

EMOTIONAL INTELLIGENCE



McAndersen

McAndersen International Limited



Career Development Series

Emotional Intelligence

TABLE OF CONTENTS

<i>How to Use This Guide</i>	1
<i>Session One: Course Overview</i>	2
<i>Session Two: History of Emotional Intelligence</i>	6
<i>Session Three: Emotional Intelligence Defined</i>	12
Definitions and Thoughts.....	12
Making Connections	14
<i>Session Four: EI Blueprint</i>	15
<i>Session Five: Optimism</i>	17
What is Optimism?.....	17
ABC's of Optimism	18
Pessimism vs. Optimism.....	20
Adversities.....	21
<i>Session Six: Validating Emotions in Others</i>	22
<i>Session Seven: Understanding Emotions</i>	24
The Seven Human Emotions	24
Positives and Negatives	27
The Emotional Map.....	28
<i>Session Eight: Setting Your Personal Vision</i>	29
Defining Your Principles	29
Understanding Your Values	31
Considering Your Strengths and Talents	35
What's Standing in Your Way?.....	36
Think in Terms of Relationships	37
Creating Your Vision Statement.....	40
<i>Recommended Reading List</i>	42
<i>Post-Course Assessment</i>	43
<i>Pre- and Post-Assessment Answer Keys</i>	Error! Bookmark not defined.
<i>Personal Action Plan</i>	45

How to Use This Guide

This Self-Study Guide is designed and laid out in a way that will guide student learning much in the same way that an instructor would. This workbook is comprised of modules called *Sessions*. Each Session focuses on a major concept in the course.

In each *Session*, we have included short-answer and (in some instances) multiple-choice questions which relate directly to the session material. Throughout the guide, you can take the opportunity to internalize what you have learned by completing various self-reflection exercises.

Session One: Course Overview

Course Overview

Emotional intelligence, also called EQ, is the ability to be aware of and to manage emotions and relationships. It's a pivotal factor in personal and professional success. IQ will get you in the door, but it is your EQ, your ability to connect with others and manage the emotions of yourself and others, that will determine how successful you are in life.

We have all worked with and listened to brilliant people. Some of them were great and... well, some were not so great. The mean and the meek and all those in between can teach us more than they realize. When we look at the truly extraordinary people who inspire and make a difference you will see that they do this by connecting with people at a personal and emotional level. What differentiated them was not their IQ but their EQ – their emotional intelligence. This course will help you develop your emotional intelligence.

Learning Objectives

After you complete this course, you will be able to:

- Understand what emotional intelligence means
- Recognize how our emotional health and physical health are related
- Learn techniques to understand, use, and appreciate the role of emotional intelligence in the workplace
- Understand the different emotions and how to manage them
- Create a personal vision statement
- Understand the difference between optimism and pessimism
- Validate emotions in others

Why did you take this course? Use this opportunity to consider your personal learning objectives and reasons for taking this course.

Session Two: History of Emotional Intelligence

Emotional intelligence and its value in the workplace is well understood. However, it remains a hot topic for discussion as people continue to do research and work within the field.

In this session, you'll learn about the history of EI, including the names of key scholars and the work that they have done.

1848: Phineas Gage – Emotional Center

In Antonio R. Damasio's book *Descartes' Error* he describes the case of Phineas Gage, a construction foreman who in 1848 survived a freak accident in which a 3 ½ foot iron rod passed through his head. Although Gage's intellectual capacity was not affected, his emotional center (the prefrontal cortex) was damaged. He was no longer able to make good decisions since he lacked his emotional center.

1875: Charles Darwin – The Expression of the Emotions in Man and Animal

Charles Darwin made the observation that in man and animals, the expression of emotions was similar. He was the first to posit that emotions were universal. Although the idea was dismissed by anthropologist Margaret Mead who believed that the expression of emotions changed from culture to culture, we now understand (through the work of people like Paul Ekman, author of *Emotions Revealed*) that emotions among humans are universal although the cultural display of emotions is not.

1936: Robert Thorndike – Social Intelligence

During World War II, Robert Thorndike worked as a psychometrician and was an Air Force Major. At the time, testing for pilots and bombardier crews was ineffective. Thorndike's work included analyzing multiple abilities and developing more subtle techniques to test aircrew performance.

1940: David Wechsler, Ph.D. – Nonintellectual Intelligence

David Wechsler is best known for having developed tests that measure intelligence, such as the Wechsler Adult Intelligence Scale (WAIS). He was responsible for developing the 100 point scale in intelligence testing. However, he also acknowledged and paid attention to the non-intellective abilities such as affective, personal, and social factors. He proposed that those non-intellective abilities were largely responsible for predicting success in life.

1972: Paul Ekman – Study of Emotion in the Human Face

In 1965, Paul Ekman was a graduate student and he received a grant to do cross-cultural studies of nonverbal behavior. He started the project believing that expression and gestures were something we learned from those around us. He asked a revered group of research psychologists and cultural anthropologists for advice, including people such as Margaret Mead, Gregory Bateson, Edward Hall, Ray Birdwhistell, and Charles Osgood.

Ekman is reported to have remembered that Charles Darwin had made the opposite claim, but reportedly did not read Darwin's book, because he was so convinced that Darwin was wrong. Ekman travelled to Papua, New Guinea and discovered that what Charles Darwin said was true. He went on to map all of the emotions on the face in work that is often referred to in police investigations, by human resources interviewers, and others. His work was also relied upon heavily in the short-lived TV show "Lie to Me."

1972: Candace Pert – Molecules of Emotion

Candace Pert wrote the book *Molecules of Emotion* and was the first to discover that emotions create a chemical change in the body that affects our health.

1973: Peter Sifneos – Alexithymia

Alexithymia literally means no words for emotion. In 1973, psychotherapist Peter Sifneos found that psychosomatic patients tended to have documentable constriction in emotional functioning, a "poverty of fantasy," and an inability to find appropriate words to describe emotions.

1983: Howard Gardner – Multiple Intelligences

Howard Gardner formulated a list of seven intelligences. The first two have been evaluated and applied in terms of education and schooling, the next three often applied to the arts, and the last two often used in terms of our ability to work with others, and then to understand ourselves.

- Linguistic intelligence (involving language abilities)
- Logical-mathematical intelligence (involving analysis and math skills)
- Musical intelligence
- Bodily-kinesthetic intelligence (involving mental and physical co-ordination)
- Spatial intelligence (involving pattern recognition skills)
- Interpersonal intelligence (involving the ability to work with others)
- Intrapersonal intelligence (involving the ability to understand oneself)

Making Connections, Part One

Where is your highest intelligence based on the seven intelligences of Gardner?

What do you do in your workplace that reflects your highest intelligence?

Making Connections, Part Two

Why do you do this?

Why is that (the answer to the first question) important?

What about (the answer to the second question) that really matters to you?

What is one action or feeling you could have at work tomorrow that would make (the answer to the third question) more a part of your day's work?

1983: Robert Sternberg – Non-Academic Intelligence

Psychologist Robert Sternberg believes that the focus on specific types of measurable mental abilities is too narrow. He believes that studying intelligence in this way leads to an understanding of only one part of intelligence and that this part is only seen in people who are school smart or book smart.

1983: Reuven Bar-On – Coined Term EQ and Created EQ-i®

Reuven Bar-On is a pioneer and internationally acknowledged expert in emotional intelligence. He has been involved in defining, measuring, and applying this concept since 1980, and was responsible for the term EQ as well as creating the EQ-i®, which is the first measure of emotional intelligence to be published. He co-edited the *Handbook of Emotional Intelligence* in 2000. His work has been described in encyclopedias, books, and articles.

1989: Peter Salovey and Jack Mayer – Emotional Intelligence as an Intelligence

In 1990, two American psychologists (Dr. Jack Mayer and Dr. Peter Salovey) were having a conversation about Gary Hart, a current political candidate who (although brilliant) seemed to consistently mess up because he couldn't manage his emotions. He would misread situations and react in ways that did not help his political career. They purported that if there was a cognitive intelligence or IQ then there must be an emotional intelligence (sometimes known as EQ). They wrote a white paper article on emotional intelligence based on their findings.

1995: Daniel Goleman – Book on Emotional Intelligence

With a Ph.D. from Harvard, Dr. Daniel Goleman was working as a science writer for the New York Times. He chanced upon the whitepaper article written by Dr. Mayer and Dr. Salovey and he was intrigued by the concept.

Goleman sums up his position like this: "... emotional and social skills give people advantages in realms where such abilities make the most difference, like love and leadership. EI trumps IQ in 'soft' domains, where intellect matters relatively little for success." (Source: <http://www.danielgoleman.info/when-emotional-intelligence-does-not-matter-more-than-iq/>)

This means that in a competitive marketplace, and where intelligence levels are equal, EQ can be the determining factor for success.

1997: MHS – Publishes Bar-On EQ-i®

In 1997, Multi-Health Services (MHS) published the first fully validated test on emotional intelligence that was developed by Dr. Reuven Bar-On. Since that time many tests have been developed. The Bar-On EQ-i still remains the most widely used and highly validated test of social and emotional functioning.

2001: MSCEIT is published

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is the first published EI ability-based test. It uses the Multifactor Emotional Intelligence Scale (MEIS) to evaluate the four branches of emotional intelligence.

Session Three: Emotional Intelligence Defined

If you have the opportunity, we recommend that you explore different research about emotional intelligence in order to further your understanding. This course presents several researchers who have done some fascinating work. Complete texts are available in the Recommended Reading List.

In this session, you'll learn some definitions related to emotional intelligence and meet some of the primary experts in the field.

Definitions and Thoughts

Defining Emotional Intelligence

Emotional intelligence is our ability to:

- Accurately identify emotions in ourselves and others
- Understand and manage emotions
- Use and effectively communicate emotional feelings

To help us understand these concepts, let's look at some thoughts from the experts.

Reuven Bar-On, Ph.D.

“Emotional intelligence is an array of personal, emotional, and social competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.”

John Mayer, Ph.D. and Peter Salovey, Ph.D.

“[Emotional intelligence is] the ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and/or generate feelings when they facilitate thought (use); and the ability to regulate emotions in ways that assist thought (manage).”

Mayer and Salovey also developed the PUUM Model:

- Perceive
- Use
- Understand
- Manage

Daniel Goleman

“Emotional intelligence is the capacity not only to be aware of and able to express our emotions but to manage and moderate them effectively too. Emotional intelligence is what prevents anger from turning into rage and sadness into despair.”

The Six Seconds Model

Another way of thinking about emotional intelligence is the Six Seconds model:



Making Connections

What do the definitions of emotional intelligence have in common?

How are they different?

Come up with your own definition of emotional intelligence.

Session Four: EI Blueprint

Have you ever used a blueprint before? You may have seen them if you are involved in construction, and they are very similar as a research and teaching tool.

In this session, you'll learn some very helpful skills and tools that will help you to develop your own fluency with emotional intelligence.

Instructions

Review the reflective questions for each aspect of the emotional intelligence blueprint. Then, outline the skills and concepts involved in each aspect.

Identify Emotions

Reflective Questions

- How do I recognize emotions?
- Where do I hold emotions in my body?
- How do I know for sure that what I believe is true?

Skills and Concepts

Understand and Manage

Reflective Questions

- Will my response help or hinder the situation?
- Can you increase your awareness of your actions so that you see their effects?
- Am I hearing the unspoken messages?

Skills and Concepts

Use and Communicate

Reflective Questions

- What is this emotion telling me?
- Do I know how to use emotional language to help understanding?
- Am I healing or hurting?
- What will my emotional reaction have on others?
- Will this emotion help me reach my goal?

Skills and Concepts

Session Five: Optimism

The optimist sees the glass as half full; the pessimist sees it as half empty. The opportunist swoops in and drinks what's in the glass while the optimist and pessimist discuss the situation!

In this session, you'll differentiate between optimism and pessimism, discover the major characteristics, and consider the value of both attitudes.

What is Optimism?

Optimism and pessimism are attitudes which affect the way we see the world and what is happening around us. Optimists see success as the result of their own hard work, whereas a pessimist views success as being the result of good luck or fate.

Optimists see something like the loss of a job as a short term problem or the result of a lack of work in their field. They tell themselves that they will work hard to find another job, and as a result, another job will be secured. A **pessimist** sees a job loss as someone else's doing: their boss does not like them, the system is against them, and/or life is not fair. When a pessimist loses their job, they see it as a huge barrier. They may even take it to the extent that they will never find work again.

In his long-running research and best-selling book *Learned Optimism: How to Change Your Mind and Your Life*, Dr. Martin Seligman describes how differently optimists and pessimists view the world. He also teaches how to shift our thinking to be more optimistic. The benefits to optimism are indisputable, as evidenced by repeated studies. Optimists have better overall health, live longer, and are able to more easily adapt to even the most harsh or horrible circumstances. Pessimists on the other hand, suffer more incidents of ill health, including increased clinical depression and anxiety.

Pessimists can learn to change attitudes and be more optimistic. Not only do they become healthier, but they also get more happiness from life in doing so.

Being an optimist is not always an approach that you can take in light of difficulty or adversity, however. If you want to focus on achievement, focus on improving morale, inspire, or teach, Dr. Seligman recommends an optimistic approach. However, pessimism also has a certain place, and even some benefits. Even the very optimistic can become pessimistic at times. Pessimism does have a way of looking at things realistically, which some optimists may fail to do.

ABC's of Optimism

Here is a framework that you can use to work through any situation in an optimistic, realistic way. You can use the steps as outlined from A through E to help you define and work through the issue. (This model was originally developed by Dr. Martin Seligman.)

A – Adversity

- Anything you see as a problem

B – Beliefs

- Our thoughts on the adversity become our belief
- How do we feel about the adversity?

C – Consequence

- What action takes place because of our belief

D – Disputation, Distancing, or Distracting

Disputation is arguing with yourself:

- What is the evidence for this belief?
- What are some alternative ways to look at the adversity?
- Even if my belief is correct, you say to yourself, what are its implications? De-catastrophe the situation.
- How useful is holding on to a negative belief?

Distancing means moving away from the pessimistic attitude.

- We can distance ourselves from the unfounded accusations of others but we are much worse at distancing ourselves from the accusations that we launch daily at ourselves. They are usually bad habits of thought produced by unpleasant experiences from the past.
- Stand back and defend yourself.

Distracting helps you break away from the pessimistic thoughts.

- Use a mental or physical technique to make yourself stop. Some people use an elastic band that they snap when they think pessimistically.
- Do what you have to do to turn your directions elsewhere.

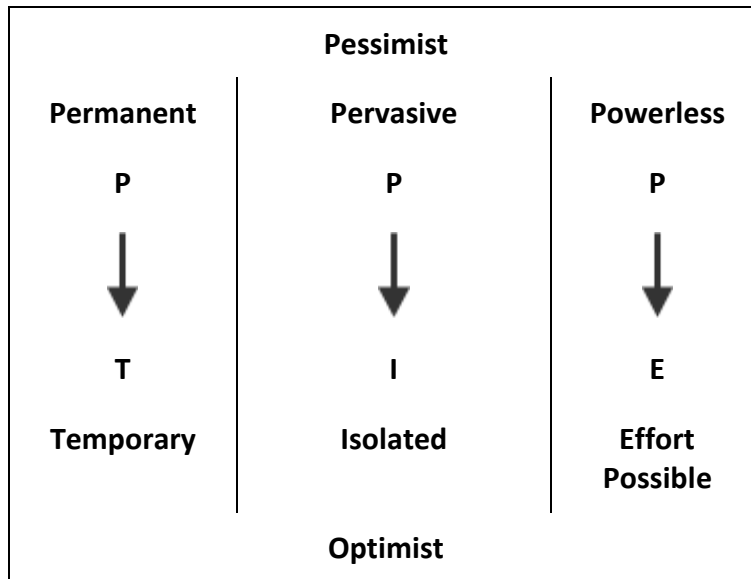
Energization

- How disputing your pessimistic thoughts makes you feel.
- “When you come to the edge of all the light you know, and are about to step off into the darkness of the unknown, faith is knowing one of two things will happen: there will be something solid to stand on or you will be taught how to fly.” (Barbara J. Winter)

Pessimism vs. Optimism

A pessimist and optimist view the same situations differently. Dr. Martin Seligman explains it like this:

- A pessimist sees things as **permanent, pervasive, and personal**.
- An optimist will see it as **temporary, isolated, and effort is possible**. They see that they have control.



VET Process

VET is a way to help to explore the problem. VET stands for Validate, Explore, and Transform.

- **Validating** emotions means recognizing what it is and naming it. It doesn't try to ignore or change what the emotion is. It is accepting it for what it is... a piece of information.
- **Exploring** looks at understanding why you are feeling that emotion. Where did it come from and why is it useful information to have?
- The last process is **transforming** the emotion so you can create the best possible outcome.

Adversities

Fill in the table below using these steps.

- Write out an **adversity** in your own life and the consequence.
- What **belief** or feeling did you have to have in order to have the **consequence**?
- Then, **debate, distance, or distract** and change the belief. Ask “How will that affect the consequence?”
- Finally, write down how this process makes you feel in the **Energization** column.

A Adversity	B Belief or Feeling	C Consequence	D Distance, Debate, Distract	E Energization

Session Six: Validating Emotions in Others

Someone who is emotionally intelligent is not just able to measure their own emotions, but also understands how to recognize what other people are feeling.

In this session, you'll learn about tools to help you to validate emotions in others, including VALUE and SOLER.

The VALUE Technique

Use the VALUE technique when someone is talking:

V	Validate
A	Ask questions
L	Listen , especially listen to the vocal (the tone) as well as the verbal (the words)
U	Understand the meaning that can be behind the words
E	Empathize

Validation does not mean solving a problem or offering a solution. When we validate we acknowledge that we heard what the other person was saying. When someone is talking, listen without interrupting. Paraphrase, nod your head, or make appropriate listening responses to what they have said to show you are listening. Allow for pauses and silence.

The SOLER Technique

Use the SOLER technique while you are listening:

S	Sit quietly with your arms and legs uncrossed. Crossed limbs can be interpreted as unwilling to listen, closed-minded.
O	Maintain an open posture.
L	Lean slightly forward in the direction of the speaker.
E	Maintain eye contact . Be sensitive though – some people are uncomfortable with extended eye contact.
R	Stay relaxed . Pay particular attention to your shoulders and neck.

Communication Tips

Ask open-ended questions that require more than a yes or no response. Ask the person for their perception of the problem.

Listen to what the person has to say. Defer judgment on what someone is saying and focus on finding out more. Don't jump in with a solution when someone is starting to express their concerns. Continue to listen until the speaker has finished.

Understand the non-verbal clues. Look at their body language. Is it consistent with what they are saying? The words we use can either be confirmed or denied by our non-verbal cues like body language, fidgeting, and eye contact.

Empathize, don't just sympathize. You do not need to agree, but you should try to understand why the person feels the way they do. Do you really understand the other person's perspective?

Session Seven: Understanding Emotions

You've probably met people who show how they are feeling very easily, and others whose face can be a mask and harder to interpret. At times we all try to keep our emotions to ourselves, but scientists have identified some telltale signs to help you out.

In this session, you'll learn about the signs of emotions and how to read the emotional map.

The Seven Human Emotions

Understanding Emotions

Most social scientists agree that there are seven emotional expressions that are basic to every culture. The thing to keep in mind is that our face is often displaying more than one emotion at a time, so we will witness things like a person smiling although their eyes are sad.

According to Dr. Paul Ekman, a renowned psychologist, we can teach people to recognize these emotions (as well as hidden emotions) by carefully reading what is shown on someone's face. The seven emotions and their telltale signs are below.

Sadness

Sadness comes with a set of identifiable marks where the eyebrows are drawn upwards in the middle and curve down toward the end. There is also a slight vertical furrow between the eyes. Taken together, this is called Darwin's grief muscle. The mouth points downward similarly, with the outside corners of the mouth pointing downward.

Anger

When we are angry, we often press our lips together so hard that the upper lip almost disappears. The eyes may widen across the upper eyelids, which the lower eyelids are contracted. The inner corners of the eyebrows pull downward, and there is often enough pressure there to create a furrowed brow.

Fear

In fear, a scared person's eyebrows may be close to horizontal, and wrinkles in evidence across the forehead. Similar to anger, people who are frightened may open the upper eyelid more widely and show more of the whites of their eyes, while the corners of their mouths pull the lips into a horizontal line.

Happiness

Happiness is generally accompanied by rising cheeks, and we describe the accompanying smile as going up to someone's eyes when the muscles around the eyes tighten (hence the way that smile lines lead to permanent lines around the eyes). Authentic smiles, also called a Duchenne smile, were first described by French neurologist Guillaume Benjamin Amand Duchenne de Boulogne. They are characterized by those eye wrinkles, whereas a phony or forced smile is missing those characteristic smile lines.

Surprise

Raised upper eyelids, in addition to exposing additional whites of the eye, often accompany surprise. The mouth or jaw may also open as a part of the response.

Contempt

Is anyone rolling their eyes at you? This gesture is quite common in expressions of contempt, in addition to the left corner of the lip being pulled out asymmetrically, creating a dimple.

Disgust

People who are feeling disgusted may wrinkle their nose as they might to a bad smell, and/or generate wrinkles at the top of the nose between their eyes. The upper lip may also be raised.

What Do Emotions Tell Us?

Emotion	What It Tells Us
Sadness	Lost something of value
Anger	Way is blocked or get out of my way
Fear	Possible threat – be prepared
Happiness	Gained something of value, the way is safe
Surprise	Something unexpected happened
Contempt	Not worthy of care, hardening of feelings
Disgust	Rules are violated

Applying Emotional Intelligence

Emotional expressions don't tell us the cause that prompts the response. You have to take into account the situation in which the emotion was expressed and how your own emotions affect the situation in order to understand it. As you try to understand emotions that you witness, it is important to remember that emotions in themselves are neither positive nor negative; it is what we do with the emotion that creates the outcome.

Positives and Negatives

Identify a positive and negative use for each emotion.

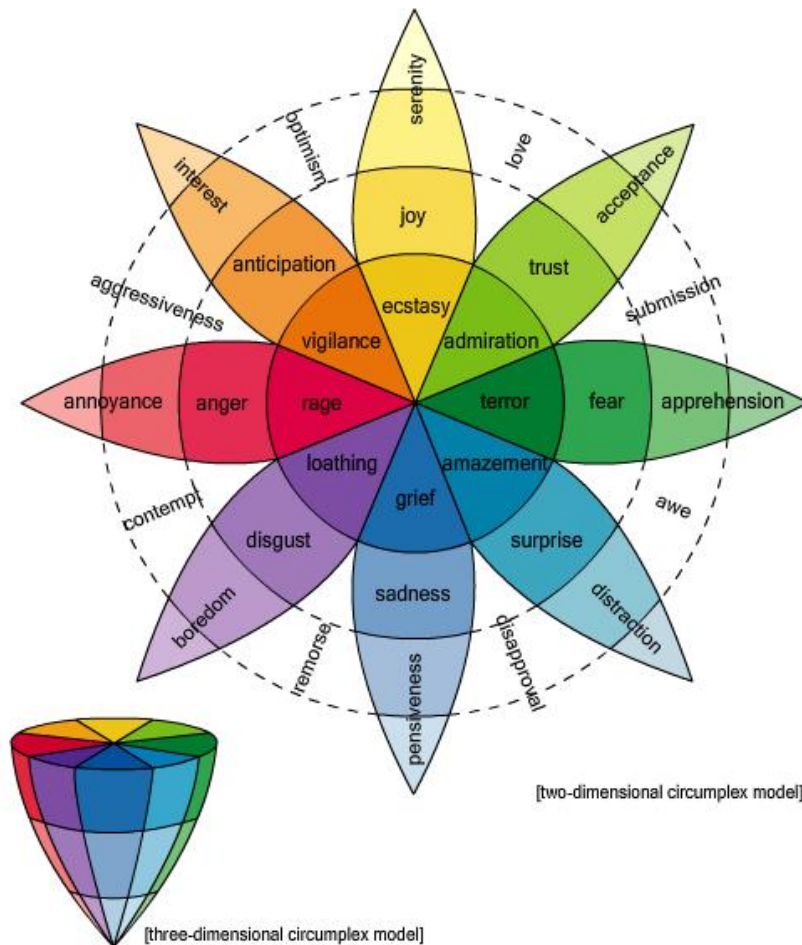
	Positive Use	Negative Use
Sadness		
Anger		
Fear		
Happiness		
Surprise		
Contempt		
Disgust		

The Emotional Map

At the core of the emotional map are the eight emotions that are considered the primary emotions. Emotions that are the complete opposite of each other are located across from each other in the circle. The model indicates how emotions can combine with one another to form more complex emotions.

For example, grief and loathing combine to form the complex emotion of remorse. The complex emotions in the open spaces are a mix of the two primary emotions that are next to each other.

Plutchik's Wheel of Emotions



Session Eight: Setting Your Personal Vision

When you can articulate what you believe in, and know what you want, you are more likely to create the circumstances to get where you want to be going. These kinds of exercises help you to create your own life plan.

In this session, you'll define what you believe, define your values, and consider what's in the way of getting what you want.

Defining Your Principles

What Is Your Vision Of Yourself?

When they read your eulogy, what is it that you want them to be saying about you? In order to be the person you want to be, you have to have a vision that helps guide you daily. The following exercise will help you set your vision.

Like the natural principles that govern our physical environment, there are principles that govern our development as people. They govern human effectiveness and impact our ability to produce the results we want and our ability to achieve.

Creating Your Vision

Pick four words that represent the principles you value or which you most closely want to align to the way you walk through life. Rank them in order of importance, so that #1 is your first choice, #2 is your second choice, etc.

Empowerment	
Encouragement	
Excellence	
Fairness	
Growth	
Honesty	
Human dignity	
Humility	
Integrity	
Patience	
Potential	
Quality	
Service	
Trustworthiness	

Understanding Your Values

What Are Values?

Values are different from principles. Values are the things that are important to us. Principles, on the other hand, are guidelines for human conduct that are proven to have enduring permanent value. If our values do not align with our principles, they may prevent us from producing the results we try to seek in our lives.

Defining Our Values

Think about the things that are most important to you; your values. The words listed below may help stimulate your thinking. They are powerful motivators that influence our choices, habits, and lifestyles. **Pick four.**

Contribution		Lifestyle	
Diversity		Order	
Effort		Peace of mind	
Fame		Personal growth	
Family		Productivity	
Financial security		Purpose of life	
Free time		Relationships	
Friends		Respect	
Frugality		Security	
Fulfillment		Sense of accomplishment	
Generosity		Sincerity	
Happiness		Spiritual	
Health		Travel	
Justice		Truth	
Learning		Wealth	
Life		Work	

Identifying Our Influences

In our lives, we have had people that have had a profound effect on us. They have helped nurture us and helped us grow as individuals. They may or may not know the effect they had on us. Sometimes they were teachers who taught us in a way that made us want to achieve. They saw something in us that we couldn't see in ourselves. Sometimes it was a friend and sometimes a boss that saw something special in us and gave us the chance to grow and excel.

Write down the names of at least two people who have had a profound effect on you. (You can use your pre-assignment to help you think through this exercise.)

Person #1: _____

Person #2: _____

Identifying Their Qualities

What do you admire about them? Pick from the list or choose your own term (or terms) that describe what you admire about the people you chose. **Pick at least five and a maximum of ten.**

Ambitious		Loyal	
Balanced		Moral	
Caring		Organized	
Committed		Patient	
Compassionate		Powerful	
Courageous		Principle centered	
Creative		Pro-active	
Dependable		Respectful	
Educated		Responsible	
Fair		Selfless	
Faithful		Self-reliant	
Forgiving		Sensitive	
Fun		Thankful	
Giving		Tolerant	
Industrious		Truthful	
Intelligent		Wise	

Considering Your Strengths and Talents

We all have strengths and talents that enable us to achieve to a certain level in life. Consider your strengths and talents, both the ones other people recognize and the strengths that others may not see. **Pick four.**

Adaptable		Insightful	
Articulate		Intelligent	
Artistic		Kind	
Athletic		A leader	
Clever		Open-minded	
A communicator		Optimistic	
Confident		A philosopher	
Dexterous		Practical	
Diplomatic		Sincere	
Energetic		Skillful	
Entertaining		Spiritual	
Generous		A teacher	
Grateful		Trustworthy	
Hard-working		Understanding	
Imaginative		A visionary	

What's Standing in Your Way?

Just as you have strengths and talents that enable you to achieve, you may have habits or tendencies that prevent you from being the person you want to be. Which ones hold you back from achieving what you want? **Pick three or less** from the list or create your own.

Alcohol or drug dependency		Pessimistic	
Antisocial		Pretentious	
Fearful		Prideful	
Compulsive		Procrastinator	
Dishonest		Reactive	
Disorganized		Selfish	
Distrustful		Prejudiced	
Egotistical		Tedious	
Excessive		Unaware	
Impulsive		Uncharitable	
Inflexible		Uncommitted	
Insecure		Unenthusiastic	
Intolerant		Ungrateful	
Irresponsible		Unmotivated	
Narrow-minded		Unreliable	
Obsessive		Vague	

Think in Terms of Relationships

Considering Key Relationships

Another way to think about your life is to think about the connections we have with others that greatly influence our lives. Identify four people you consider being very important in your work and personal life.

- Boss
- Peer or co-worker
- Patient, client, or subordinate
- Friend or family member

What Would They Say?

Project yourself forward in time and pick three characteristics that you feel your boss would attribute to you. Repeat this process, substituting the name of a peer, then someone who reports to you, and finally a personal friend or someone that you have a close relationship with. If you like, create your own phrase or term that you think they would attribute to you. (A worksheet is available on the next page.)

	Boss	Peer	Patient, Client, Etc.	Friend/Family
Ambitious				
Balanced				
Caring				
Committed				
Compassionate				
Courageous				
Creative				
Dependable				
Educated				
Fair				
Faithful				
Forgiving				
Fun				
Giving				
Industrious				
Loyal				
Moral				
Organized				
Patient				
Powerful				
Principle centered				
Pro-active				

	Boss	Peer	Patient, Client, Etc.	Friend/Family
Respectful				
Responsible				
Selfless				
Self-reliant				
Sensitive				
Thankful				
Tolerant				
Trustworthy				
Wise				
Witty				

Creating Your Vision Statement

Vision Statement

To become the best person I can be I will:

LEAD a life centered around the principles of _____, _____,
_____, _____.

REMEMBER that what is important in life is _____, _____,
_____, and _____.

RESPECT admirable characteristics in others such as being _____,
_____, _____, and _____, and
attempt to implement similar characteristics in my own life.

RECOGNIZE my strengths and develop talents as a person who is _____,
_____, _____, and _____.

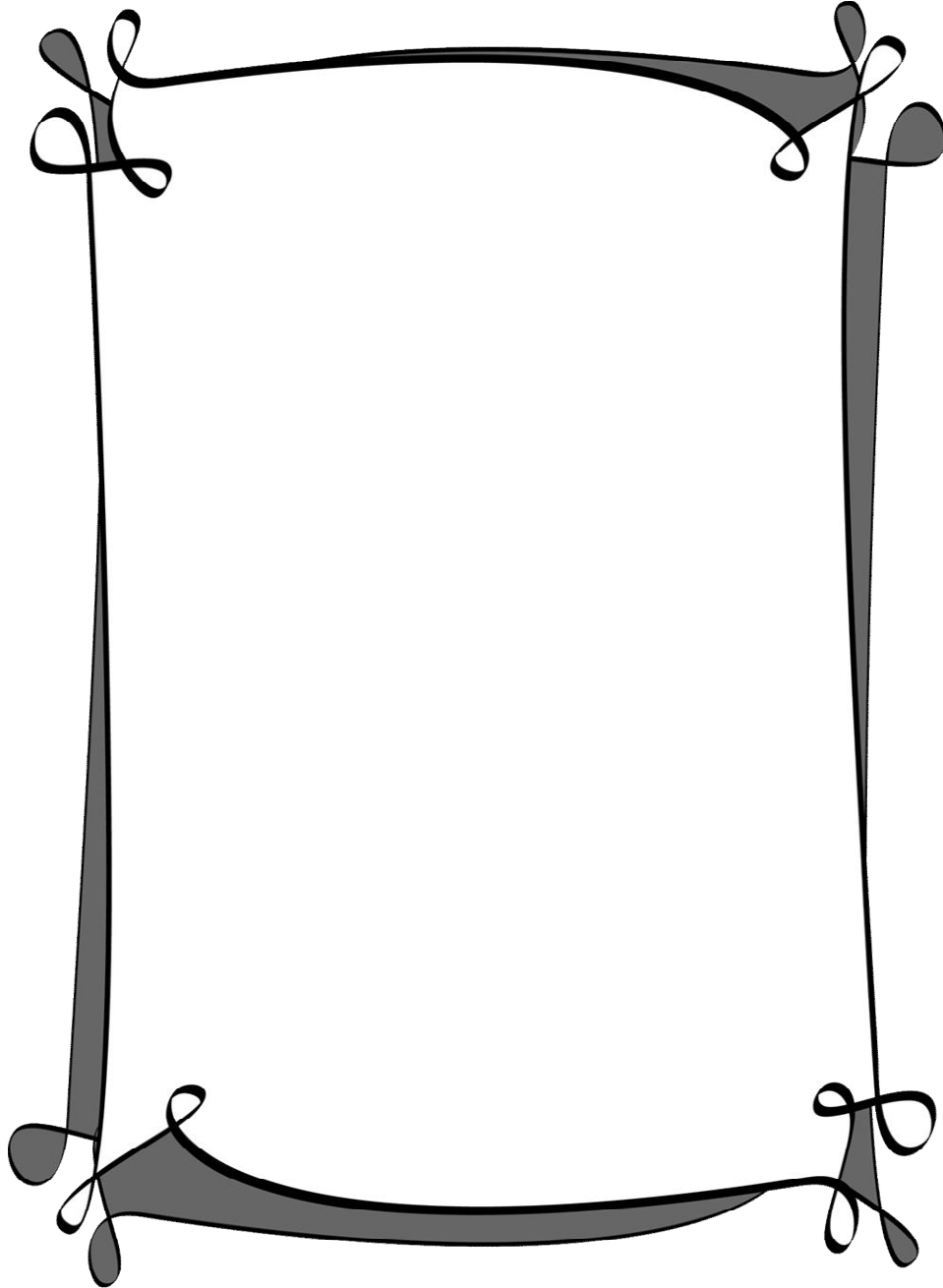
ACKNOWLEDGE that I can be _____, _____, and
_____, and be constantly striving to change my weaknesses into strengths.

ENVISION myself becoming a person who:

- _____ (name of boss) thinks is _____, _____, and _____.
- _____ (name of peer) thinks is _____, _____, and _____.
- _____ (name of patient/client) thinks is _____, _____, and _____.
- _____ (name of friend or family member) thinks is _____, _____, and _____.

Drawing It Out

What would your vision statement look like if you were to draw a picture?



Recommended Reading List

If you are looking for further information on this topic, we have included a recommended reading list below.

Bar-On, Reuven, and James D.A. Parker. *The Handbook of Emotional Intelligence*. Jossey-Bass, 2000.

Brackett, Marc A., John D. Mayer, and Peter Salovey. *Emotional Intelligence: Key Readings on the Mayer and Salovey Model*. Dude Publishing, 2004.

Bradberry, Travis, and Jane Greaves. *Emotional Intelligence 2.0*. TalentSmart, 2009.

Damasio, Antonio. *Descartes' Error: Emotion, Reason, and the Human Brain*. Penguin, 2005.

Ekman, Paul. *Emotions Revealed (2nd Edition)*. Holt Paperbacks, 2007.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ (10th Anniversary Edition)*. Bantam, 2005.

Seligman, Martin. *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press, 2012.

—. *Learned Optimism: How to Change Your Mind and Your Life*. Vintage, 2006.

Personal Action Plan

Now that you have completed this course on **Emotional Intelligence**, how will you use the things you have learned? Creating a personal action plan can help you stay on track and on target. When you take responsibility for yourself and your results, you get things done!

In this session, you will be asked questions to help you plan your short-term and long-term goals. This final exercise is a way for you to synthesize the learning that you have done and to put it into practice.

I am already doing these things well:

I want to improve these areas:

I have these resources to help me:

As a result of what I have learned in this workshop, I am going to...	My target date is...	I will know I have succeeded when...	I will follow up with myself on...