You can strengthen your Emotional Intelligence (EI) through--

**Desire:** You must have a strong desire to strengthen your EI.

**Tools:** You must have practical EI concepts and techniques to apply.

**Practice:** You must put into practice these concepts and techniques.

**Our Learning Objectives.** By the end of this training, you will be able to--

1. Define emotional intelligence and describe six core EI skills.

2. Describe the four emotional styles and how they often react under distress.

3. Describe and demonstrate a variety of techniques to--
   a. Increase your emotional self-awareness.
   b. Increase your awareness of the emotions of others (empathy).
   c. Improve your emotional self-control over unhelpful emotions.
   d. Help others regain and maintain self-control over unhelpful emotions.
   e. Influence helpful emotions in yourself.
   f. Influence helpful emotions in others.

Presented By

**Rich St. Denis**

(678) 523-8462

RichStDenis@earthlink.net
 Humans Can Have Many Forms of Intelligence

Humans can exhibit intelligence in many different ways.

What is your level of intelligence (effectiveness, smarts, savvy) in each area?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
<th>Rate Your Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Intelligence</td>
<td>skill with music and rhythm</td>
<td>H M L</td>
</tr>
<tr>
<td>Linguistic Intelligence</td>
<td>skill with spoken/written language</td>
<td>H M L</td>
</tr>
<tr>
<td>Artistic Intelligence</td>
<td>skill in painting, drawing, sculpture</td>
<td>H M L</td>
</tr>
<tr>
<td>Kinesthetic Intelligence</td>
<td>skill in dance and athletics</td>
<td>H M L</td>
</tr>
<tr>
<td>Mech/Tech Intelligence</td>
<td>skill with machinery/technology</td>
<td>H M L</td>
</tr>
<tr>
<td>Analytical Intelligence (IQ)</td>
<td>skill with math/problem-solving</td>
<td>H M L</td>
</tr>
<tr>
<td>Emotional Intelligence (EI)</td>
<td>skill with emotions</td>
<td>H M L</td>
</tr>
<tr>
<td></td>
<td>--seeing emotions in self and others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--defusing unhealthy ones in self and others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--arousing healthy ones in self and others</td>
<td></td>
</tr>
</tbody>
</table>
Emotional Intelligence is
Being Smart and Effective about Emotions

Being emotionally savvy + Being emotionally savvy
about oneself with others

EI is the ability to
recognize and understand emotions and behaviors.
manage (control) unhealthy emotions and behaviors.
influence (arouse, inspire) healthy emotions and behaviors.
in oneself..... and in others.

EI is
being aware of emotions and behavior patterns.
using a balance of emotion and reason to make good choices.
speaking and acting in effective and appropriate ways.
developing emotionally mature, trusting work relationships.

EI is NOT about
being nice all the time no matter what.
being “touchy-feely” or “soft and fuzzy” with people.
Identify Emotions That Are Helpful or Unhelpful at Work

What constructive emotions help people to do their best at work?

What destructive emotions keep people from doing their best at work?

<table>
<thead>
<tr>
<th><strong>Helpful Emotions</strong></th>
<th><strong>Unhelpful Emotions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You Want to Influence</td>
<td>You Want to Prevent or Defuse</td>
</tr>
</tbody>
</table>

Emotionally intelligent people arouse helpful emotions and minimize the unhelpful ones.
Rate Yourself on Six Core Emotional Intelligence Skills

Circle your ability level in each skill area: High, Medium, or Low.

<table>
<thead>
<tr>
<th>Interpersonal Awareness (Empathy)</th>
<th>Defusing Skill</th>
<th>Influence Skill (Leadership)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Emotions and Actions of Others</td>
<td>De-escalating the Unhealthy Emotions and Actions of Others</td>
<td>Influencing Healthy Emotions and Actions in Others</td>
</tr>
<tr>
<td><em>I can sense, name, and understand the emotions and behaviors of others.</em></td>
<td><em>I can prevent, cope with, defuse the unhealthy emotions and behaviors of others.</em></td>
<td><em>I can arouse, influence, inspire healthy emotions and behaviors in others.</em></td>
</tr>
<tr>
<td><em>My ability here is</em></td>
<td><em>My ability here is</em></td>
<td><em>My ability here is</em></td>
</tr>
<tr>
<td><strong>High</strong></td>
<td><strong>High</strong></td>
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<td><strong>Medium</strong></td>
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<td><strong>Low</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Self-Control</th>
<th>Self-Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding My Own Emotions and Actions</td>
<td>Controlling My Own Unhealthy Emotions and Actions</td>
<td>Influencing Healthy Emotions and Actions in Myself</td>
</tr>
<tr>
<td><em>I can sense, name, and understand my emotions and behaviors.</em></td>
<td><em>I can prevent, cope with, defuse the unhealthy emotions and behaviors in myself.</em></td>
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<tr>
<td><em>My ability here is</em></td>
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<td><strong>Low</strong></td>
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</tr>
</tbody>
</table>
Emotional Intelligence at Work Is Important for Many Reasons

Research shows --

✓ EI is involved in 85% of our day-to-day activities on the job.
✓ Good EI + at least average IQ makes us better teammates or leaders.
✓ High EI is more important than IQ to be truly great in the workplace.
✓ People with high EI are top performers at work around 80% of the time.
✓ People with high IQ are top performers only 20% of the time.

People with high Emotional Intelligence at work—

• Understand when they are acting appropriately or inappropriately
• Handle distressing situations well
• Control their destructive emotions like paralyzing fear or hostile anger
• Bring out constructive emotions such as confident, proud, resolute, caring
• Make sound choices and carry them out
• Understand and empathize with their colleagues
• Develop trusting working relationships with colleagues
• Communicate their observations, feelings, and needs in authentic ways
• Deliver high levels of productivity, customer service, quality, and safety
But Low Emotional Intelligence is Rampant

Research shows –

✓ More than **50%** of employees **lack enough EI** to keep learning, improving, and improvising.

✓ More than **66%** of employees are passively engaged or actively disengaged at work.

✓ **98%** of people report experiencing uncivil behavior.

✓ **25%** of people admitted taking out their frustrations on customers.

People with *low* Emotional Intelligence at work—

- Do not see how their emotions and behaviors may be inappropriate
- Do not handle distressing situations well
- Act out their destructive emotions like paralyzing fear or hostile anger
- Infect others with unhealthy emotions and create a toxic work climate
- Make unsound, emotionally driven, impulsive choices
- Do not understand or empathize with their colleagues
- Create distrust among colleagues
- Communicate in inappropriate ways
- Deliver low levels of productivity, customer service, quality, and safety
How to Strengthen Your Emotional Intelligence

Become More Aware of Yourself and Others

- Conduct a Self-Inventory
- Deepen Your Empathy for Others
- Understand the Different Emotional Styles
- Understand How People React During Distress and Conflict

Strengthen Your Ability to Control Unhealthy Emotions

- Anticipate Situations That Cause a Loss of Self-Control
- Learn and Practice Techniques to Regain Self-Control
- Use Active Listening to Defuse Emotional Hijacks in Others
- Use Tough Love for Repeated Difficult Behavior by Others
- Plan and Rehearse How You Will Regain Self-Control

Strengthen Your Ability to Influence Healthy Emotions

- Build Trust that Creates Emotionally Mature Relationships
- Stay Positive and Strong in Tough Situations
- Inspire Healthy Emotions in People
To Deepen Your Awareness of Yourself, Conduct a Self-Inventory

See and understand yourself --
✓ In the moment… as your emotions and behaviors unfold right now
✓ In your past… during specific moments
✓ Over the years… your patterns of emotions and behavior over time

*During an emotionally challenging moment, stop and ask yourself*—

What are my emotions right now

What have I been thinking about

What words have I been speaking What has been my tone of voice

What have been my actions

What body language, facial expressions, posture have I been projecting

What has been driving these emotions and behaviors

How constructive-helpful-healthy are my emotions and behaviors

What does all this tell me about myself

*Get a coach, spotter, or mentor to help you see yourself.*

*Use these same questions to assess yourself during significant moments in your past.*
Reflect on Your Tendencies Over the Years. Assess the Following:

My Emotional Needs  My level of drive for--  High, Medium, or Low

- Achievement, success, meaningfulness, growth, H M L
- Recognition, esteem, prestige    H M L
- Inclusion, belonging, acceptance, harmony, friendship  H M L
- Security, safety, certainty, calm, peace   H M L
- Physical comfort            H M L

Note: We feel our best (happy, calm, confident) when our emotional needs are met. We feel distressed (anger, fear, sadness) when our needs aren’t met.

My Emotional Set Point  Positive  Neutral  Negative

My Range of Emotions  Wide  Moderate  Limited

My Emotional Style  Direct  Spirited  Considerate  Systematic

My Core Values (principles I strongly value and strive to live by)

At my work, I always strive to _________________________.
In my relationships, I always strive to _____________________________.

My Emotional Triggers (igniters, hot buttons)

These situations spark emotional distress in me: _____________________________.
These behaviors by others spark emotional distress in me: ________________.

When I Am Triggered in an Emotionally Distressing Situation--

My Response Speed  Too Fast  Fast  Moderate  Slow  Too Slow

My Emotional Intensity  Too High  High  Moderate  Low  Too Low

My Response Tendency  Fight -- attack – defend -- engage strongly
Flight – avoid the conflict and other parties
Freeze – clam up -- say little or nothing
Give in – surrender -- go along to get along
Lean into the discomfort – listen – think – choose--
act -- collaborate -- to resolve issues

Get a coach, spotter, or mentor to help you see yourself.
Deepen Your Awareness of Others -- Your Empathy

Deepen all three forms of awareness of and empathy for others.
- Cognitive Empathy: Intellectually understanding what they’re going through.
- Emotional Empathy: Physically feeling what they’re going through.
- Empathic Concern: Behaviorally responding to what they’re going through.

Observe them closely and listen actively to them -- in the moment.
- Their Words: what they are saying
- Their Tone of Voice: how they are saying things
- Their Body language: what their facial expressions, gestures, posture say
- Their Actions: what their actions or inactions suggest
- Their Emotions: what they are feeling and why

Imagine yourself in their situation. See things from their point of view.

Assess their core patterns of emotions and behaviors.
- Their Emotional Needs: Their Emotional Set Point
- Their Range of Emotions: Their Emotional Style
- Their Core Values: Their Emotional Triggers
- Their Emotions & Behaviors During Distress (Speed, Intensity, Response Pattern)

Understand, respect, appreciate, and value your differences.

Treat them the way they like to be treated.

Show you care about them.

Doing all of this earns greater trust and builds a more mature, trusting relationship.
Understand the Four Emotional and Behavioral Styles

Emotion and behavior are expressed through—

<table>
<thead>
<tr>
<th>Actions and Inactions</th>
<th>Words and Tone of Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial Expressions</td>
<td>Body Language</td>
</tr>
</tbody>
</table>

**DIRECT**
Bottom-line, direct, blunt
--is pragmatic, competitive, aggressive
--comes on strong
--tries to control the situation

Likes results, speed, power, control.

Under distress, may become a **bulldozer**.

Basic Need: **Get it done!**

**How much is this like me (them)?**

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always or almost always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Seldom or never</td>
</tr>
</tbody>
</table>

**SPIRITED**
Energetic, creative, big picture
--is assertive, emotional, spontaneous
--uses many gestures and facial expressions

Likes variety, creativity, attention.

Under distress, may become **explosive**.

Basic Need: **Be creative and get noticed!**

**How much is this like me (them)?**

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<th>0</th>
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</table>

**SYSTEMATIC**
Quiet, logical, analytical, organized
--cautious, skeptical, suspicious
--speaks slowly and deliberately
--uses few gestures and unexpressive tones
--asks for facts and details

Likes precision, stability, analysis.

Under distress, may **clam up, get robotic, or make many excuses**.

Basic Need: **Get it done exactly right.**

**How much is this like me (them)?**

<table>
<thead>
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**CONSIDERATE**
People-oriented, friendly, patient,
--is deeply emotional, friendly, loyal
--is impulsive, imprecise, unstructured
--uses many hand gestures and expressions

Likes relationships, harmony, teamwork.

Under distress, may become **overly agreeable, hurt, and submissive**

Basic Need: **Be accepted by others**, 

**How much is this like me (them)?**

<table>
<thead>
<tr>
<th></th>
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<td>Sometimes</td>
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</tr>
</tbody>
</table>

*Follow the Platinum Rule: Treat people the way THEY like to be treated!*
Understand How People React During Distress or Conflict

When things proceed as expected, we typically feel comfortable and safe.

When they don’t, we can feel uncomfortable and unsafe.

When things **suddenly and unexpectedly** turn wrong or threatening, we may feel extremely uncomfortable — agitated — angry — afraid—panicky.

This is when we lose emotional self-control and become emotionally hijacked.

An **emotional hijack** (an Amygdala Hijack) occurs when we experience a sudden, unexpected threat to our well-being, values, needs, or wants.

A sudden unexpected threat to our well-being, values, needs, or wants
Understand How People React During Distress and Conflict

**Fight -- Hostile Aggression**

- **Bulldozer**
  - Know-It-All

- **Exploder**
  - Think-They-Know-It-All

**Too Direct**

- **Negativist**
  - “No. We can’t do that. It won’t work.”

**Too Spirited**

**Flight or Freeze -- Submission or Avoidance**

- **“Yes” Person**
  - Welcome

**Too Systematic**

- **Robot**

**Too Considerate**

- **Silent, Unresponsive Clam**
- **Wishy-Washy Indecisive**
- **Doormat**

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Anticipate Situations That Cause a Loss of Self-Control
(Like Too Much Fear or Anger)

Reflect on your emotional triggers:

What has caused a distressing reaction (fight, flight, freeze) in me?

What situations have made me angry and combative… or afraid and passive?

1. 

2. 

3. 

4. 

5. 
Learn and Practice Techniques to Regain Self-Control

The Three Keys to Regaining Emotional Self Control:
Slow Things Down -- Then Think -- Then Choose a Response

❑ Use the Red-Yellow-Green Light approach.

- Red Light: Stop. Do not react.
- Yellow Light: Think/Feel. Plan your response.

❑ Take a “time out.” Go for a walk. Think.

❑ Count to 10. Don’t act for 10 seconds.

❑ Drink some water to slow yourself down.

❑ Breathe deeply and slowly. Listen to your breathing pattern.

❑ Name the emotion. Right now, I am feeling _______________.
  - Reject it. I don’t want to feel this way.
  - Replace it. I choose to feel _______________ instead.

If you can name it, you can claim it. If you can claim it, you can tame it.
To Defuse Emotional Hijacks in Others, Try Active Listening

Active listening helps defuse strong emotions and resolve conflict.
It delays our responses to highly charged conflict.
It calms us while showing we care about the other person
It gives them time to vent, cool down, and think more clearly.

**Step 1: Apply the A’s of Active Listening**

A  Attend to the other person completely  
Focus on the person 100%. Block out distractors.

A  Absorb what they say and feel  
Hear their words and tone of voice.  
Observe their facial expressions and body language.

A  Ask questions to hear more  
How so? What else? Tell me more.

A  Acknowledge what they say and feel  
So, what I have heard you say is….  
And it seems you are feeling....

**Step 2: Engage in Collaborative Problem Solving.**

A  Agree with something (except with complainers)  
I can certainly agree with you that....

A  Add your point of view, concerns, recommendations.  
Here’s my take on this issue. Here’s my preference: ....

A  Ask them to join with you to resolve any remaining issues.  
Would you be willing to join with me to find a way to resolve our differences?  
What are your thoughts?

**Step 3: Return to Active Listening and repeat the process until a mutually agreeable solution is reached.**
Plan and Rehearse How You Will Regain Self-Control

Write out a specific plan.

The next time ______________________________ occurs

instead of ________________________________,

I will ________________________________.

Example:
The next time DP attacks me and makes snarky comments about me, instead of feeling outraged and yelling back things I will later regret, I will remain calm by saying “What you mean?” or “Tell me more.” I will actively listen in a calm way for at least one minute. I will summarize what DP says and will ask “Do you really mean that?” I will listen more and try to understand where all this is coming from. If needed, I will say the following:

“I disagree and see things differently.
I think those comments are unfair and inaccurate.
I will tell you that I am willing to discuss our differences.
Would you be willing to discuss our differences further?”
To Handle Repeated Difficult Behavior in Others, Apply Tough Love

Tough Love is a way of helping us to cope with and address the repeated difficult behavior of others. To apply Tough Love appropriately--

Consider the person and their behavior as two separate things.

Be **soft** with the person. But be **firm** in addressing the difficult behavior.
- Be respectful with the person—as with all people.
- Be firm in addressing the specific **behavior** that is causing problems.

<table>
<thead>
<tr>
<th>Treat the Person With Respect Always</th>
<th>Address their Difficult Behavior Firmly but Tactfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be kind and courteous with people, even if their behavior is difficult.</td>
<td>Address the difficult behavior in a firm but depersonalized way avoiding “you.”</td>
</tr>
<tr>
<td>Acknowledge their value.</td>
<td>First, ask questions:</td>
</tr>
</tbody>
</table>
| Use “You” **messages** to praise their positive behaviors. | *What happened just now?*  
*What was that all about?* |
| **You** are valuable to our team. | Then, if needed, use an “**I**” **message** to-- |
| **You** have skill in __________. | 1. Describe the inappropriate words and tone you heard and the inappropriate body language and actions you saw. |
| **You** are able to __________. | 2. Describe corrective actions you’d like. |
| **Because of you,**___________. |   *I saw* ___________ (the behavior)  
*I felt* that it was ___ (unhelpful/ hurtful)  
*I’d like to see* ___ (corrective action)  
*or*  
*When I saw* _____ (the behavior)  
*I felt* concerned and______________  
**Because it** ________________  
*I’d like to see* more___ and less __. |
Build Trust and Rapport That Creates Emotionally Mature Relationships

Workplace relationships develop (or stagnate or deteriorate) over time. The best ones are marked by increasingly high trust and rapport.

**High Trust and Rapport**

<table>
<thead>
<tr>
<th>Four Stages in the Development of a Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Performing</td>
</tr>
<tr>
<td>3. Norming</td>
</tr>
<tr>
<td>2. Storming</td>
</tr>
<tr>
<td>1. Forming</td>
</tr>
</tbody>
</table>

To increase trust and rapport with others:

✓ Listen carefully to them. Ask them questions.
✓ Find things in common beyond the obvious.
✓ Help them to meet their goals.
✓ Treat them the way they like to be treated.
✓ Show you genuinely care about them.

*If you want to go fast, go alone. If you want to go far, go together.*

---African Proverb
Stay Positive and Strong in Tough Situations

When you are afraid, angry, demoralized, or apathetic--

- Choose to smile, look confident, and talk positive.
  Fake it on the outside until you make it on the inside.

- Resist negative self-talk. Find the positives within tough situations.
  Instead of saying
  I failed.
  I don’t have the skills to do this.
  I don’t have enough resources.
  This is a No-Way situation.
  Reframe it to something positive
  I tried and learned something.
  __________________________
  __________________________
  __________________________

- Recite affirming statements.
  I can do this!   We can do this!   It will get done!
  We may not achieve perfection, but we can make a perfect effort!
  We are making progress.   We are learning, growing, and getting better

- Recall your past successes and excellent efforts.
  I remember when I handled a really tough situation well.
  (Recall the situation, your actions, and the positive outcome.)

- Focus on what can be done. Set a short-term goal. Take action.
  I aim to accomplish_______ no later than _______.

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Inspire Healthy Emotions in People

People are at their very best when they feel important, appreciated, proud, trusted, and supported.

So they feel important--

Listen carefully to them. Ask for their ideas, suggestions, and opinions.
 ✓ Ask for their input on decisions and really listen. Ensure everyone gets involved.

Involve them in work that serves a high purpose.
 ✓ Describe the importance, value, benefit, or positive impact of what they are doing.

So they feel appreciated and proud--

Praise and thank them. Celebrate their successes and their efforts.
 ✓ Express your personal appreciation for the work they do. Brag on them to others.

So they feel challenged—

Involve them in pursuing a bold, challenging goal that requires some stretch.
 ✓ Make sure the goal is specific, measurable, ambitious, reachable, and time-bound.

Provide them opportunities for experimentation, growth, or fulfillment.
 ✓ Provide work that allows people to grow and self-actualize.

So they feel trusted--

Turn over significant responsibility. Express your confidence in them.
 ✓ Make sure they know you trust they will succeed and are counting on them.

Give them freedom and authority, Encourage their initiative and independence.
 ✓ Encourage them to take initiative, pursue independent action, and show creativity.

So they feel supported—

Give them the time, resources, and personal support to succeed.
 ✓ Ensure they have the wherewithal to succeed. Provide help with their problems.

Final Thought:
To inspire emotions in others, set the example by showing the exact emotions you want to see in others.
Commit to Take Action to Strengthen Your EI

**Review**  I will review this booklet and my notes on these dates: ______ and ______

**Discuss**  I will discuss the things I learned today with others:

What I will discuss               With Whom               When

**Apply**  I will apply a lesson of this course as soon as I can:

What I will do               When

**Get Feedback on My Efforts**  I will ask for feedback on how I am doing.

What feedback I will request               From whom               When

**Learn More**  I will do the following to learn more about Emotional Intelligence:

What I will do               When

**Stay Accountable**  I will hold myself accountable to do these things.

I will ask ________________ to help me stay accountable for all this.

---

*You can strengthen your Emotional Intelligence but only if you have desire, learn a few tools, and apply them over and over.*