

PARK UNIVERSITY CA567

A Project Submitted in Partial Fulfillment for the Degree of Master of Arts, Communication and Leadership

# Learning Emotional Intelligence

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## Training & Assessment

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[ABSTRACT] This core assessment provides an overview and training of the use of Emotional Intelligence (EI) in the workplace. It includes a needs analysis for a local Chamber of Commerce, and outlines the importance of improving their organizational communication with the improvement of their EI. Behavioral objectives related to the skills needed are included as well. Also included is a Participant's Guide with activities and handouts, and final assessments to determine if the material was learned. Also provided is the PowerPoint to be used and the speaking notes.

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**Introduction to Emotional Intelligence**

Emotional Intelligence is the ability to recognize and regulate one's and other's emotions. The nature of an effective interpersonal or leadership based relationship involves actively communicating with at least one other individual, and emotion inevitably arises within conversation. Failing to recognize or manage one's emotions can cause a lack of understanding, conflict, or unhappiness with self and others.

Improving your Emotional Intelligence skills can vastly improve both your career relationships and your interpersonal relationships

**Task Analysis: How to Improve Emotional Intelligence Skills**

1. Identify your motivation
  - a. Learn what Emotional Intelligence is
  - b. Identify why it is important for the workplace
2. Increase self-awareness of your emotions
  - a. Recognize what emotion you feel as it comes up
    - i. Identify emoting words to be able to verbally describe your emotions
    - ii. Identify how you physically express an emotion
3. Learn to self-regulate emotions
  - a. Recognize your current emotion
    - i. Determine if it is positive or negative
  - b. Employ regulation strategies
4. Increase ability to empathize
  - a. Define empathy
    - i. Recognize and change 'At least...' statements

### **Annotated Bibliography**

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology* 5(1). 95-110. Retrieved from: <http://php.scripts.psu.edu/users/a/a/aag6/GrandeyJOHP.pdf>

This article discusses emotion in the workplace and the concept of emotional labor. It provides an overview of different perspectives of emotional labor, and to describe methods of emotional regulation, from antecedent- and response-focused regulation, as well as the consequences to regulating emotion. It will be a great resource for the behavioral objective of emotional regulation.

Hein, S. (n.d). A few basic feeling words. *EQI*. Retrieved from: <http://eqi.org/eitoc.htm>

This website provides information on Emotional Intelligence. Used in this guide is the list of emotional vocabulary words, from positive to negative.

Matsumoto, D., Hwang, S. H., Skinner, L., Frank, M. (2011). Evaluating Truthfulness and Detecting Deception. *FBI Law Enforcement Bulletin*. Retrieved from: <http://leb.fbi.gov/2011/june/evaluating-truthfulness-and-detecting-deception>

This web article discusses how to detect deception from an investigation standpoint. It notes behavioral and nonverbal cues, microexpressions, and analyzing statements. Of use in my assessment is the picture of universal emotions.

The Quick Emotional Intelligence Self-Assessment. (n.d.). *San Diego City College*. Retrieved from: [http://www.sdcity.edu/portals/0/cms\\_editors/mesa/pdfs/emotionalintelligence.pdf](http://www.sdcity.edu/portals/0/cms_editors/mesa/pdfs/emotionalintelligence.pdf)

This assessment will be used to determine the trainees level of perceived Emotional Intelligence before and after the training.

The RSA (Producer). (2013). *Brené Brown on Empathy* [Video]. Available from:

[https://www.youtube.com/watch?v=1Evwgu369Jw&desktop\\_uri=%2Fwatch%3Fv%3D1Evwgu369Jw&app=desktop](https://www.youtube.com/watch?v=1Evwgu369Jw&desktop_uri=%2Fwatch%3Fv%3D1Evwgu369Jw&app=desktop)

This video defines the concept of empathy, and will be shown to describe what empathy means for the trainees.

Sigmar, L. S., Hynes, G. E., & Hill, K. L. (2012). Strategies for Teaching Social and Emotional Intelligence in Business Communication. *Business Communication Quarterly*, 75(3), 301-317. doi:10.1177/1080569912450312

This article will provide support for implementing Emotional Intelligence training plans. It discusses the theory behind EI, including how it is implemented in the workplace and the scientific support of it. It also provides examples of activities used in the development of EI in students. Of note is the section on the importance of EI.

Wood, J. T. (2013). *Interpersonal communication: Everyday encounters*. (7<sup>th</sup> ed.). Belmont: Wadsworth.

This textbook provides an in-depth look of interpersonal communication, and covers information of the general and specific nature, from communication in perception to communication in relationships, and more. Of use in this training is the chapter on emotion within communication, and the definitions and examples of Emotional Intelligence.

## Needs Analysis and Results

The organization that I will be proposing my consulting session to is a local Chamber of Commerce. The Chamber works within the community as a beacon for the local businesses, and tries to ensure their success through networking, development, education, etc. The organization focuses on economic development and communicating with local businesses about their interests within the community, providing information on local legislature that may influence business practices, and acts as an organization of resources for others. The Chamber has been established in the community for over a century, positioning the organization in a way that allows employees to work one on one with many local businesses and potential business transplants. Because of this, the Chamber must ensure their employees can show the utmost level of customer service and communication tact with individuals whom have a wide variety of backgrounds.

Unfortunately, this has not always been the case. The level of effective communication with the team members of the organization has gone down, and this has been sensed by the community as well. The organization consists of employees of multiple generations, and constructive communication is not often used. The relationships of the employees need to be improved internally, and they need to learn to professionally communicate with and understand each other, so that tension is not leaked outward to be sensed by those in the community (P. Shults, personal communication, April 2, 2015). Increasing Emotional Intelligence for these employees can lead to enhanced communication and workplace relationships, and research has even suggested Emotionally Intelligent individuals often show higher problem-solving, performance, and leadership abilities (Sigmar, Hynes, & Hill, p. 305).

**Please circle to what extent you agree with each of the following statements:**

1. I can express my emotions freely at my place of work.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

2. My coworkers take notice when I am upset.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

3. If I am having difficulty with a coworker, I feel comfortable talking to my supervisor about it.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

4. I like to talk to others about my emotions.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

**Please circle the degree to which each statement occurs *daily*:**

5. My coworkers ask how I am doing in the morning, and take time to listen to my answer.

Never    Rarely    Not Sure    Often    Always

6. I ask my coworkers how they are feeling and genuinely listen.

Never    Rarely    Not Sure    Often    Always

7. I can recognize what emotion I am feeling when it arises.

Never    Rarely    Not Sure    Often    Always

**Please answer to the best of your ability:**

8. Are there rules regarding expressing emotion in your company?

9. What is your standard practice when a coworker or business prospect makes you angry?

**Behavioral Objectives**

At the end of the unit, the trainee will be able to:

1. Demonstrate increased vocabulary of emotion words based on a pre- and post-test.
2. Recognize the strategies for emotional self-regulation in work environments: Situation Selection, Situation Modification, Attention Deployment, Cognitive Change, Surface Acting.
3. Demonstrate understanding of empathy as discussed in the Brené Brown on Empathy video.
4. Demonstrate an increase in Overall Perceived Emotional Intelligence as measured by the Emotional Intelligence Self-Assessment taken at the beginning and end of the training.

**Agenda****Lecture** (10 minutes)

- I. Introduce myself and why I am doing this training
- II. Establish a definition of Emotional Intelligence [Slide 1]
- III. Establish why Emotional Intelligence is important to the individuals and the organization [Slide 2]

**Activity** (15 minutes)

- I. Each individual determines their current level of perceived Emotional Intelligence
  - A. Each individual takes the Emotional Intelligence Self-Assessment [p. 18 in Participant's Guide]

**Activity** (3 minutes)

- I. Take the Emoting Words Pre-Test to determine the established emotional vocabulary [p. 4 in Participant's Guide]

**Lecture/Discussion** (15 minutes)

- I. Establish the importance of an emotional vocabulary
  - A. Discuss potential positive words that may be used in the work environment [Slide 5 or p. 6 in Participant's Guide]
    - a. Propose questions for group discussion on the consequences of the language
  - B. Discuss potential negative words that may be used in the work environment [Slide 6 or p. 6 in Participant's Guide]
    - a. Propose questions for group discussion on the consequences of the language

**Activity/Discussion** (10 minutes)

- I. Take the Emotional Expressions quiz [Slide 8 or p. 7 in Participant's Guide]
  - A. Discuss how the ability to recognize and express emotions impacts work environment

**-- 5 Minute Break --****Lecture/Discussion** (15 minutes)

- I. Discuss the Communication Continuum and how each level relates to Emotional Intelligence [Slide 11 or p. 9 of Participant's Guide]
  - A. Present examples for each level and discuss as a group [Slides 12-14 or p. 10 in Participant's Guide]

**Lecture/Discussion** (15 minutes)

- I. Establish strategies for emotional regulation
  - A. Provide definitions for Antecedent-Focused and Response-Focused strategies [Slide 16 or p. 11 in Participant's Guide]
- II. Provide examples and discuss what emotional regulation strategy is used, benefits or consequences [Slide 17-19 or p. 12 in Participant's Guide]

**-- 10 Minute Break --****Video** (3 minutes)

- I. Watch Brené Brown's talk on empathy [linked to Slide 21 or p. 13 in Participant's Guide]

**Discussion** (5 minutes)

- I. Discuss how empathy or a lack of empathy can impact daily work environment
- II. Discuss in groups of 3 times when you could have been more empathetic at work

**Knowledge Checks/Discussion** (20 minutes)

- I. Take Emotional Regulation quiz [p. 14 in Participant's Guide]
  - A. Discuss results with a partner. As a group, discuss whether you think you will use these strategies [Answers provided on p. 15 in Participant's Guide]
- II. Take Empathy Quiz [p. 16 in Participant's Guide]
  - A. Discuss examples with a partner. Do you feel empathy is important to your job?
- III. Take Emoting Words Post-Test
  - A. Discuss as a group whether you had improvements and find these words helpful
- IV. Take Emotional Intelligence Self-Assessment again to see if there is improvement

**-- Open Floor For Questions or Concerns --**

**Participant's Guide****Table of Contents:**

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## **Emoting Words Pre-Test**

**In the following box, list as many “Positive” emotions as you can:**

**Now, in the following box, list as many “Negative” emotions as you can:**

## Emotive Words You May Use in the Workplace

(Hein, S., n.d.)

| Positive   |   |  |
|--|---|--|
| Accepted<br>Acknowledged<br>Appreciated<br>Respected   | Happy<br>Aware<br>Satisfied<br>Encouraged | Focused<br>Motivated<br>Validated<br>Supported   |
| Negative   |   |  |
| Uncomfortable<br>Unappreciated<br>Angry<br>Discouraged | Disrespected<br>Tense<br>Bored<br>Lost    | Nervous<br>Incompetent<br>Trapped<br>Invalidated |

# Can You Name the 7 Universal Facial Expressions of Emotion?

(Matsumoto, D., Hwang, S. H., Skinner, L., Frank, M., 2011).

## The Seven Universal Facial Expressions of Emotion



- \* Fear \_\_\_\_\_
- \* Anger \_\_\_\_\_
- \* Surprise \_\_\_\_\_
- \* Disgust \_\_\_\_\_
- \* Contempt \_\_\_\_\_
- \* Sadness \_\_\_\_\_
- \* Happiness \_\_\_\_\_

In this activity, write the number corresponding to the picture next to the emotion on the right that best describes it. When everyone is finished, we'll reveal the results.

## The Seven Universal Facial Expressions of Emotion



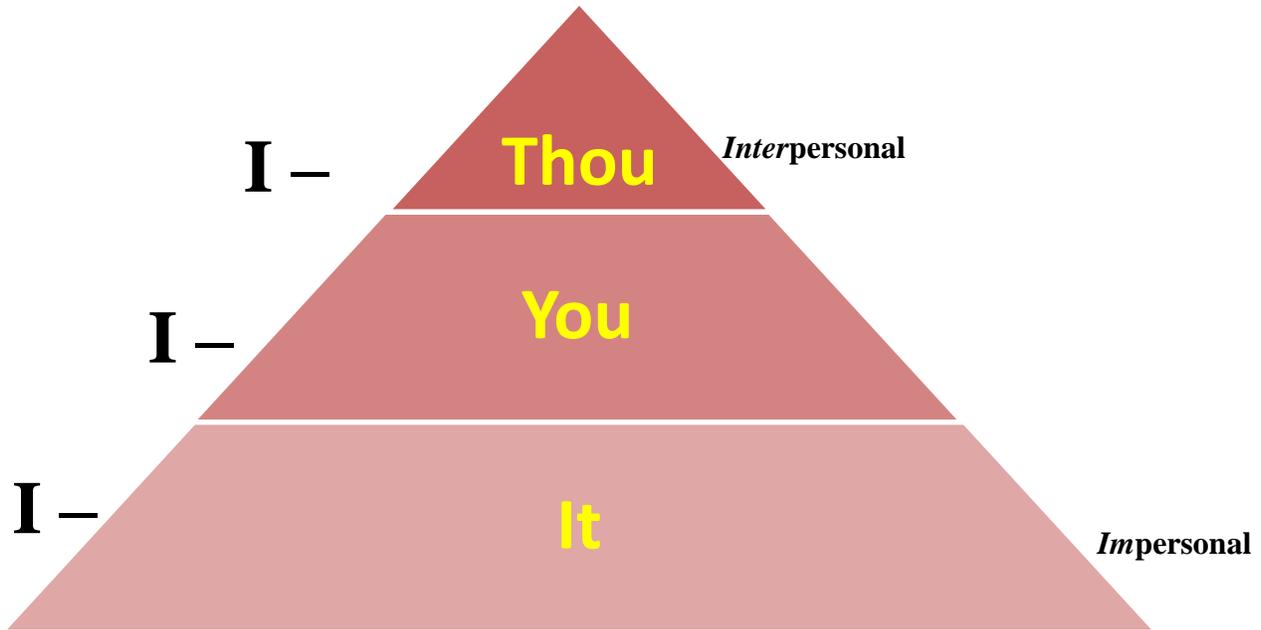
**Turn to the person on your left and discuss:**

How did you do?

Which emotions were difficult to match?

Which emotions were easy?

How does each emotion impact your work environment?



### The Communication Continuum

(Wood, J. T., 2011, p. 18-19).

**I-It Communication:** Impersonal interactions with others, in which we do not acknowledge an individual as a human, rather as a means to achieve something.

**I-You Communication:** Interactions with others in which we acknowledge them as more than a means to an end, but still do not fully recognize that they are individual, unique people. Rather, the interactions are still based largely on the roles the individual plays in our life.

**I-Thou Communication:** Truly interpersonal interactions in which we recognize the individual as a unique human being that we can express our true feelings with, and express and accept ourselves and others as we are.

**We will read the following scenarios and discuss one by one in which area of the spectrum they fall, and whether they have employed Emotional Intelligence:**

1. Rebecca runs into her co-worker at the coffee shop on their way to work Monday morning.  
“Hi Jessica, how are you this morning?” she asks. Jessica responds by mentioning how tired she is on Monday’s, to which Rebecca commiserates about how much she wishes the weekend were a day longer. Jessica gets her coffee, and tells Rebecca to have a great day if she doesn’t see her again. *What kind of communication has Rebecca and Jessica entered, and what kind of emotional intelligence strategies were used?*
2. John works for a large corporation, whose Human Resources department is located with headquarters in another state. When John calls HR with a question about his benefits, the representative sounds rushed and annoyed, and asks for his Employee ID Number before his name, which makes John feel as though he is just a number in this company. He is not feeling valued as an employee or a person. *What kind of communication has John entered, and how could increased emotional intelligence by HR change this communication?*
3. Sam has just had a death in the family, and needs to speak to his boss about taking bereavement time off. He tries to remain professional in his conversation, but starts to get emotional as he meets with his boss. He explains that he doesn’t think he will be able to perform as well as he should because of his emotional state. Sam feels vulnerable and nervous to be so open in front of a superior, but his boss reacts with friendly understanding, and affirms that of course he can take some time, letting him know that she understands how hard it can be. *What kind of communication has Sam entered and what emotional intelligence skills were used?*

## Regulating Emotions

(Grandey, A. A., 2000, p. 98-99)

### Antecedent-Focused Emotional Regulation

#### Situation Selection

Choosing the situations we place ourselves in

#### Situation Modification

Choosing to change a situation we are currently in, by leaving or stepping away if necessary

#### Attention Deployment

Thinking about other times we felt the emotion we wish to currently feel, in order to express it in our current situation

#### Cognitive Change

Changing the way we perceive a situation in order to change the way we feel about it

### Response-Focused Emotional Regulation

#### Surface Acting

Changing our emotional expression, rather than our actual internal feelings

## **Emotional Regulation Discussion**

### **Example 1:**

Sarah works at a retail store and sees a customer enter who had previously spoken discriminatorily to her. She becomes angry when she sees this customer. Rather than yell at the customer, Sarah goes into the break room. *What type of Emotional Regulation did Sarah use? What consequences does this type of regulation come with? Could there have been a better way to handle this interaction?*

### **Example 2:**

Jack has been having a very bad day and is near the end of his shift. He is tired and hungry but he must attend his last meeting of the day. When he meets with his client, he is smiling and cheerful, despite his mood. *What type of Emotional Regulation did Jack employ? What consequences does this type of regulation come with? Could there have been a better way to handle this interaction?*

### **Example 3:**

Omar is on his way to meet with a group of clients when his boss stops him. “I wanted to warn you that this group has just had a major public scandal released, and you may need to approach them lightly,” she says. When Omar meets with the group, he notices that the group is acting very defensive with all of his questions. Rather than become offended, Omar looks at the group keeping in mind what his boss has told him, and acts more empathetic towards them. *What type of Emotional Regulation did Omar employ? What consequences does this type of regulation come with? Could there have been a better way to handle this interaction?*

**View the video of Brené Brown's explanation of empathy:**

[https://www.youtube.com/watch?v=1Evwgu369Jw&desktop\\_uri=%2Fwatch%3Fv%3D1Evwgu369Jw&app=desktop](https://www.youtube.com/watch?v=1Evwgu369Jw&desktop_uri=%2Fwatch%3Fv%3D1Evwgu369Jw&app=desktop)

**Discuss as a group:**

How might a lack of empathy impact your daily work interactions?

Think of a time when you might have offered an 'At least...' response. How might you respond more empathetically?

**End of Unit Assessments****Emotional Regulation Knowledge Quiz**

1. Respondent-Focused emotional regulation occurs before the emotional response.
  - a. True
  - b. False
  
2. Jane chooses not to pursue a career as a Veterinarian because she believes that seeing hurt animals will be too hard on her emotional state. Jane is employing \_\_\_\_\_.
  - a. Attention Deployment
  - b. Situation Modification
  - c. Situation Selection
  - d. Cognitive Change
  - e. Surface Acting
  
3. Grady is being yelled at by a customer. Rather than yelling back, he excuses himself from the conversation and takes a moment to calm down away from the customer. Grady has used the \_\_\_\_\_ emotional regulation strategy.
  - a. Surface Acting
  - b. Attention Deployment
  - c. Cognitive Change
  - d. Situation Modification
  - e. Situation Selection
  
4. Mary likes to whistle while she works because music has always made her happy. Mary is using the Cognitive Change strategy.
  - a. True
  - b. False
  
5. Putting on a “mask” to appear friendly to customers is considered \_\_\_\_\_.
  - a. Situation Selection
  - b. Cognitive Change
  - c. Surface Acting
  - d. Attention Deployment
  - e. Situation Modification
  
6. Steve gets nervous when he speaks publicly, so his boss has told him to try thinking of a speech as a challenge he will overcome rather than an anxiety inducing event. Steve’s boss wants him to use \_\_\_\_\_.
  - a. Cognitive Change
  - b. Attention Deployment
  - c. Situation Selection
  - d. Situation Modification
  - e. Surface Acting

**Emotional Regulation Knowledge Quiz Answers**

1. False
2. A – Situation Selection
3. D – Situation Modification
4. False
5. C – Surface Acting
6. A – Cognitive Change



## Emoting Words Post-Test

**In the following box, list as many “Positive” emotions as you can:**

**Now, in the following box, list as many “Negative” emotions as you can:**

**For discussion, compare to your Pre-Test:**

How many words were the same?

How many words did you learn?

Will you be able to use these words with co-workers and superiors?

## The Quick Emotional Intelligence Self-Assessment\*

\* Adapted for this training from the works of the San Diego City College MESA Program, which was adapted from a model by Paul Mohapel ([paul.mohapel@shaw.ca](mailto:paul.mohapel@shaw.ca))

Rank each statement as follows: **0 (Never)** **1 (Rarely)** **2 (Sometimes)** **3 (Often)** **4 (Always)**

*We'll be taking this assessment twice! For the first round, write totals in the first blank. For the final round, write totals in the second blank.*

**Emotional Awareness – Total:** \_\_\_\_\_

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 0 | 1 | 2 | 3 | 4 | My feelings are clear to me at any given moment                        |
| 0 | 1 | 2 | 3 | 4 | Emotions play an important part in my life                             |
| 0 | 1 | 2 | 3 | 4 | My moods impact the people around me                                   |
| 0 | 1 | 2 | 3 | 4 | I find it easy to put words to my feelings                             |
| 0 | 1 | 2 | 3 | 4 | My moods are easily affected by external events                        |
| 0 | 1 | 2 | 3 | 4 | I can easily sense when I'm going to be angry                          |
| 0 | 1 | 2 | 3 | 4 | I readily tell others my true feelings                                 |
| 0 | 1 | 2 | 3 | 4 | I find it easy to describe my feelings                                 |
| 0 | 1 | 2 | 3 | 4 | Even when I'm upset, I'm aware of what's happening to me               |
| 0 | 1 | 2 | 3 | 4 | I'm able to stand apart from my thoughts and feelings and examine them |

**Emotional Management – Total:** \_\_\_\_\_

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 0 | 1 | 2 | 3 | 4 | I accept responsibility for my reactions         |
| 0 | 1 | 2 | 3 | 4 | I find it easy to make goals and stick with them |
| 0 | 1 | 2 | 3 | 4 | I am an emotionally balanced person              |
|   |   |   |   |   |  |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 0 | 1 | 2 | 3 | 4 | I am a very patient person   |
| 0 | 1 | 2 | 3 | 4 | I can accept critical comments from others without becoming angry        |
| 0 | 1 | 2 | 3 | 4 | I maintain my composure, even during stressful times                     |
| 0 | 1 | 2 | 3 | 4 | If an issue does not affect me directly, I don't let it bother me        |
| 0 | 1 | 2 | 3 | 4 | I can restrain myself when I feel anger towards someone                  |
| 0 | 1 | 2 | 3 | 4 | I control urges to overindulge in things that could damage my well being |
| 0 | 1 | 2 | 3 | 4 | I direct my energy into creative work or hobbies                         |

**Social Emotional Awareness – Total:** \_\_\_\_\_

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 0 | 1 | 2 | 3 | 4 | I consider the impact of my decisions on other people          |
| 0 | 1 | 2 | 3 | 4 | I can easily tell if the people around me are becoming annoyed |
| 0 | 1 | 2 | 3 | 4 | I sense it when a person's mood changes                        |
| 0 | 1 | 2 | 3 | 4 | I am able to be supportive when giving bad news to others      |
| 0 | 1 | 2 | 3 | 4 | I am generally able to understand the way other people feel    |
| 0 | 1 | 2 | 3 | 4 | My friends can tell me intimate things about themselves        |
| 0 | 1 | 2 | 3 | 4 | It genuinely bothers me to see other people suffer             |
| 0 | 1 | 2 | 3 | 4 | I usually know when to speak and when to be silent             |
| 0 | 1 | 2 | 3 | 4 | I care what happens to other people                            |
| 0 | 1 | 2 | 3 | 4 | I understand when people's plans change                        |

**Your EQ Strengths:** Check your EQ total scores to assess your strengths and areas for improvement.

| Domain                     | Score   |
|----------------------------|---|
| Emotional Awareness        | 0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 |
| Emotional Management       | 0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 |
| Social Emotional Awareness | 0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 |

**0-24** Area for Enrichment: *Requires* attention and development

**25-34** Effective Functioning: Consider *Strengthening*

**35-40** Enhanced Skills: Use as *leverage* to develop weaker areas

(Quick Emotional, n.d.)

**References**

- Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology* 5(1). 95-110. Retrieved from: <http://php.scripts.psu.edu/users/a/a/aag6/GrandeyJOHP.pdf>
- Hein, S. (n.d). A few basic feeling words. *EQI*. Retrieved from: <http://eqi.org/eitoc.htm>
- Matsumoto, D., Hwang, S. H., Skinner, L., Frank, M. (2011). Evaluating Truthfulness and Detecting Deception. *FBI Law Enforcement Bulletin*. Retrieved from: <http://leb.fbi.gov/2011/june/evaluating-truthfulness-and-detecting-deception>
- The Quick Emotional Intelligence Self-Assessment. (n.d.). *San Diego City College*. Retrieved from: [http://www.sdcity.edu/portals/0/cms\\_editors/mesa/pdfs/emotionalintelligence.pdf](http://www.sdcity.edu/portals/0/cms_editors/mesa/pdfs/emotionalintelligence.pdf)
- The RSA (Producer). (2013). *Brené Brown on Empathy* [Video]. Available from: [https://www.youtube.com/watch?v=1Evwgu369Jw&desktop\\_uri=%2Fwatch%3Fv%3D1Evwgu369Jw&app=desktop](https://www.youtube.com/watch?v=1Evwgu369Jw&desktop_uri=%2Fwatch%3Fv%3D1Evwgu369Jw&app=desktop)
- Sigmar, L. S., Hynes, G. E., & Hill, K. L. (2012). Strategies for Teaching Social and Emotional Intelligence in Business Communication. *Business Communication Quarterly*, 75(3), 301-317. doi:10.1177/1080569912450312
- Wood, J. T. (2013). *Interpersonal communication: Everyday encounters*. (7<sup>th</sup> ed.). Belmont: Wadsworth.

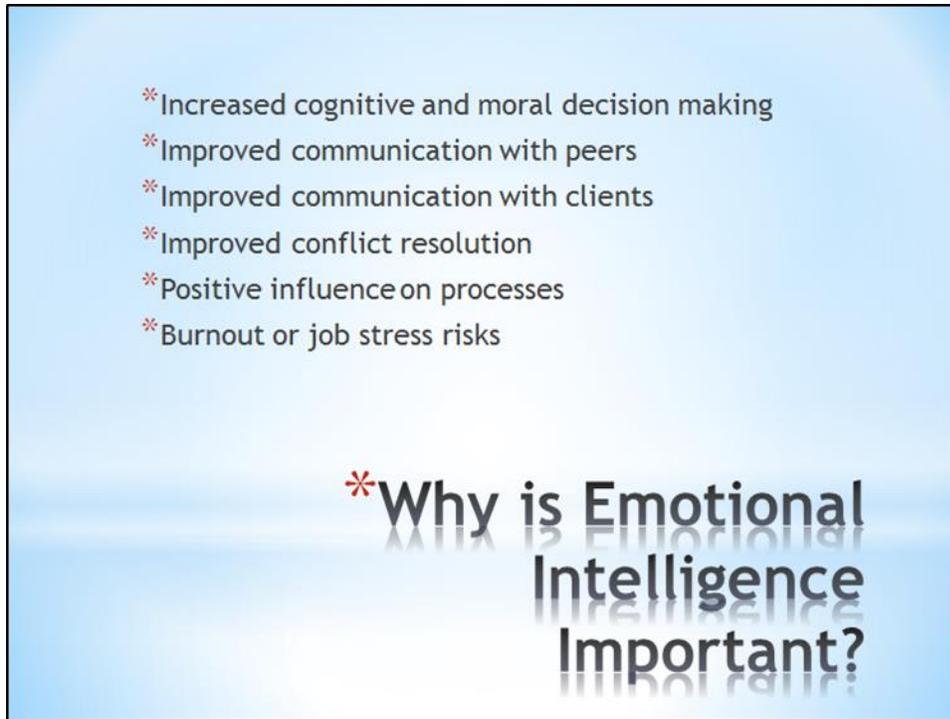
**Accompanying PowerPoint**

\*What is Emotional Intelligence?



"Why do I get the feeling that he's not willing to leave our disagreement at the office?"

Emotional intelligence is essentially the ability to recognize and control our emotions and those of others, to understand why someone is feeling what they are, to express emotion in a way productive to the conversation, to use the knowledge of our and others emotions as a motivation tool and a guide to build relationships. It allows us not only to recognize our emotions and expressions, but to see how those affect others. With high emotional intelligence, we are able to know our own feelings, know how to regulate them when dealing with others, and to improve relationships with others by recognizing their emotions (Wood, 2013).



- \* Increased cognitive and moral decision making
- \* Improved communication with peers
- \* Improved communication with clients
- \* Improved conflict resolution
- \* Positive influence on processes
- \* Burnout or job stress risks

**\* Why is Emotional Intelligence Important?**

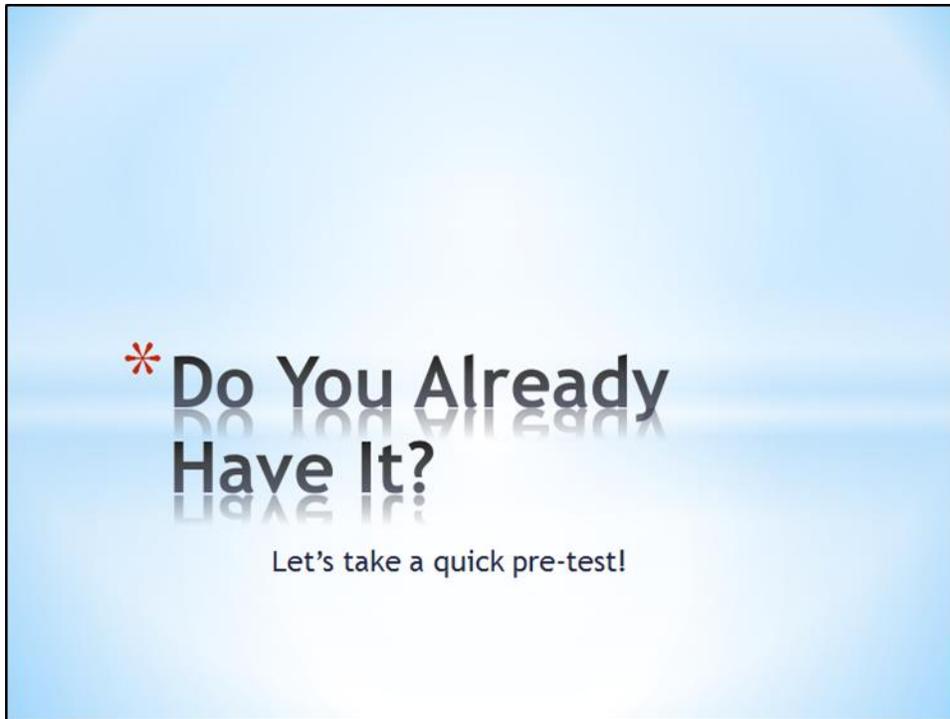
The nature of an effective interpersonal or leadership based relationship involves actively communicating with at least one other individual, and emotion inevitably arises within conversation. Failing to recognize or manage one's emotions can cause a lack of understanding, conflict, or unhappiness with self and others. Increases in emotional intelligence will benefit your interpersonal and work-related communication and relationships.

In this day and age, diversity and technology increases in the workplace have impacted work environments, and consequently the ability to work as a team and communicate effectively.

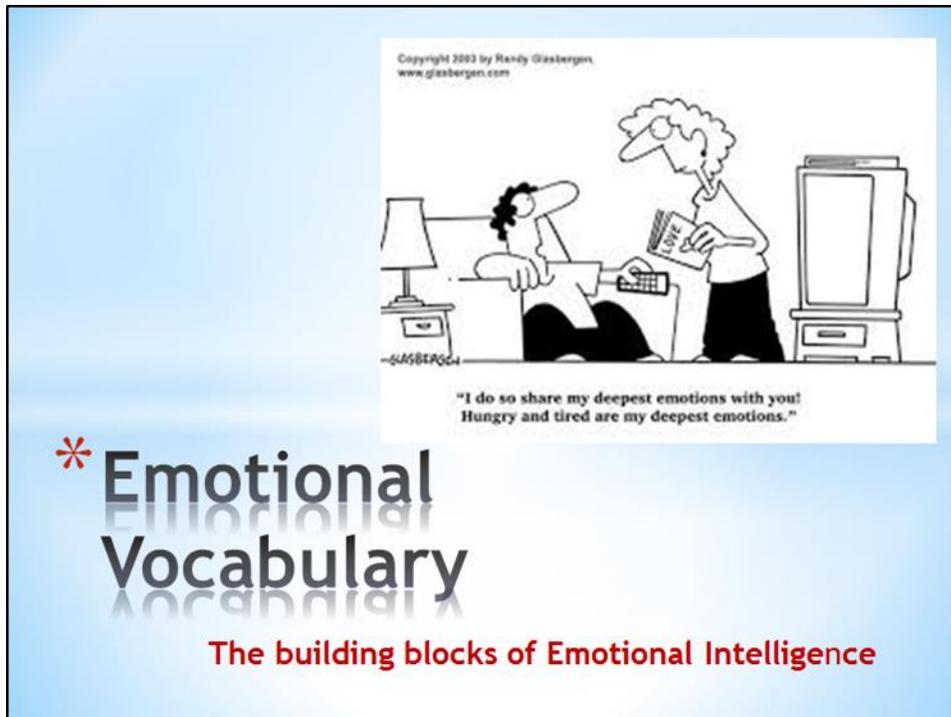
Increasing emotional intelligence will allow us to communicate better with each other in this environment, as well as with potential clients, business men and women, supervisors, etc.

Research has even shown that emotionally intelligent individuals are likely to positively impact management and strategic process (Sigmar, L. Hynes, & Hill, 2008).

Research has shown that suppressing emotions or expressing non-genuine emotions while at work can result in high levels of job stress and often, burnout (Grandey, 2000).



I have no doubt that many of you already display levels of emotional intelligence. Let's start by taking this quick assessment that we'll take again after the training. P. 27 in Participant's Guide.



Take the Emoting words pre-test. P. 14 in Participant's Guide.

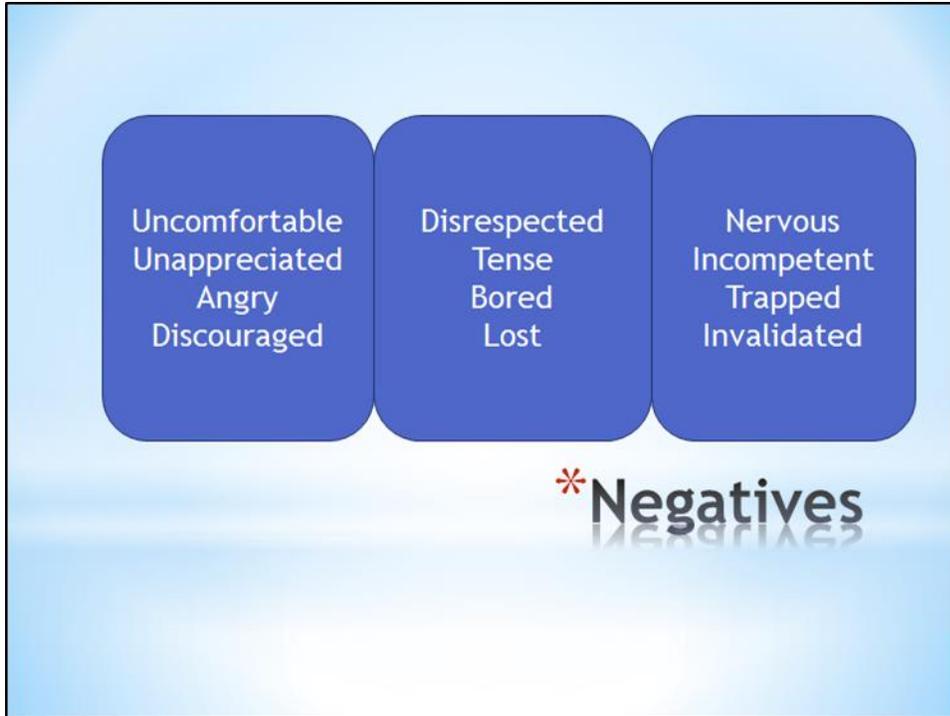
An emotional vocabulary is a building block to emotional intelligence. Research has shown that increased emotional vocabulary can alleviate the effects of negative emotions, which is extremely important in the regulation of emotion (Sigmar, Hynes, Hill, 2012).

Establishing an emotional vocabulary also allows you to improve your communication regarding emotion, which in turn will allow you to express your own emotions better, as well as better recognize the emotions of others.



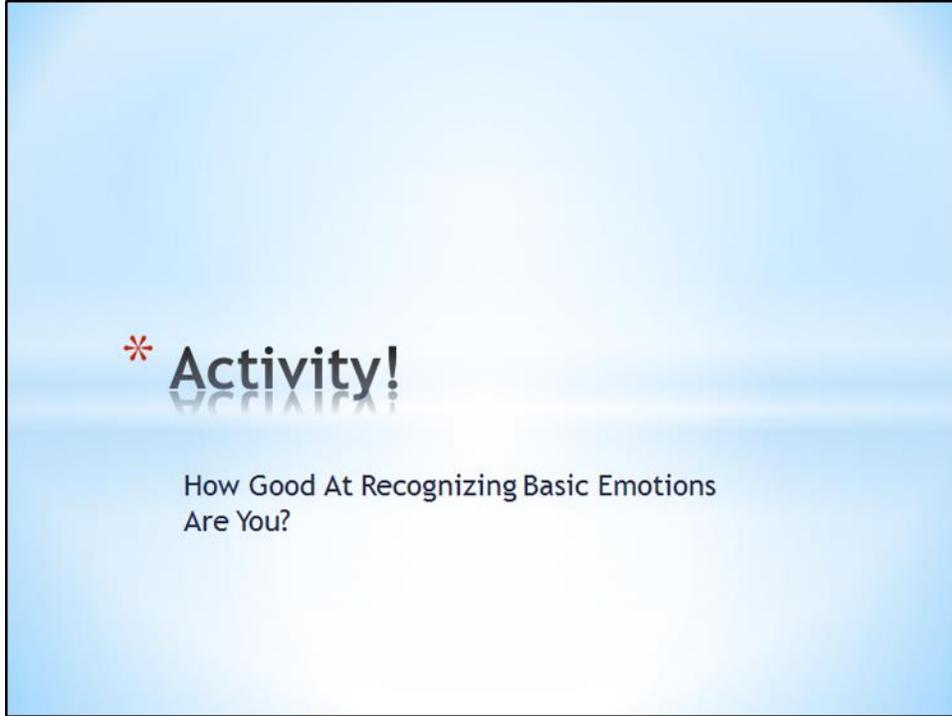
P. 15 in Participant's Guide.

Ask: Do you hear these words from your supervisor? From your co-workers? Clients? How could use of these words impact the culture of the office? (Hein, n.d.).



Also found on p. 15 in Participant's Guide.

Ask: Do you hear these words often from supervisors? Coworkers? Clients? How could use of these words impact the culture of the office? (Hein, n.d.)



Turn to p. 16 for activity.

## Can You Name the 7 Universal Facial Expressions of Emotion?



|            |       |
|------------|-------|
| *Fear      | _____ |
| *Anger     | _____ |
| *Surprise  | _____ |
| *Disgust   | _____ |
| *Contempt  | _____ |
| *Sadness   | _____ |
| *Happiness | _____ |

(Matsumoto, Hwang, Skinner, & Frank, 2011).

P.16 in Participant's Guide. Write the picture # next to the correct emotion. (Matsumoto, Hwang, Skinner, & Frank, 2011).



P. 17 in Participant's Guide

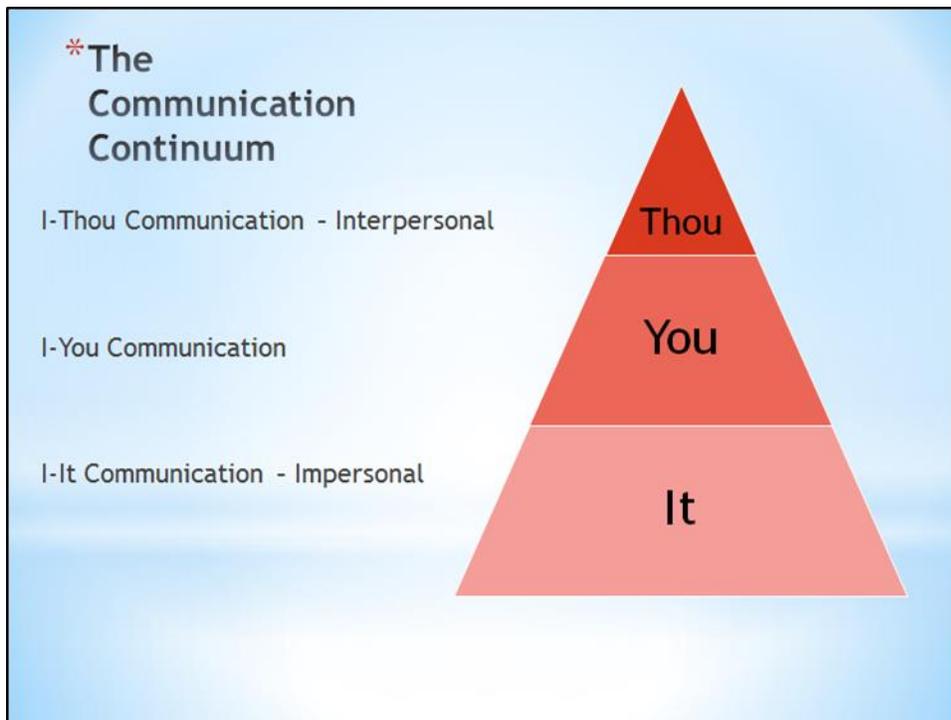
So what's the point? Being able to recognize basic emotions will allow you to learn how to react to them, how to regulate, how to empathize with others, and to direct actions and conversation in the necessary way. Use the discussion questions to ask yourselves: when I see someone begin to exhibit these very basic emotions, how does that impact my environment and conversation?

What can I do to change it?

(Matsumoto, Hwang, Skinner, & Frank, 2011).



Bathroom/snack break time. 5 min. When we come back we'll start talking about communication situations and how to regulate the emotions that come up.



P. 18 in Participant's Guide.

Bottom level: individuals are treated as a means to an end, rather than a human – a server or customer service employee.

Middle: they are more than a means to an end, but still we base our interactions with them largely on their social roles within our lives – likely coworkers, supervisors, clients. We are interacting with them because of who they are to us, rather than just who they are.

Top – truly interpersonal, the individual is unique and we care about their feelings, and feel close enough to express our own (Wood, 2013).

These levels dictate the type of communication we have, and consequently the amount of emotional expression we may or may not require. What are the benefits to each level?

At the bottom level, while we may not foster an emotionally competent relationship, we don't necessarily need to. We are not likely going to work with this person often. Middle level, is likely the most common for you. You will typically have this type of communication with your peers, clients, supervisors. Being able to competently use emotional intelligence in these relationships will allow you to have productive, efficient conversation, without too much emotion diminishing it. At the top level, you are likely communicating with close friends, family, etc. While this relationship is good, there is typically too much emotion involved to be a professional, work-relationship.

Rebecca runs into her co-worker at the coffee shop on their way to work Monday morning.

“Hi Jessica, how are you this morning?” she asks. Jessica responds by mentioning how tired she is on Monday’s, to which Rebecca commiserates about how much she wishes the weekend were a day longer.

Jessica gets her coffee, and tells Rebecca to have a great day if she doesn’t see her again.

*What kind of communication have Rebecca and Jessica entered, and were there emotional intelligence strategies used?*

P. 19 in Participant’s Guide. I-You communication. They treat each other with kindness, but do not delve into deep emotion or conversation. Rebecca empathizes with Jessica about being tired. Jessica recognizes her own emotion – tired.

John works for a large corporation, whose Human Resources department is located with headquarters in another state.

When John calls HR with a question about his benefits, the representative sounds rushed and annoyed, and asks for his Employee ID Number without asking for his name.

This interaction makes John feel as though he is just a number in this company.

He is not feeling valued as an employee or a person.

*What kind of communication has John entered, and how could increased Emotional Intelligence by HR change this communication?*

P. 19 in Participant's Guide. I-It Communication. More empathy from HR would allow the rep to recognize that John wants to feel valued as a person. The HR rep could regulate his/her emotion to sound more approachable and receptive to John's questions.

Sam has just had a death in the family, and needs to speak to his boss about taking bereavement time off.

He tries to remain professional in his conversation, but starts to get emotional as he meets with his boss. He explains that he doesn't think he will be able to perform as well as he should because of his current emotional state.

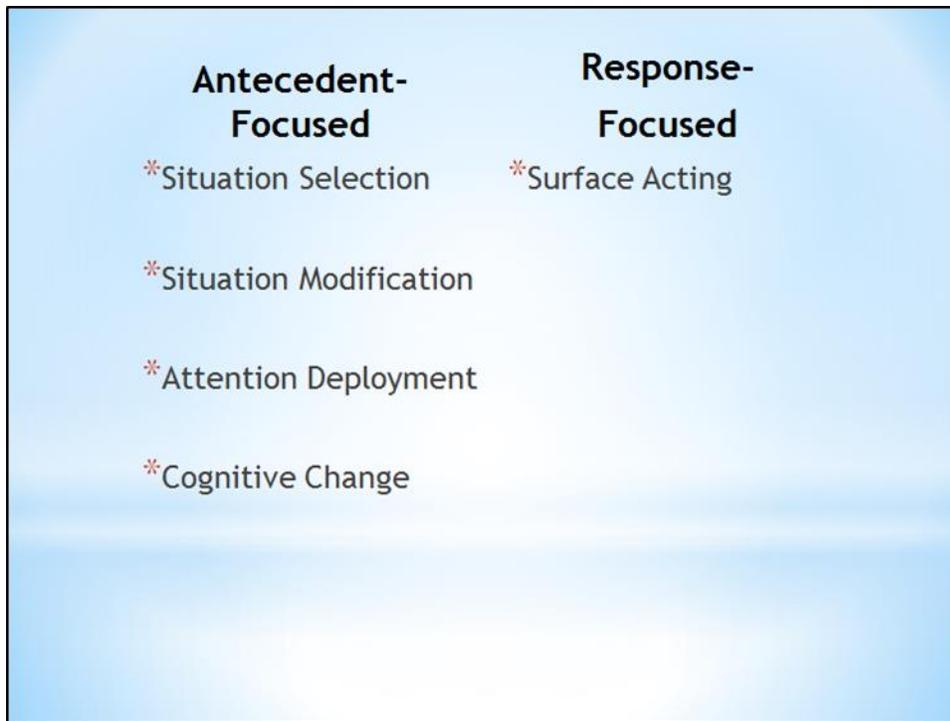
Sam feels vulnerable and nervous to be so open in front of a superior, but his boss reacts with friendly understanding, and affirms that of course he can take some time, letting him know that she understands how hard it can be.

*What kind of communication has Sam entered and what Emotional Intelligence skills were used by both parties?*

P. 19 in Participant's Guide. I-Thou Communication. Sam is using emotional awareness to inform his boss of his emotional state, and recognizes how it will impact his performance. His boss is employing empathy.



We all get angry, we all get upset, we all want to strangle each other sometimes, but we don't – do we? In those instances, you're regulating your emotions without even knowing it. But, here are a few strategies for when it gets tough...



P. 20 in Participant's Guide.

Antecedent-focused emotional regulation comes when we are able to modify the situation we are in, or our perception of the situation, before we have an emotional response. This type of regulation allows us to internally change our emotions towards a situation or person.

**Situation Selection:** We choose the situations we place ourselves in- cannot often be used – we don't always have a choice to our situation.

That is where Situation Modification comes in: We choose to change the situation we are in, by leaving or stepping away – Helpful when we are getting upset or overly emotional and can take a moment to calm down and think of the repercussions

**Attention Deployment:** Thinking about times we felt the emotion that we wish to feel, to express it in our current situation. Thinking of a happy moment when we are sad, thinking about being calm when we are angry. If our work environment is stressing us out, and we love singing, we may sing as we work to make ourselves feel better.

**Cognitive Change:** Changing the way we perceive a situation in order to change the way we feel – our co-worker is acting rude to everyone, so rather than striking out we decide to imagine that they have simply had a bad day and don't know how to express themselves. We don't take it personally.

**Response Focused:** When we want to respond with a certain emotional reaction, but instead modify that response to a more acceptable one. However, this is not modifying the way we actually feel, but the expression or response that we have. Also known as Surface Acting. We might continue to smile even though we are angry with a customer, because we cannot risk losing them. However, internalizing emotion like this too often can result in burnout and stress. Sometimes others can pick up on the non-genuine emotions (Grandey, A. A., 2000).

Sarah works at a retail store and sees a customer enter who had previously spoken discriminatorily to her.

She becomes angry when she sees this customer.

Rather than yell at the customer, Sarah goes into the break room to calm down.

*What type of Emotional Regulation did Sarah use?  
What consequences does this type of regulation come with?  
Could there have been a better way to handle this interaction?*

P. 21 in Participant's Guide. Sarah uses Situation Modification. While she did not get upset at the customer, she may have left the company unattended, which is not good. We have to make sure we can afford to leave a situation.

Jack has been having a very bad day, but the workday is almost over.

He is tired and hungry but he must attend his last meeting of the day.

When he meets with his client, he is smiling and cheerful, despite his mood.

*What type of Emotional Regulation did Jack employ?  
What consequences does this type of regulation come with?  
Could there have been a better way to handle this interaction?*

P. 21 in Participant's Guide. Jack used Surface Acting. This can cause his conversation to appear ingenuine and too much surface acting can lead to burnout and stress. While this is not a bad way to regulate, he could have also used cognitive change or attention deployment. With cognitive change he could have perceived this situation as his last one for the day, so he should be looking forward to getting home. He also could have thought about how happy he will be at home, and employ that happiness during the meeting.

Omar is on his way to meet with a group of clients when his boss stops him.

“I wanted to warn you that this group has just had a major public scandal released, and you may need to approach them lightly,” she says.

When Omar meets with the group, he notices that the group is acting very defensive with all of his questions.

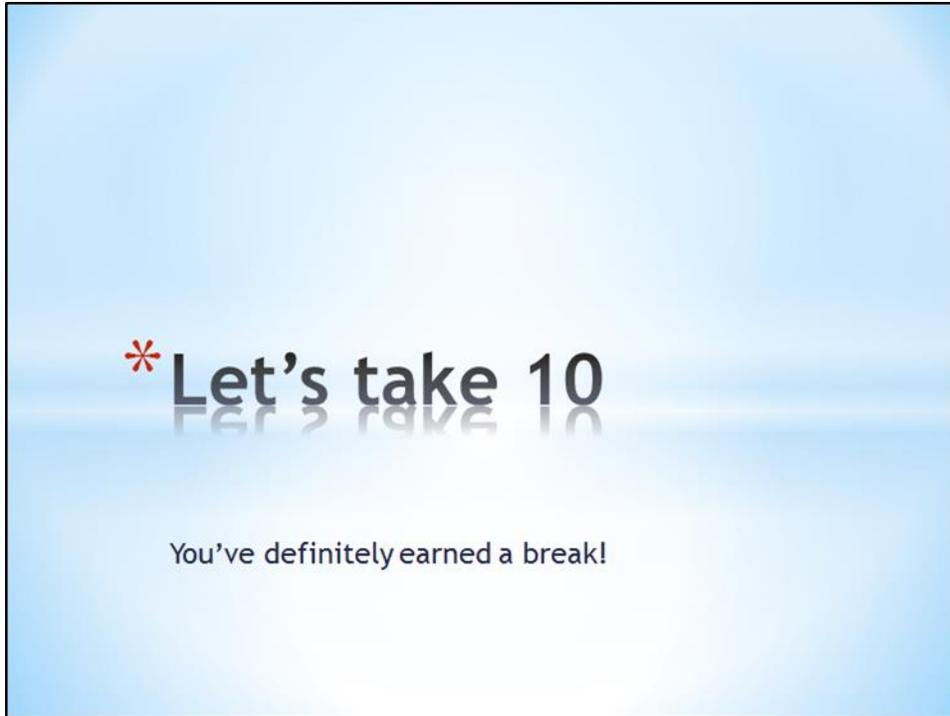
Rather than become offended, Omar looks at the group keeping in mind what his boss has told him, and acts more empathetic towards them.

*What type of Emotional Regulation did Omar employ?*

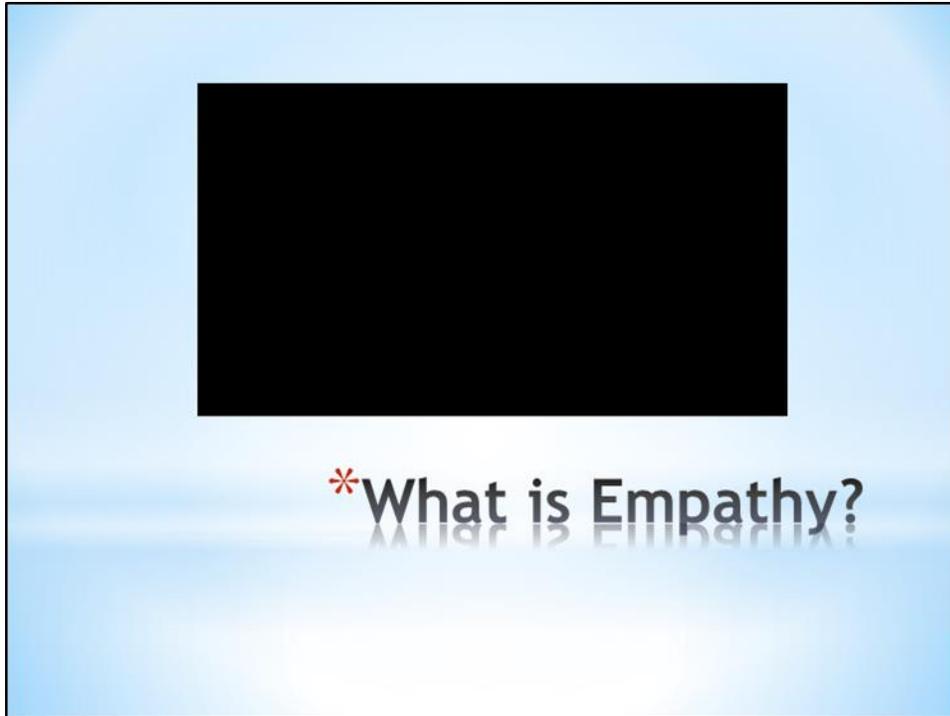
*What consequences does this type of regulation come with?*

*Could there have been a better way to handle this interaction?*

P. 21 in Participant’s Guide. He used Cognitive Change. It internalizes the change of emotion (not a bad thing), rather than just changing the outward expression. He handled the situation well.

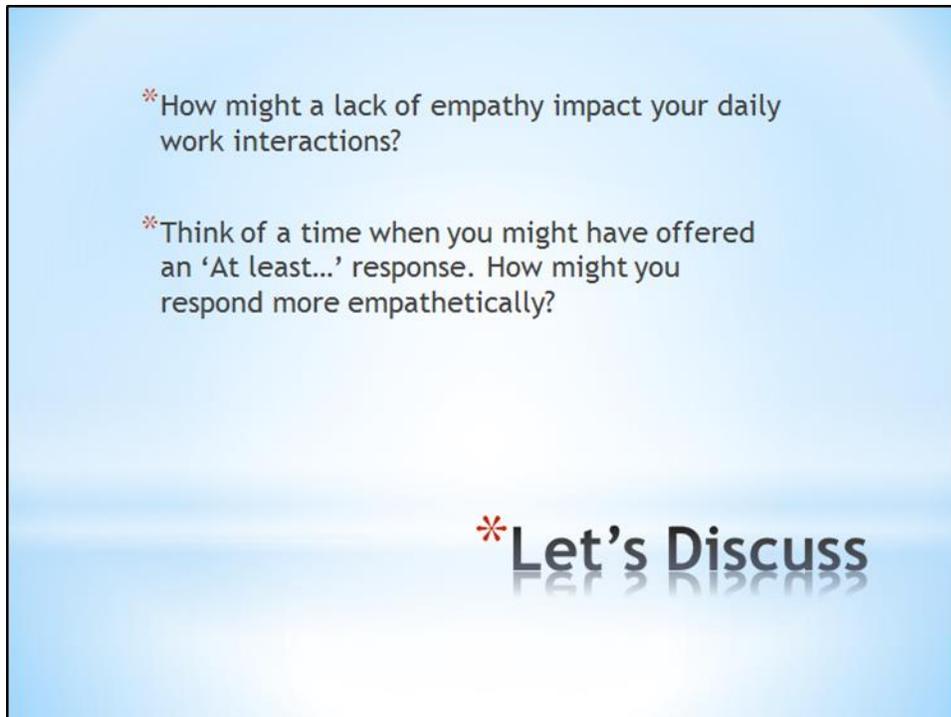


10 min. break. When we come back, we'll check out a video explaining empathy. Be available for questions.



Empathy is an important part of emotional intelligence. It allows us to recognize and understand what someone else is feeling, and even feel it with them. Brene Brown's video explains it very well. Let's watch, and then we will discuss.

[https://www.youtube.com/watch?v=1Ewgu369Jw&desktop\\_uri=%2Fwatch%3Fv%3D1Ewgu369Jw&app=desktop](https://www.youtube.com/watch?v=1Ewgu369Jw&desktop_uri=%2Fwatch%3Fv%3D1Ewgu369Jw&app=desktop)



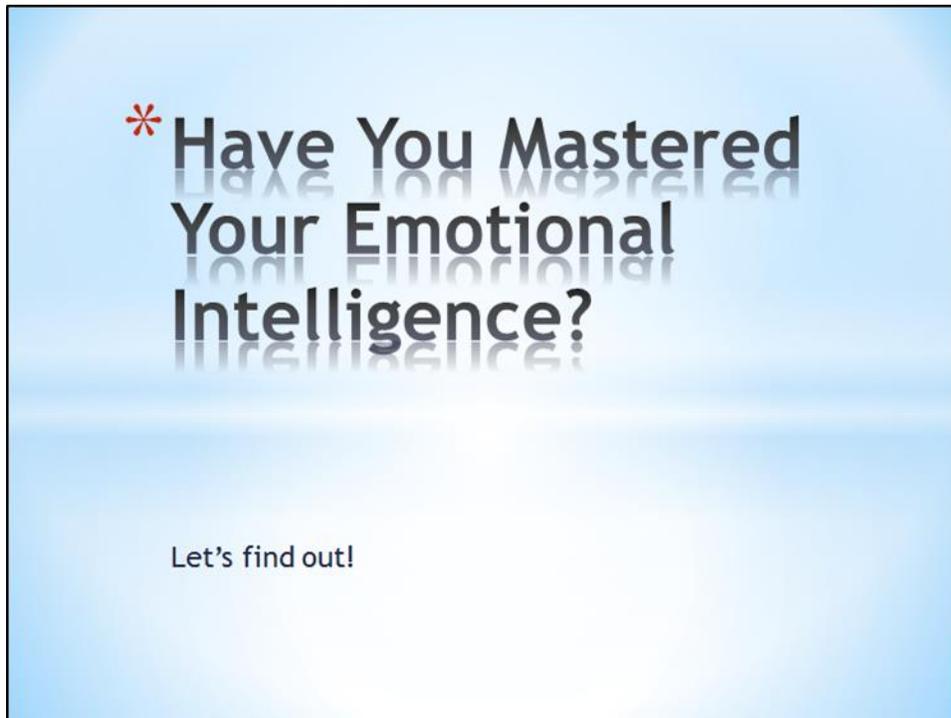
\*How might a lack of empathy impact your daily work interactions?

\*Think of a time when you might have offered an 'At least...' response. How might you respond more empathetically?

\*Let's Discuss

You might not understand how someone else is feeling and act harshly towards them, dismiss them, not fully listen to them.

Example of 'At least...': There was one instance where I was speaking with a coworker about a list of leads that she needed to contact that day. She was explaining how long the list was and how stressed it was making her. I told her, "At least the boss trusts that you can get it done, otherwise why would he give it all to you?" I thought that I was being kind, a comrade, when really this didn't make her feel any bit better. I could have said, "I see where you're coming from with that. I'm glad you trust me enough to tell me." While I may not have a solution, I am with her and there for her.



We'll start with the:

Emotional Regulation Knowledge Check – P. 23 in Participant's Guide

Then Empathy Quiz – P. 25 in Participant's Guide

Then Emoting Words – P. 26 in Participant's Guide

Then EI Again – P. 27 in Participant's Guide

Open for questions.

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