triggers, which lead to the need for self-management

ASK: Now that we know our life experiences influence our values, how does that connect to our triggers? (“Triggers are at the heart of conflict.” When people have different values or **LIFE RULES** that have been violated, conflict can result.)

SAY: If I value Honesty and somebody betrays my trust - I’m likely going to be triggered. I might experience an Amygdala Hijacking. Knowing that about myself helps me manage that hijacking when I’m experiencing it.

ASK: Think about the people or situations in your pre-work that you identified as triggers. What values or life rules were broken? Record in your learning journal.

After 5-8 minutes:

SAY: The goal here is to put some separation between you and the amygdala hijack that comes with these triggers.

So when this inevitably happens we have a little more space between the trigger and our reactions. We can step back in a way and say - hmmm I see what's happening - I'm perceiving a value being crossed.

Resource:

“Lead with Emotional Intelligence - Leading with Emotional Intelligence Video Tutorial | LinkedIn Learning, Formerly Lynda.com.” n.d. LinkedIn. Accessed November 16, 2022.

The Impact of Self-Awareness



Self-Awareness is...

- Accurately perceiving your emotions
- Understanding your tendencies across situations (values)
- And the impact they have on yourself and others

Are you aware of the impact you have on others?

Timing: 6 minutes | 10:25 - 10:31 AM | 2:25 - 2:31 PM

Activity: Lecture and Think-Write

Purpose: Learn about another self-awareness strategy

SAY: Let's talk about some more strategies to get to know yourself better. Remember, to use the Feelings Inventory process in your learning journal when you need to identify your emotions and process them. You can also think about what life rules may have been broken the next time you are triggered. Exploring your emotions, values and triggers help you to understand the impact they have on you. But what about the impact you have on others with your personality, your DiSC style, your strengths, your emotions, your values, and your triggers?

Are you aware of how you are showing up to others and the impact you have on them?

SAY: Read the paragraph on your own in your learning journal. (pg. 26)

One of the self-awareness strategies in the book, *Emotional*

Intelligence 2.0 is to seek feedback from others about how you show up and the impact you have on them. Quote from the book: “Self-awareness is the process of getting to know yourself from the inside out and the outside in. Often there is a big difference between how you see yourself and how others see you. This chasm between the way you view yourself and the way others view you is a rich source of lessons that will build your self-awareness. The only way to get the outside perspective is to open yourself up to feedback from others, which can include friends, coworkers, mentors, supervisors, and family. When you ask for their feedback, be sure to get specific examples and situations. Look for similarities in the information gathered. This can be a real eye-opener by showing you how other people experience you. Putting the perspectives together helps you see the entire picture, including how your emotions and reactions affect other people.”

ASK: How do you respond to this question? **Are you aware of the impact you have on others?**

DO: Ideally, facilitators could share a story about asking for feedback from a manager or co-worker and what they learned about themselves that they didn’t know and how it helped them grow.

ASK: Who can you seek feedback from? (write down in your learning journal) You impact other people in the office. What are some of the working relationships you have an impact on that you need to be more aware of? Are there opportunities to find out how you show up in a leadership capacity with the following people:

- **Coworkers** on a Team or during project meetings
- **Your manager** during 1-1s
- **Stakeholders** during presentations and meetings

Note: A helpful framing to consider for this section is to connect emotions, values and triggers. We’re raising awareness around the impact that is not as obvious as the emotional outbursts that we previously discussed. The impact we have on others is sometimes

a blind spot that we have to uncover because we don't normally consider others reactions to us during everyday events.

Summary of Self-Awareness Strategies

What are some strategies for raising self-awareness?

- Identify emotions with the Feelings Wheel
- Ask yourself how you feel in the moment
- Scan your body
- Know your value connection to your life rules
- Identify and know your triggers
- Ask for feedback about your impact on others



Timing: 5 minutes | 10:31 - 10:36 AM | 2:31 - 2:36 PM

Activity: Group Discussion

Purpose: Review self-awareness strategies so learners can clearly identify the difference between self-awareness and self-management.

ASK: What are some strategies for raising self-awareness?

- Use the Feelings Wheel to identify your emotion
- Ask Yourself How you feel in the moment
- How did the emotions show up in your body
- Review your values to understand your life rules
- Identify and know your triggers
- Ask for feedback about how you show up to others

What else?

SAY: Be sure to write 1-2 strategies you want to practice this week in your learning journal.

SAY: Now let's talk about how to manage the emotions rather than

letting it sweep us away. (next section)

Self-Management



Self-Management Competencies

Responding to your self-awareness to direct your behavior appropriately by taking responsibility for your actions and its effect on others.

This includes:

- Emotional Self-Control*
- Self-Care Strategies

Timing: 1 minutes | 10:36 - 10:37 AM | 2:36 - 2:37 PM

Activity: Lecture

Purpose: Introduce the self-management competencies.

SAY: Let's look at the next quadrant of emotional intelligence competencies. Our main focus will be on emotional self-control and self-care strategies. When you prioritize self-care strategies, such as meditation, you are proactively addressing emotional self-control by calming your nervous system. Self-care is proactive and self-control is reactive to your emotional state.

Resource: *Emotional Intelligence 2.0*

**“Emotional Self-control is
the ability to manage your own impulses
and react to your feelings to prevent
a negative impact on others.”**

- Emotional Intelligence 2.0 by Bradberry & Greaves

Timing: 1 minute | 10:37 - 10:38 AM | 2:37 - 2:38 PM

Activity: Lecture

Purpose: define self-management and demonstrate its value

DO: Read the following quote from Emotional Intelligence 2.0:

“Emotional Self-control is the ability to manage your own impulses and react to your feelings to prevent a negative impact on others.”

Resource:

Bradberry, Travis, and Jean Greaves. 2009. Emotional Intelligence 2.0. San Diego, Calif.: Talentsmart. (p. 26)

Reacting Emotionally



How do you normally react to triggers and stress?

FIGHT?

FLIGHT?

FREEZE?



Timing: 5 minutes | 10:38 - 10:43 AM | 2:38 - 2:43 PM

Activity: Lecture & Think Write

Purpose: To provide tools to develop emotional self-control.

SAY: In the last section, we talked about our triggers and the things that give us stress.

SAY: Think about the things you mentioned in the previous activity that trigger you, the values/life rules that were broken, and things that cause you stress. Now think about how you react. Do you get angry, defensive, anxiously shut down or avoid the situation? Do you blame or judge others, get critical of yourself? These are typical fight, flight, or freeze responses to stress. How do you normally react to triggers and stress? You need to be **self-aware** of your normal reaction to triggers because your **self-management strategy** is directly related to whether you fight, flight, or freeze. Write down any new ideas that come to mind.

ASK: Go back to the triggers activity in your prework and identify if

it's fight, flight or freeze. What is your default emotional reaction style?

DO: Facilitator share a personal example.

BONUS: Research has identified a fourth stress response.

“Fawning” refers to when an individual copes with a perceived danger by attempting to appease whoever is causing the danger in order to prevent them from causing harm. (Discovered in 2013 by Peter Walker, outlined in his book, “Complex PTSD: From Surviving and Thriving”.) (Psychology Today [Resource](#))

Self-Management in Leadership



Timing: 10 minutes | 10:43 - 11:53 AM | 2:43 - 2:53 PM

Activity: Video: Emotional Intelligence with Rich Hua & Discussion

Purpose: To reinforce the significance of self-awareness and self-management, provide techniques and give credibility to the research.

SAY: Let's talk about strategies for managing stress and triggers by revisiting this video and watch this last piece and then we are going to do an activity.

DO: Watch video (47:20-49:22, 2 minutes)

ASK: What are your key takeaways from this part of the video?

DO: Practice 1 minute of box breathing.
(<https://www.youtube.com/watch?v=n6RbW2LtdFs>) (1 minute)

ASK: How do you feel?



BREAK

Timing: 7 minutes | 10:53 - 11:00 AM | 2:53 - 3:00 PM

Emotional Self-Control Strategies



Timing: 15 minutes | 11:00 - 11:15 AM | 3:00 - 3:15 PM

Activity 3: [Emotional Self-Control Strategies SlideJam](#),

Purpose: Introduce emotional Self-Control Strategies when you're in a stressful moment

SAY: Now let's talk about how to manage our emotional response to our triggers and stress. In the prework, you came up with some strategies to manage your emotional response during a stressful moment.

Imagine someone or something just triggered you. What are the signs in your body that you were triggered or undergoing stress? The logical center of your brain, is inaccessible, and you are resorting to a survival state. What strategies can you apply to calm yourself down in the moment and control your reaction? **(These are rhetorical questions to get them thinking. The facilitator should share a personal example.)**

DO: Share [Activity 3: Emotional Self-Control Strategies SlideJam](#), and have participants type their answers to these questions on

sticky notes, for 10 minutes.

SAY: #1 - The first strategy is to recognize when you are in a stressful moment.

ASK: How will you know if you are under stress? How will you want to react, and what will you be experiencing in your body?

(Have participants respond by typing their answer on sticky notes.)

ANSWER: You will experience a fight, flight, or freeze response. You may have a racing heart, tight stomach or jaw, and shaking hands.

SAY: #2 - The second strategy is to calm yourself down and regain access to the thinking part of your brain.

ASK: What are some strategies to calm yourself down in the moment and control your reaction?

(Have participants respond by typing their answer on sticky notes.)

Answers: Some other ideas are 1) excuse yourself from the situation, 2) take five deep breaths, 3) take a brisk walk to release endorphins that relieve anxiety and stress, 4) vent your thoughts and feelings to a trusted friend or coworker, 5) tell yourself not to respond until you can think clearly, which could be in an hour or a couple of days, 6) create an “emotion vs. reasons” list by creating two columns on a piece of paper. On the emotions column, write “I feel...”, then on the reason column write “I should/can....” This can help you process your feelings and access the logic/reason part of your brain.

DO: After 10 minutes, debrief the SlideJams with participants for 5 minutes.

ASK: Just a few participants - what is the strategy that you use the most and how could you utilize this at work?

Who needs help finding a strategy? (this is a vulnerable question! Feel out the room)

Emotional Self-Control Strategies

1. Recognize the stressful moment.

How will you know if you are in a stressful situation? How will you want to react, and what will you be experiencing in your body? Type your answer on a sticky note.

SlideJam template - do not delete

Emotional Self-Control Strategies

2. Calm yourself down

What are some strategies to calm yourself down in the moment, regain access to the thinking part of your brain, and control your reaction? Type your answer on a sticky note.

SlideJam template - do not delete

Summary of Self-Management Strategies

What are some strategies for managing your emotions?

- Journaling
- Exercise
- Meditation
- Box breathing
- Talking to someone
- Excuse yourself from the situation
- Wait, don't react
- Consider others before speaking



Timing: 5 minutes | 11:15 - 11:20 AM | 3:15 - 3:20 PM

Activity:

Purpose: Share self-management strategies

SAY: Review the strategies from this section. Some are proactive and some are reactive.

- Journaling
- Exercise
- Meditation
- Box breathing
- Talking to someone
- Excuse yourself from the situation
- Wait, don't react - don't do or say anything until you are calmed down and thinking clearly again.
- Consider others around you before speaking or acting, be mindful of your words and actions and the impact it may have on others, and if it supports the company culture and policies.

ASK: What else?

ASK: Which ONE do you want to focus on this week? Make note of that in your learning journal.

Social Awareness



What is Social Awareness?

In your group, define it and identify 2-3 strategies to develop it. Use your learning journal, past experiences or the internet as resources.



Definition

Strategies

Timing: 15 minutes | 11:20 - 11:35 AM | 3:20 - 3:35 PM

Activity: Teach-back, SlideJam

Purpose: Introduce the Social Awareness and Relationship Management competencies

SAY: I am going to send you into break out rooms to discuss the two final competencies found in Emotional Intelligence, social awareness and relationship management. As a group, define the competency you are assigned to and identity strategies you could use to develop the skill. Resources for groups to reference/use include:

- Learning Journal slides (instructor-led section)
- Pework
- Past experiences
- Internet

Post your answers on the SlideJam

SAY: Please nominate a spokesperson to share back your findings with the class.

DO: Split participants into two breakout groups, the title of their room will be the skill they are assigned. **Give participants 10-15 minutes in their breakout rooms.**

Supporting information:

Social Awareness consists of accurately perceiving the emotions of others and understand what's going on with them. This includes listening, observing and empathy.

Listening - to give close attention to someone's verbal communication.

Observing - to give close attention to someone's non-verbal communication.

Empathy - the ability to understand and share the feelings of another. (Organizational awareness is empathy in a group setting.)

Resource: *Emotional Intelligence 2.0*

Social Awareness Strategies



1. Practice the Art of Listening (Listening)
2. Mouth closed, eyes open (Observing)
3. Step into their shoes (Empathy)



Timing: 15 minutes | 11:20 - 11:35 AM | 3:20 - 3:35 PM

Activity: Teach back

Purpose: Introduce the Social awareness strategies.

SAY: The group assigned social awareness, please share back your agreed upon definition and the 2-3 strategies you identified.

Possible Responses from Teach Back:

*Social Awareness consists accurately perceiving the emotions of others and understand what's going on with them. This includes listening, observing and empathy.

1. Practice the art of listening: when someone is talking to you, stop everything else and listen fully until they are finished speaking. Step away from distractions and give your full attention without interrupting. Listen not just to the words, but also the tone, speed, volume. The goal is to listen without responding, but it's ok to ask questions to hear some more. (page 160)
2. Go people watching at a cafe or store: without interacting with

1. others, sit back and observe how people act and interact with others to observe body language, mood, facial expressions, non-verbal cues that might tell you what they are thinking or feeling. (page 162)
2. Step into their shoes: Ask yourself, "If I were this person how would I think, feel or act?" Then chose someone in your life to fill in the blank. For example, my boss had to answer a difficult question during a team meeting. Consider how your boss felt, what they were thinking and why they acted the way they did. (page 170)

Resource: *Emotional Intelligence 2.0*

Relationship Management



What is Relationship Management?

In your group, define it and identify 2-3 strategies to develop it. Use your learning journal, past experiences or the internet as resources.



Definition

Strategies

Timing: 1 minutes | 11:20 - 11:35 AM | 3:20 - 3:35 PM

Activity: Teach-back, SlideJam

Purpose: Introduce the relationship management competencies.

SAY: The group assigned relationship management, please share back your agreed upon definition and the strategies you identified.

Support material:

Relationship management is: Leverage self-awareness, self-management and social awareness to manage interactions successfully.

This includes:

Clear communication

Handling feedback and conflict effectively

Building bonds over time

Resource: *Emotional Intelligence 2.0*

Relationship Management Strategies



1. Be Open & Curious (Communication)
2. Acknowledge the other person's feelings (Handling Conflict)
3. When you care, show it (Building Bonds)

Timing: 9 minutes | 11:46 - 11:55 AM | 3:46 -3:55 PM

Activity: Lecture & Group Discussion

Purpose: Introduce the Social awareness strategies.

Possible Responses from Teach Back:

*The last quadrant is Relationship Management and consists of using your awareness to manage interactions successfully. This includes clear communication, handling conflict effectively and building bonds over time.

1. Be Open & Curious: being open means sharing information about yourself with others. When people know about you, there's less room to misinterpret you. Share something interesting about yourself to others and be curious about their story, too. Use discretion, of course. But, the more you show interest in and learn about others, the better chance you have at meeting their needs. (p.180)
2. Acknowledge the other person's feelings: One key to managing relationships is leaning into your own discomfort and taking a moment to acknowledge and affirm someone

1. else's feelings, without stifling or changing. Watch for a moment when someone is expressing emotion about something and respond. For example, "I'm sorry you're upset. What can I do?" Simple words or actions will validate the feelings of others without making them a big deal, marginalizing them or dismissing them. Everyone has the right to experience feelings, even if you don't feel the same way. (p.201)
2. When you care, show it: Express gratitude and recognition for someone who impacted you this week. Write a card, give a compliment or express public praise for them. Things as simple as a greeting card or inexpensive gift that expresses how you feel are all you need to make an impact and strengthen the relationship. (p.206)

Resource: *Emotional Intelligence 2.0*

Key Takeaways



Key Takeaways



Why is emotional intelligence important for leaders to develop?

In your learning journal:

- Write down the top three things that impacted you from this class.
- Highlight one you want to develop.



Timing: 5 minutes | 11:40-11:45 AM | 3:40-3:45 PM

Activity: Think-Write-Share

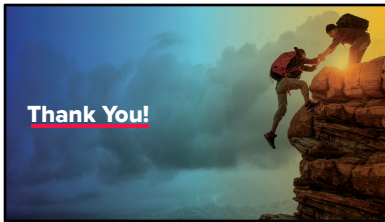
Purpose: For participants to identify one area they want to develop

SAY:

1. Let's reflect for a moment on this question: Why is emotional intelligence important for leaders to develop?
2. In your learning journal, write down the top three things that impacted you from this class. Highlight one you want to develop.

SAY: Remember to meet with your manager and find out how you can apply these key takeaways to your role and add them to your professional development plan.

DO: Have some participants share their one thing to develop.



Timing: 5 minute | 11:45 - 11:50 AM | 3:45 - 3:50 PM

Activity & Purpose: Closing

SAY: Thank you for your time and participation.
Please complete the pre-work before our next class.

DO: Check for Questions