



Introduction to Emotional Intelligence

Participant Guide

This guide belongs to:

Updated
4/07/2023

Objectives:

- Define emotional intelligence.
- Understand the biological and business case for emotional intelligence.
- Recognize the four core emotional intelligence skill areas.
- Focus on specific ways to practice and improve emotional intelligence
- Identify and manage your emotions.



What are your personal objectives and goals for participating in this course?

Meet Your Learning & Development Consultant

Kate specializes in facilitating courses and workshops on topics centered around Situational Leadership, Crucial Conversations, 360 Leadership Feedback, Women in Leadership, Emotional Intelligence, and Making the Leap from Peer to Manager.



Kate completed her undergraduate degree in Psychology at Winthrop University and her Master's degree in Industrial-Organizational Psychology from Valdosta State University. She has been with UVA since 2020. She is a certified Master Trainer of Crucial Conversations, certified in EQi, Situational Leadership, and Korn Ferry Leadership Architecture.



Questions? Contact Kate at kab5ce@virginia.edu

Learning & Development's Commitment to "Level Up Consciousness"

We believe that people have the power to create inclusive teams working for the betterment of the individual, team, and UVA. Each person brings their personal experience, as well as their ability to actively listen, engage in constructive dialogue, and empower growth.

EQ is the Foundation



A little effort grows a lot!



Emotional intelligence is the foundation for critical skills.

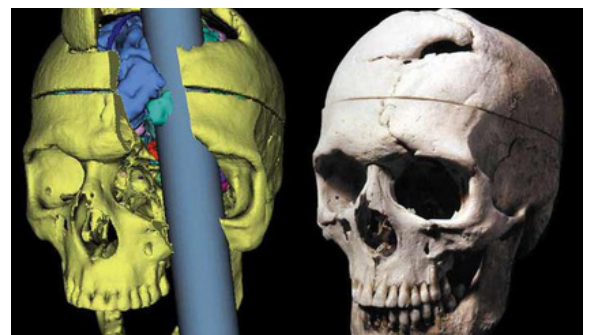
The Curious Case of Phineas Gage

- Phineas had earned his reputation as “the most efficient and capable foreman” in the company.
- He was social and was a favorite with the men he supervised.
- He was characterized as a “shrewd and smart businessman” and he “walked the talk.”



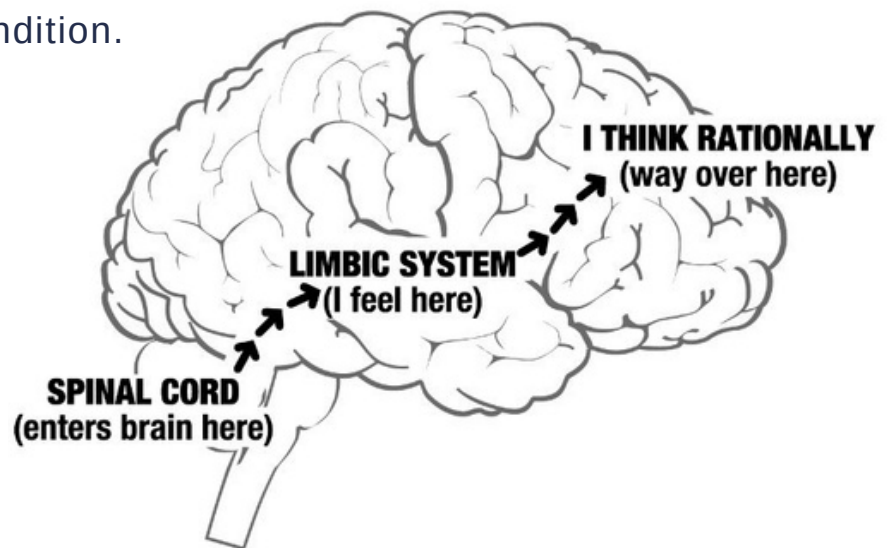
Behavior changed drastically:

- Temper
- “Cursed like a sailor”
- Gave conflicting orders as his mood changed
- Never arrived to work on time again
- “Destruction of equilibrium between his intellectual faculties and animal propensities”
- “Capricious, fitful, irreverent, impatient, vacillating”



Balance Between Rational & Emotional

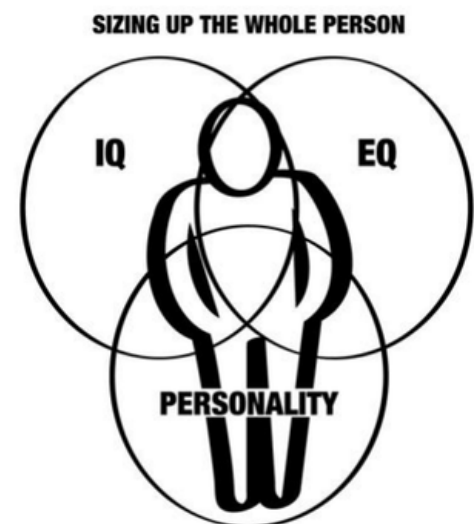
The daily challenge of dealing effectively with emotions is a critical part of the human condition.



Theoretical Underpinnings

A performance-based theory of competencies

- The origins of this theory can be traced to David McClelland's 1973 landmark article "Testing for competence rather than intelligence."
- What makes the difference between average and outstanding performers?

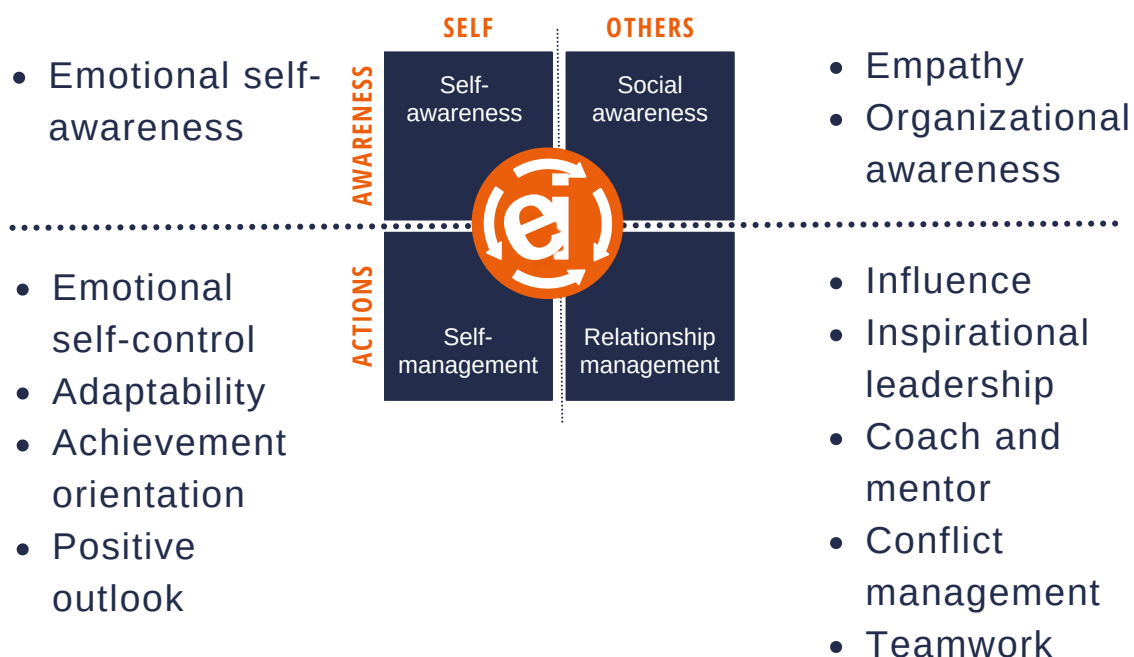


“Recognizing our own feelings and those of others, motivating ourselves, managing emotions well in ourselves and in our relationships.”

Emotional Intelligence

Daniel Goleman

Emotional and Social Competency Framework



Emotional Self-Awareness

Recognizing how your emotions impact your performance

Knowing your own inner resources, abilities, and limits

Honesty in your positive and negative biases, as well as your own strengths and weaknesses

Open to feedback

Sense of humor about yourself



Impact of Self-Awareness on Self-Management

WITH SELF-AWARENESS A PERSON HAS A 50-50 CHANCE OF DEMONSTRATING SELF-MANAGEMENT

		Self-management	
		Yes	No
Self-awareness	Yes	49%	51%
	No	4%	96%

N = 427, p < .001 (Burckle and Boyatzis, 1999)

WITHOUT SELF-AWARENESS A PERSON HAS VIRTUALLY NO CHANCE OF DEMONSTRATING SELF-MANAGEMENT

Impact of Self-Awareness on Social awareness

WITH SELF-AWARENESS A PERSON HAS A 38% CHANCE OF DEMONSTRATING SOCIAL AWARENESS

		Social awareness	
		Yes	No
Self-awareness	Yes	38%	62%
	No	17%	83%

N = 427, p < .001 (Burckle and Boyatzis, 1999)

WITHOUT SELF-AWARENESS A PERSON HAS A 83% CHANCE OF LACKING SOCIAL AWARENESS

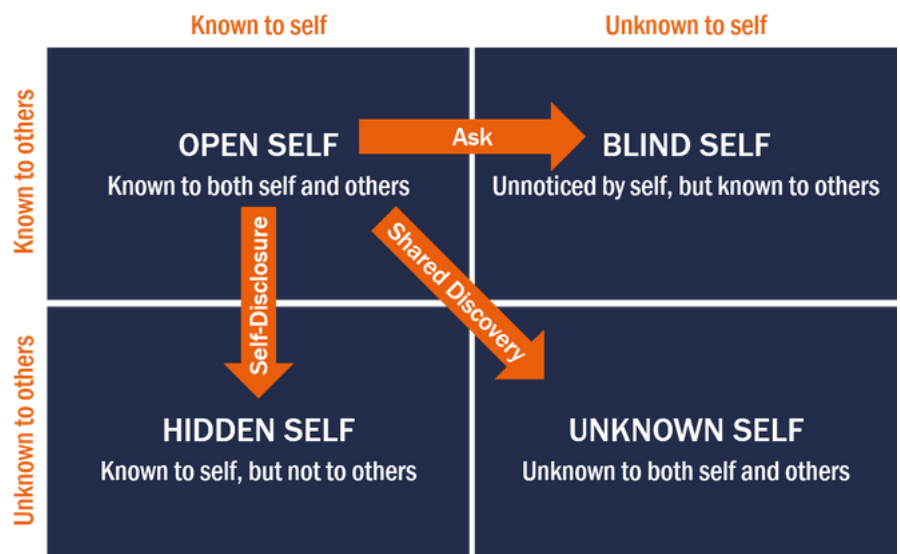
Self-Awareness Strategies

1. Quit Treating Your Feelings as Good or Bad
2. Observe the Ripple Effect from Your Emotions
3. Lean into Your Discomfort
4. Feel Your Emotions Physically
5. Know Who & What Pushes Your Buttons
6. Keep a Journal about Your Emotions
7. Stop & Ask Yourself Why You Do the Things You Do
8. Visit Your Values
9. Spot Your Emotions in Books, Movies, & Music
10. Seek Feedback



Johari Window

Self-Awareness Requires Feedback



Self-Management

Managing ourselves

Emotional Self-Control:
Keeping disruptive emotions and impulses in check

Adaptability:
Flexibility in handling change

Motivating ourselves

Achievement Orientation:
Striving to meet or exceed a standard of excellence

Positive Outlook:
Persistence in pursuing goals despite obstacles and setbacks



Self-Management Strategies

1. Breathe Right
2. Create an Emotions V Reasons List
3. Make Your Goals Public
4. Count to Ten
5. Sleep On It
6. Set Aside Some Time in Your Day for Problem Solving
7. Take Control of Your Self-Talk
8. Visualize Yourself Succeeding
9. Clean Up Your Sleep Hygiene

Social Awareness

Empathy:
Sensing others' feelings and perspectives
Taking an active interest in their concerns

Organizational Awareness:
Reading a group's emotional currents and power relationships



Social Awareness Strategies

1. Greet People by Name
2. Watch Body Language
3. Make Timing Everything
4. Clear Away Clutter
5. Live in the Moment
6. Go on a 15 minute Tour
7. Watch for EQ in the Movies
8. Practice the Art of Listening



Relationship Management

Influence:

Having a positive impact on others

Inspirational Leadership:

Inspiring and guiding individuals and groups

Coach and Mentor:

Taking an active interest in others' development needs and bolstering their abilities

Conflict Management:

Negotiating and resolving conflict

Teamwork:

Working with others toward a shared goal



Social Awareness Strategies

1. Be Open and Curious
2. Enhance Your Natural Communication Style
3. Build Trust
4. Have an "Open Door" policy
5. Acknowledge the other person's feelings
6. Explain your decisions, don't just make them
7. Tackle a Tough Conversation

Scenario A

You've worked with Bethany for over a year now and are concerned that she doesn't pull her weight.

You work on a team that is largely self-managed. The culture on your team is to address things with your peers before taking concerns to your leader, so you know the best course of action is to talk to Bethany first.

While others on the team manage multiple projects and juggle tight deadlines, Bethany handles one project at a time, never volunteers for anything extra, and is rarely available to pitch in when others need help. She does seem to have plenty of time to manage her personal affairs during the workday, however. She makes and receives a lot of phone calls that are obviously not business related, and she takes a long lunch at least once a week for some personal appointment or errand.

You're frustrated and need to talk to her.

Scenario B

You have a good relationship with Jamal after years of working on the same team. However, Jamal struggles to separate "work" from "personal" time.

Nearly every day, he stops by your work area with a legitimate work-related question.

But before you know it, he's been chatting for half an hour about his personal life – keeping you entertained with funny stories or seeking your advice on the latest drama. Even his work requests have started to consume too much of your time.

While you are happy to collaborate, Jamal takes it too far.

It seems he wants you to review all his work and to brainstorm with him on projects, before he really gives any thought to the issues on his own. You need to handle this carefully, as you honestly value Jamal as a colleague and a friend – but it's clearly time to re-set expectations.

Scenario C

Alexis is the senior member of your team, and she's quite good at her work.

Your manager sees her as a "star" and typically assigns new employees to work closely with her until they are up to speed. She seems to have taken this "mentor" role to heart and has appointed herself as your mentor as well.

She is quick to offer advice or constructive criticism of your work. Even when she's complimenting you on a job well done, it feels a bit patronizing – not as if it's coming from a peer but from someone who feels superior to you. It's not that you have nothing to learn from Alexis – it's just that you believe she could also learn from you.

You've been in this field for many years and have a long list of accomplishments yourself. You'd like to work with her as a peer but need her to understand that you deserve her respect.

Scenario D

You and Todd have become pretty good friends at work, and you share many of the same opinions.

You tend to take breaks together, and even go out to lunch once or twice a week to talk about work. He is confident and outgoing, sometimes even brash – whereas you are quieter and more reserved. He definitely gets more attention in a group situation than you do!

You have been comfortable with this relationship until recently, when you overheard one of your colleagues commenting that "Todd speaks for both of them, you know." Can it be true that others see you as lacking in confidence, or that people believe you hide behind him? Since then, you've noticed that when Todd speaks up in staff meetings, he often includes you in his statements.

This morning, as you were trying to explain your opinion to your manager, Todd stepped in and took over the conversation.

Scenario E

Lynn is one of those people you would prefer to avoid – but you can't since she works right next to you!

She seems to walk around with a dark cloud over her head, exuding negative energy.

When things are going well at work, she pretty much keeps to herself and gets her work done. When the slightest thing changes, though, or when a decision is made that she doesn't agree with, she drains everyone around her with her constant complaining.

Your department has been struggling with some organizational changes, and this has sent Lynn into a tailspin for weeks on end. Because you sit next to her, you often bear the brunt of her tirades.

Lately, you can't even get your work done because she takes so much of your time and energy.

Scenario F

Robert is a good guy and someone you've worked with for a couple of years.

In the last few months, you've been paired up with one another for several projects. You have complementary skills, and your manager is pleased with the results that the two of you have been able to achieve together.

The problem is that you feel like you have to be in the "driver's seat" all the time. Robert has great ideas and always leaves planning sessions with a lot of energy and enthusiasm. But he fails to follow through.

You've noticed that you don't really trust him anymore when he says he's going to do something. It seems like he never gets anything accomplished unless you push him, follow up, set deadlines, and so forth. You are naturally organized, but you don't want to be a babysitter.

Scenario G

Liz is your co-worker. For the past several months you and Liz have been working together on a project.

This project gives you an opportunity to increase your visibility in the organization as well as participate in an exciting organizational venture into green initiatives – something you care about deeply.

The challenge you have is that Liz's work is substandard. She appears to pay little attention to detail and often provides work that has grammatical and factual errors that should have been easily caught. It is not usually a big deal when these errors are in her correspondence to you, but twice now there have been errors in the communication to others.

Because you are both working with tight deadlines, you don't always have the chance to proofread her work – nor do you think this should be necessary. However, everything in the project shares both of your names; you are fearful that her sloppy work will have a negative impact on the projects and your success.

Engaging In Emotional Intelligence

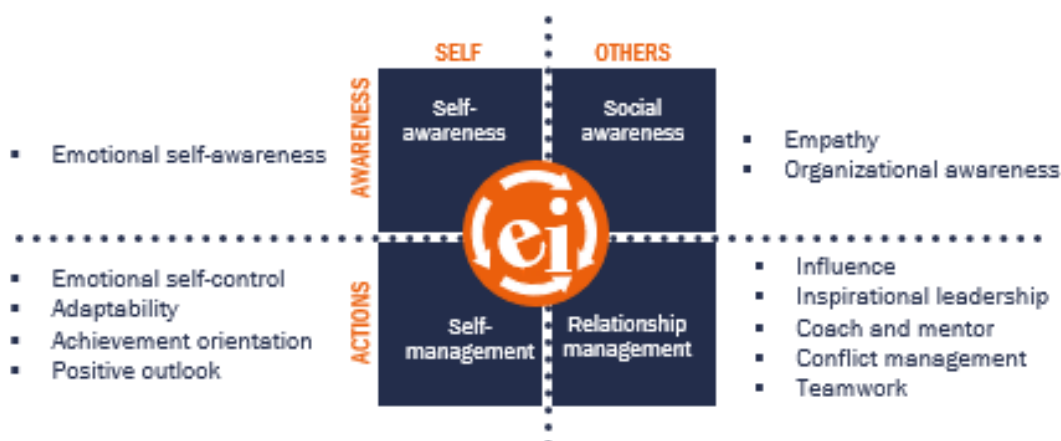
“Recognizing our own feelings and those of others, motivating ourselves, managing emotions well in ourselves and in our relationships.” – Daniel Goleman

Exercise goal: To understand what the competencies mean, it is important to think of them in terms of their behaviors. To help you do this, based on your personal goals and areas for growth, choose one or two areas of the EQ framework (emotional self-awareness, social awareness, self-management, and relationship management) and through mindful practice, utilize the action planning questions and development ideas provided to operationalize the emotional and social competency framework and bring attention to the competencies.

Instructions:

- Working individually, you will determine the area you want to focus on. This can be determined either through the outcome of your EQ Self-Assessment or based on an area of personal interest.
- Based on your determined area of focus, answer the action planning questions related.
- Throughout the two weeks, take a brief pause (daily if possible), to determine how your behaviors either showcase the presence or absence of the competency. You can record this in the provided notes area.
- As you continue to develop this competency, choose 1-2 developmental ideas to support your continued growth.

Emotional and Social Competency Framework



SELF-AWARENESS

Competency: _____



Action Planning

What I observe ... *Self-awareness*

In which situations would an awareness of my emotions be helpful?

What can I do to better notice these emotions?

Which competencies do I need to develop?

Development Ideas: Self-Awareness

Keeping a journal where you record the most emotionally powerful events of your day.

As you recall these events, you might like to ask yourself questions such as:

- What was the emotion I was feeling? Give it a specific name.
- What shade of that emotion was I feeling? (e.g. anger can be frustration, irritation, annoyance, fury, etc.)
- How do I know this was the emotion I was feeling? (what signaled the emotion?)
- How did this feeling affect my behavior?
- What was the impact on others of the way I expressed this emotion?
- To what extent does this represent a pattern in my behavior?
- Make a list of your emotional 'triggers'



Self-awareness

Practice various forms of meditation (including simple breathing exercises)

Mindfulness training <https://med.virginia.edu/mindfulness-center/>

Behavioral examples of this competency in action:

SELF-MANAGEMENT



Competency: _____

Action Planning:

What I do ... *Self-management*

How do my emotions influence my thoughts?

How do my emotions influence my behaviors?

Development Ideas: Self-Management

Analysis: Stop and analyze your emotions, thoughts and behavior (in the moment where possible, or by reflecting back on a situation). This reflective process may make it easier to choose how you react in a future similar situation or interaction. What was it about the situation that triggered this emotion? (consider the influence of past experience, habitual patterns etc.)

Press the mental 'pause' button: When you sense an emotional trigger kicking in, you can pause or shift your thinking and reactions by counting to ten or focusing on prepared distracting thoughts, e.g. "I don't need to react to this right now." You might even like to visualize yourself pressing a 'pause' button.

Take time out: Get away from a difficult situation for a short time, get some exercise, drink water, or breathe deeply until you are feeling more in control of the emotion.

Get feedback from others about how you display emotions and the impact this has (e.g. your face might be more expressive than you realize).

Consciously alter your facial expression and posture, and focus on relaxing tense muscles (research has shown that if you make movements on your face to represent a certain emotion, this triggers changes in your physiology – body and brain – and can actually cause you to experience the emotion).

Behavioral examples of this competency in action:

SOCIAL AWARENESS



Competency: _____

Action Planning

What I observe ...*Social awareness*

What can I do to become more aware of the impact I can have in the way I express my emotions?

How can I improve my awareness of the reactions I observe in others?

Development Ideas: Social Awareness

Observe the signals:

Learn about how key emotions tend to be displayed via facial expressions (there is a large body of research on this area – for example, Paul Ekman’s work).

Observe the other person’s facial expression and the tone and inflection of their voice.

Remember: in terms of what we observe in someone else, their facial expressions and other cues may enable us to identify that they’re experiencing a particular emotion, but we can’t assume that we therefore know what is generating the emotion.

Practice empathy:

Put yourself in the other person’s shoes and try to understand where they are coming from.

Listen carefully.

Check your assumptions by asking questions or reflecting your understanding. Be cautious about assuming that your interpretation of what the other person is experiencing is accurate. Ask:

How is this impacting you?

From what I’m hearing, it comes across as ...

Behavioral examples of this competency in action:

RELATIONSHIP MANAGEMENT



Competency: _____

Action Planning

What I do ...*Relationship management*

Reflect on your role, work environment, and the interpersonal situations you need to be able to constructively deal with and the relationships with others you need to effectively manage.

Which competencies can I develop to better manage these situations and relationships?

Development Ideas: Relationship Management

Respect the individual's right to their emotions, opinions etc., even if you disagree with them, by:

- Maintaining eye contact
- Presenting a neutral body posture
- Asking questions and actively listening to the responses
- Paying attention to the words/terminology you use

Reflect on situations where your approach has worked, and note what you did that may have contributed to the successful outcome. Wherever possible, get feedback from others who were involved about what worked specifically, and what you could have done differently.

Behavioral examples of this competency in action:

NOTES



ADDITIONAL RESOURCES

Check out the resources in our Learning & Development Catalogue.

The catalogue is full of great resources for your on your learning journey. If you are a new manager we recommend reviewing our leadership competencies.

This session supports the leadership competencies related to: Instills Trust, Demonstrates Self-Awareness, Communicates Effectively



Microlearning

Workplace success depends not only on how smart or knowledgeable we are but also on how well we recognize and respond to our own emotions and to the emotions of others. Your emotional intelligence (EQ), like your intellectual intelligence (IQ), contributes to your success and to the effectiveness of your groups.

This topic contains three microlearning videos:

- Intro to EQ: Influence explores one's ability to influence and more specifically, how emotional connection breaks down barriers and changes minds.
- Intro to EQ: Self-Awareness provides brief overview of emotional self awareness, the initial starting place of emotional intelligence.
- Intro to EQ: How Our Brains Link Emotion & Behavior explores how our brains link emotion & behavior.

Podcast: Psychology Today

Mindfulness and Emotional Intelligence with Daniel Goleman

In this chat with Daniel Goleman, who is an internationally known psychologist and a leading expert on EQ, this session covers competency modeling for emotional intelligence and how mindfulness training can affect neuroplasticity and creativity.



ADDITIONAL RESOURCES

Class: EQ in Action

Approximately 36% of people are able to accurately identify their emotions as they happen. Practice skills to help you develop robust relationships, solve problems using both logic and feelings, maintain an optimistic and positive outlook, cultivate flexibility in stressful situations, help others express their needs, respond to difficult people and situations calmly and thoughtfully and respond to change with grace and optimism.

Intro to EQ is a prerequisite for this class.

Johari Window

The Johari Window was invented by Joseph Luft and Harrington Ingham in the 1950s as a model for mapping personality awareness. By describing yourself from a fixed list of adjectives, then asking your friends and colleagues to describe you from the same list, a grid of overlap and difference can be built up.

EQi Self Assessment / EQi 360 Assessment / EQi Leadership Assessment

The Emotional Quotient 360 (EQ 360) is an emotional intelligence assessment that allows leaders to receive feedback from peers, managers, direct reports, and others on how they leverage their emotional intelligence. Your L&D/ OD team can support you in understanding if you should engage in one of these activities. There is a cost associate with these assessments. For more information, put in a [request for services](#).