


# Template Intelligence

Participant Workbook





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# Preface

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**Purpose** This Participant Reference Manual will be used during class and as a post-training on-the-job reference.

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**Contents** This manual contains:

- copies of all course slides
- worksheets
- reference information



# Introduction to the Workshop

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## **Purpose**

At the end of the workshop, you will be able to:

- Lorem ipsum dolor sit amet, deleniti platonem eam id, eos nisl harum ei. Quodsi minimum complectitur eos ei.
  - Lorem ipsum dolor sit amet, deleniti platonem eam id, eos nisl harum ei. Quodsi minimum complectitur eos ei.
  - Lorem ipsum dolor sit amet, deleniti platonem eam id, eos nisl harum ei. Quodsi minimum complectitur eos ei.
  - Lorem ipsum dolor sit amet, deleniti platonem eam id, eos nisl harum ei. Quodsi minimum complectitur eos ei.
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# Introductions

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## Tell Us Who You Are

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### Tell Us

- Your name
- Your role in the organization
- One thing that makes you emotional at work



WHO ARE YOU?



# Course Overview

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- Purpose**
- Lorem ipsum dolor sit amet,
  - Lorem ipsum dolor sit amet,
- 

**Objectives** During this workshop you will:

- Lorem ipsum dolor sit amet, ors
  - Id qui velit clita nemore. Et delenit vivendum concludaturque ius, euismod salutatus qui an, solum civibus et duo
  - Lorem ipsum dolor sit amet, ors
  - Id qui velit clita nemore. Et delenit vivendum concludaturque ius, euismod salutatus qui an, solum civibus et duo Lorem ipsum dolor sit amet, ors
  - Id qui velit clita nemore. Et delenit vivendum concludaturque ius, euismod salutatus qui an, solum civibus et duo
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# Topics

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Introduction to the Workshop

Lesson 1 – Insert Topic

Lesson 2 – Insert Topic

Lesson 3 – Insert Topic

Lesson 4 – Insert Topic

Lesson 5 – Insert Topic

Lesson 6 – Insert Topic

Lesson 7 – Insert Topic

Lesson 8 – Steps to Manage Conflict

Wrap-Up

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# Roles and Responsibilities

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## **Facilitator**

- Guide
  - Facilitate
  - Keep pace
- 

## **Participants**

- Examine and analyze
  - Test theories
  - Practice concepts
- 

## **Everyone**

- Respect
- Listen
- Prompt

# Lesson 1 — The Anatomy of an Emotion

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An emotion is a signal to take \_\_\_\_\_

That is why it is called an \_\_\_\_\_

## Notes

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# Lesson 1 — The Anatomy of an Emotion

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Will the REAL BRAIN please stand up?



The \_\_\_\_\_ Brain

The \_\_\_\_\_ Brain

The \_\_\_\_\_ Brain

# Lesson 1 — The Anatomy of an Emotion

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So, what this really means is...

We are saber-toothed tigers with smartphones.



## Notes

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# Lesson 1 — The Anatomy of an Emotion


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## The E-Motion Chart

**Directions:** Most people don't really listen to their feelings. They don't see their feelings as what they really are: signals for taking action. Many people simply see their feelings as something to be avoided or something overwhelming. They either drown in their feelings or they repress them. Choose, instead, to see your feelings as an internal guidance system that can signal you to pay attention and take action. Remember, it is an e-motion.

Fill out the chart by answering the questions for each emotion.

<b>Label the Emotion</b> <i>“What am I feeling?”</i>	<b>+ or -</b>	<b>Signaling a Message to Hear or an Action to Take</b> <i>“What action should I take?”</i>  <i>“What should I pay attention to?”</i>	<b>When the Emotion Controls Me</b> <i>“What happens when the emotion gets the best of me?”</i>
<b>Anger/ Defensiveness</b>			
<b>Anxiety/Fear</b>			
<b>Guilt/Shame</b>			
<b>Depression/ Burnout</b>			



**“The rules of work are changing. We are being judged by a yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.”**

Daniel Goleman, *Working With Emotional Intelligence*



## Lesson 2 — Emotional Intelligence Defined

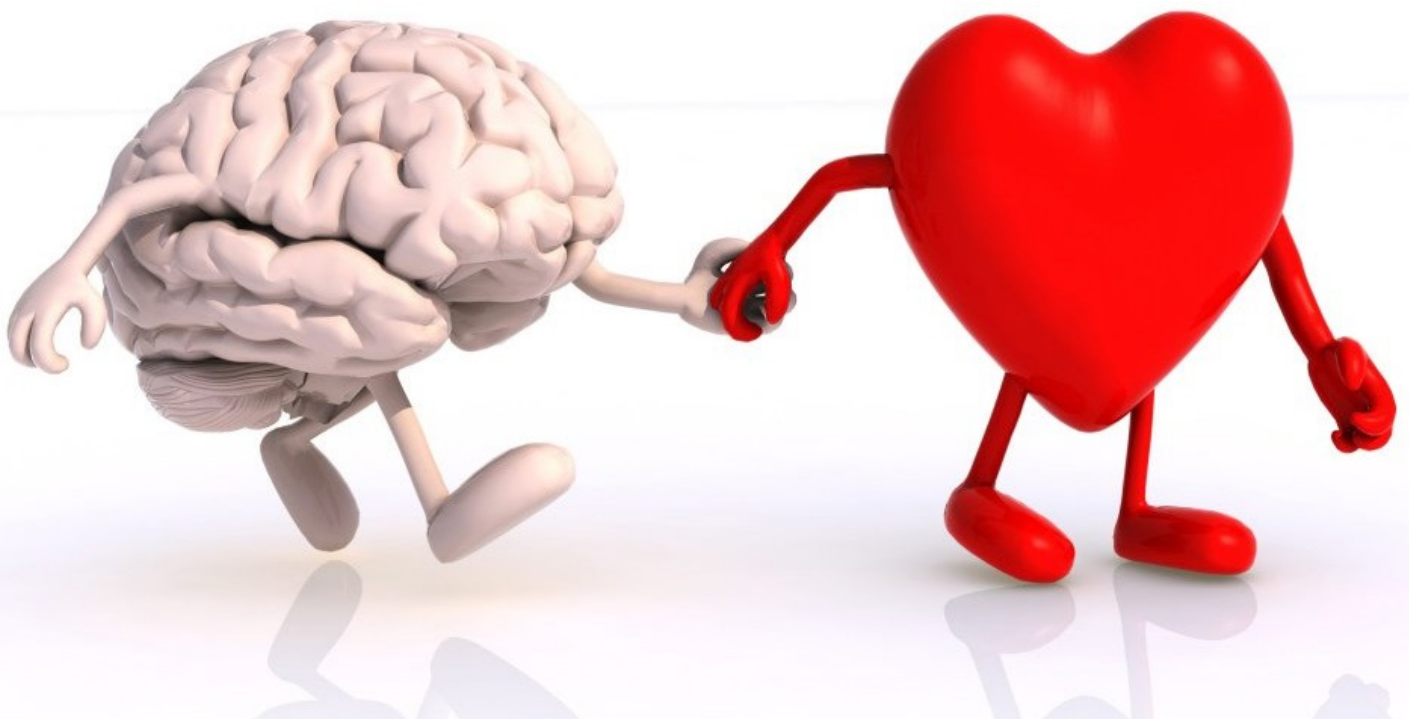
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### **Emotional Intelligence Defined**

Using your emotions intelligently, to gain the performance you wish to see within yourself, and to achieve interpersonal effectiveness with others.

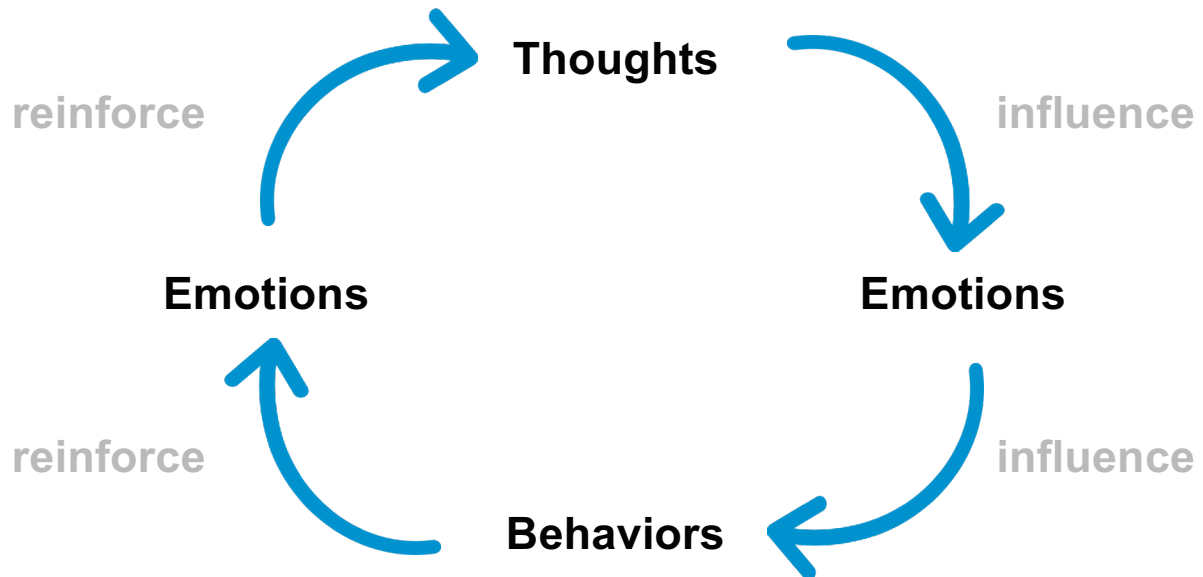
— Jeff Feldman & Karl Mulle,  
*Put Emotional Intelligence to Work*

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## Lesson 2 — Emotional Intelligence Defined

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Emotional intelligence at work is the capacity for:

- **Self-Awareness:** \_\_\_\_\_  
\_\_\_\_\_
- **Self-Management:** \_\_\_\_\_  
\_\_\_\_\_
- **Social Awareness:** \_\_\_\_\_  
\_\_\_\_\_
- **Relationship Management:** \_\_\_\_\_  
\_\_\_\_\_

## Lesson 3 — The Four Domain Model

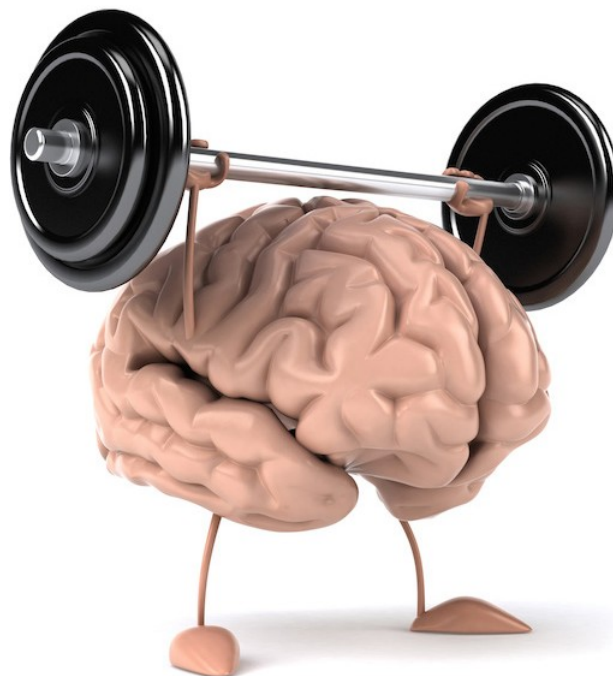
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Formula for Mental Agility

**Self Awareness**  
**+**  
**Self Management**

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**Mental Agility**



## Lesson 2 — Emotional Intelligence Defined

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### Three Behavioral Principles

- **Principle 1:** \_\_\_\_\_ and \_\_\_\_\_ do not like to operate in ways that are incongruent with one another.
- **Principle 2:** \_\_\_\_\_ can lead \_\_\_\_\_ just as \_\_\_\_\_ can lead \_\_\_\_\_.
- **Principle 3:** It is often easier to control \_\_\_\_\_ than \_\_\_\_\_.





# Lesson 3 — The Four Domain Model

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**Goleman’s Four Domain Model of Emotional Intelligence**

<b>EI</b>	<b>Personal Competence (Self)</b>	<b>Personal Competence (Others)</b>
<b>Recognition</b>	<b>Self-Awareness</b>	<b>Social Awareness</b>
<b>Regulation</b>	<b>Self-Management</b>	<b>Relationship Management</b>

## Notes

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## Lesson 3 — The Four Domain Model

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### 18 Competencies of Emotional Intelligence

#### Self-Awareness

1. **Emotional Self-Awareness:** Reading one's own emotions and recognizing their impact
2. **Accurate Self-Assessment:** Knowing one's strengths and limits
3. **Self-Confidence:** A sound sense of one's self-worth and capabilities

#### Self-Management

4. **Emotional Self-Control:** Keeping disruptive emotions and impulses under control
5. **Transparency:** Displaying honesty and integrity; trustworthiness
6. **Adaptability:** Flexibility in adapting to changing situations or overcoming obstacles
7. **Achievement or Self-Motivation:** Drive to improve performance to meet inner standards of excellence
8. **Initiative:** Readiness to act and seize opportunities
9. **Optimism:** Seeing the upside in events



## Lesson 3 — The Four Domain Model

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### 18 Competencies of Emotional Intelligence — cont.

#### Social Awareness

10. **Empathy:** Sensing other's emotions, understanding their perspectives, and taking active interest in their concerns
11. **Organizational Awareness:** Reading the currents, decision networks, and politics at the organizational level
12. **Service:** Recognizing and meeting follower, client, or customer needs

#### Relationship Management

13. **Inspirational Leadership:** Guiding and motivating with a compelling vision
14. **Influence:** Wielding a range of tactics for persuasion
15. **Developing Others:** Bolstering others' abilities through feedback and guidance
16. **Change Catalyst:** Initiating, managing, and leading in a new direction
17. **Conflict Management:** Resolving disagreements
18. **Teamwork Collaboration:** Cooperation and teambuilding



**Effective Listening is...**

**Ensuring that what left your  
mind is what arrived in my heart  
and mind without distortion.**

John Powell [paraphrased]



## Lesson 4 — Defining the Competency of Empathy

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### Developing the Competency of Teamwork

For the style you are discussing, answer the following:

1. What do you appreciate about this style?

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2. What are the primary concerns of this style? What do people with this style like or need?

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3. What do others do that upset a person with this style? What behaviors do you do that could push this person's buttons?

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4. How would you want to approach this person? What body language and tone of voice should you use? What might you say to someone with this style to be more effective? What kinds of questions would you ask? What are the communication dos and don'ts for this style?

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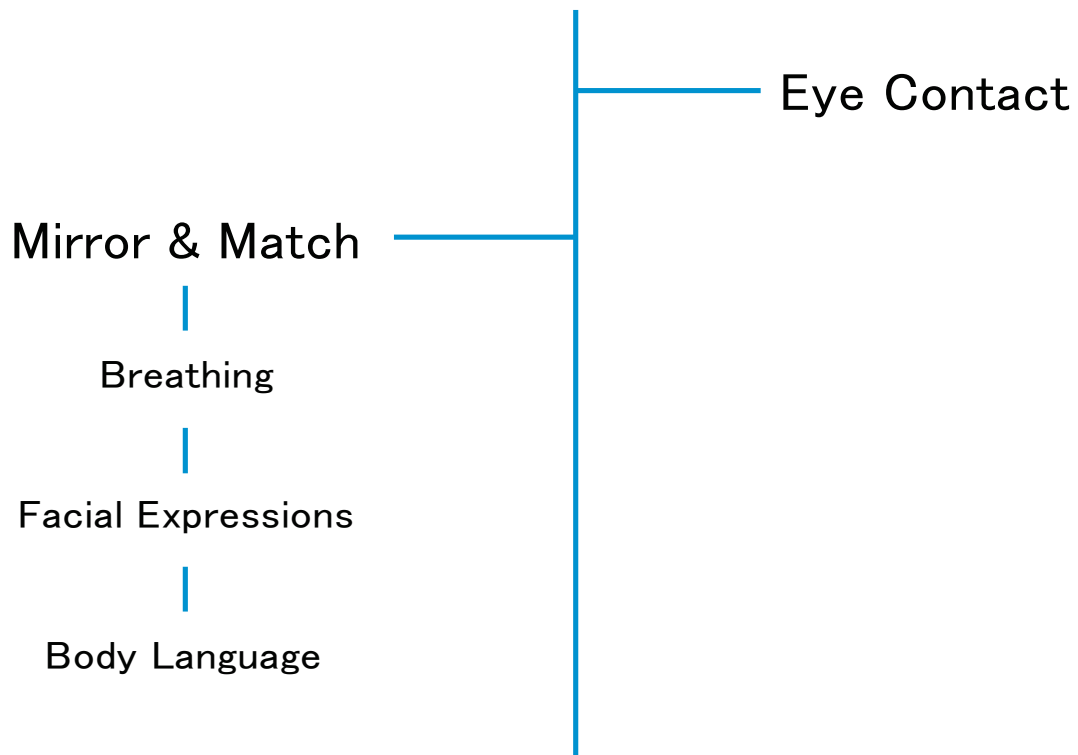
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## Lesson 5 — Effective Listening

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# Body Language



**Feedback from Observer During Listening Activity:**

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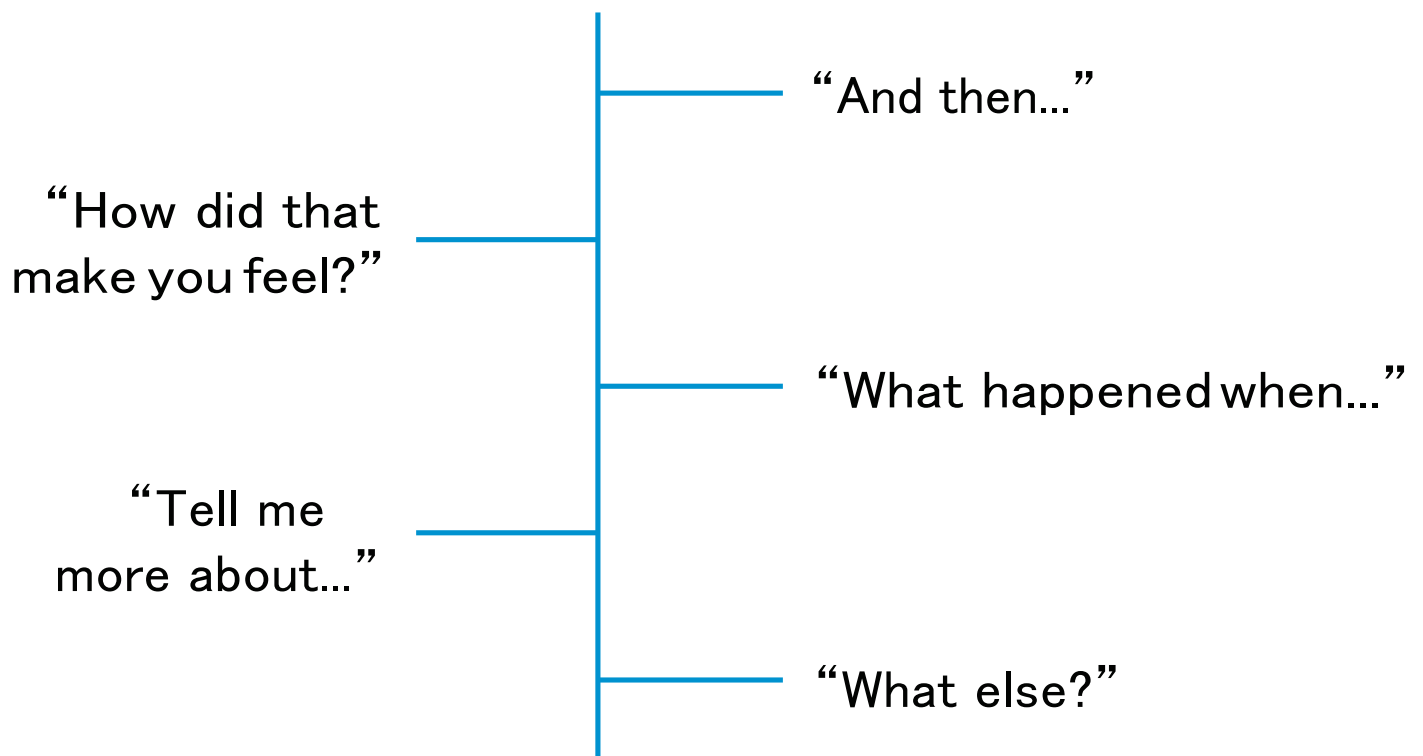
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## Lesson 5 — Effective Listening

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# Encouraging Words



**Feedback from Observer During Listening Activity:**

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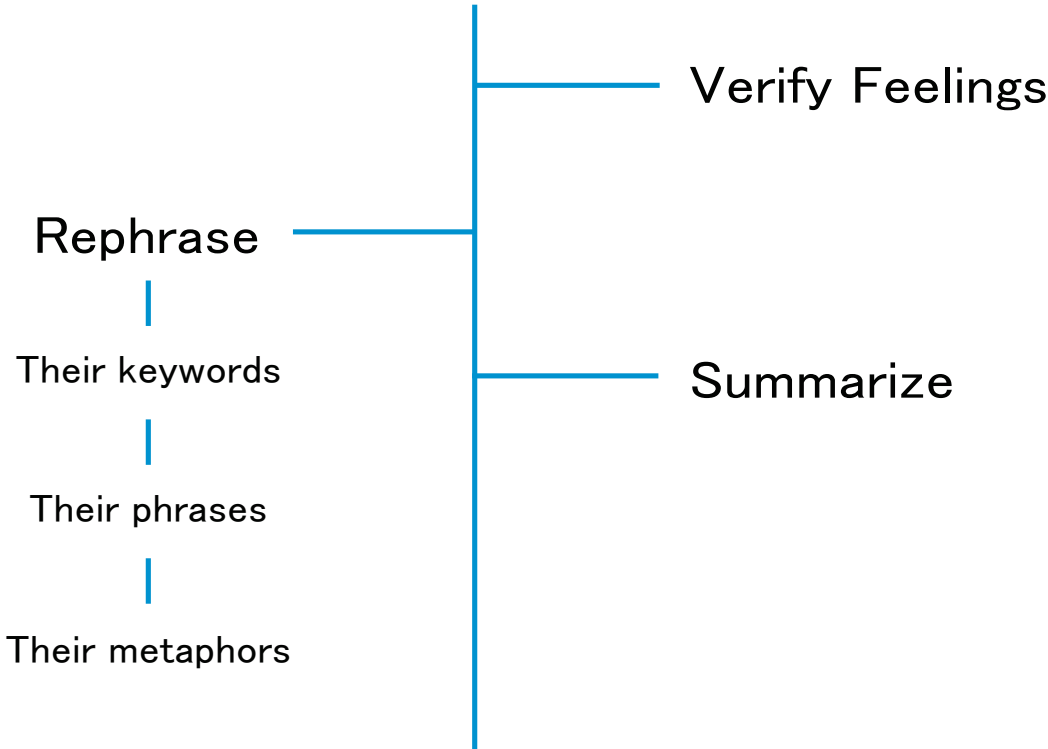
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# Lesson 5 — Effective Listening

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## Reflect Back



**Feedback from Observer During Listening Activity:**

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## Lesson 5 — Three Listening Skills

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### Instructions

In groups of three select a role:

- Listener
- Talker
- Observer

- Position yourself according to your role:

- Talkers sit with your back to the screen
- Listeners face the screen
- Observers sit where you can see both the screen and the listener.  
You will write.

• **Listener Role:** Focus on practicing the highlighted set of listening skills until a new set of listening skills is highlighted. When the new set of listening skills is highlighted, then they will shift to focusing on practicing that set of listening skills.

• **Talker Role:** Think about something that is important to you that is often misunderstood, not validated, or not valued by some people in your lives. The situation could be a workplace or personal/home life example. You will talk about this situation with your assigned listener for 4 to 5 minutes.”

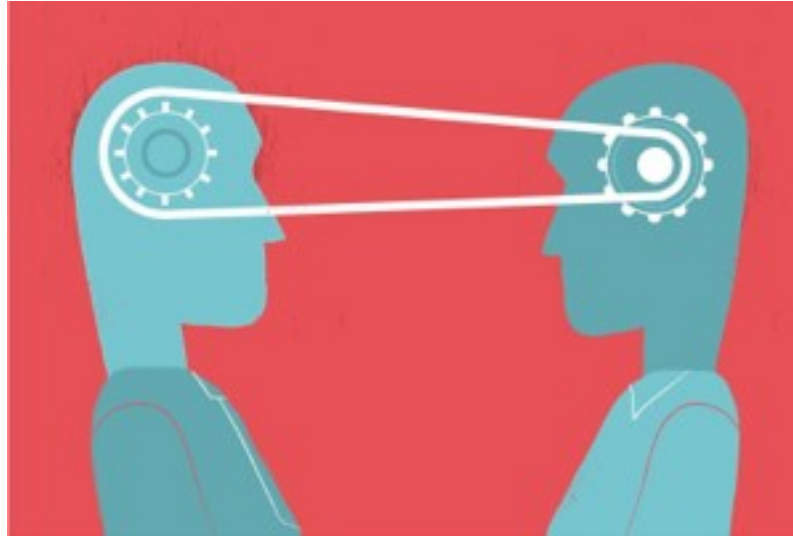
• **Observer role:** Observers provide listeners with listening skills feedback, writing their feedback notes in the listeners’ handouts. They are observing the listener, not the speaker.

- At the completion of the round you will switch roles.

# Lesson 6 — Collaborative Intentions

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## Creating a Collaborative Environment



### Notes

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## Lesson 6 — Collaborative Intentions: Self Assessment

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### Instructions

Use the following checklist as a way to assess the degree to which you are approaching your work interactions with a spirit of collaboration. If you are intent on being collaborative, then you should be able to check most of the items below. If you are unable to check some of the items below, then you may need to tap more deeply into your empathy skills to adjust your intention to be collaborative.

- I seek to understand first and then to be understood
- I continually seek deeper levels of understanding
- I am not easily threatened psychologically
- I want to build mutual success
- I seek solutions rather than blame
- I am firm but not rigid about my interests
- I am interested in other points of view
- I welcome and listen to feedback
- I talk calmly and directly about difficult issues
- I try to make my team members look good
- I communicate a caring attitude
- I seek excellence rather than victory
- I use influence rather than force
- I look for creative win-win solutions
- I balance harmony with diversity
- I have a high level of trust
- I am cooperative and inclusive
- I seek to respond non-defensively

## Lesson 6 — Collaborative Intentions

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### Empathy and Feeling Blockers

#### Judging Responses

- Criticizing
  - Name-calling
  - Diagnosing
  - Praising Evaluatively
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#### Sending Solutions

- Ordering
  - Threatening
  - Moralizing
  - Excessive or Inappropriate Questioning
  - Advising
- 

#### Invalidating Responses

- Diverting
  - Logical Argument
  - Reassuring
-



# Lesson 7: Two Messages and Communication Rapport

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## The Two Messages and Communication Rapport

**True or False?** According to the Albert Mehrabian studies at UCLA, communication is only 7 percent words!

Well, not quite true. Words are incredibly important in communication. But whenever your words are not congruent with your body language or your tone of voice, your audience will interpret an emotional message that can interfere with the meaning of your words. In the presence of mixed messages, people tend to trust tone and body language over content.

**Incongruent communication:** \_\_\_\_\_

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**Congruent communication:** \_\_\_\_\_

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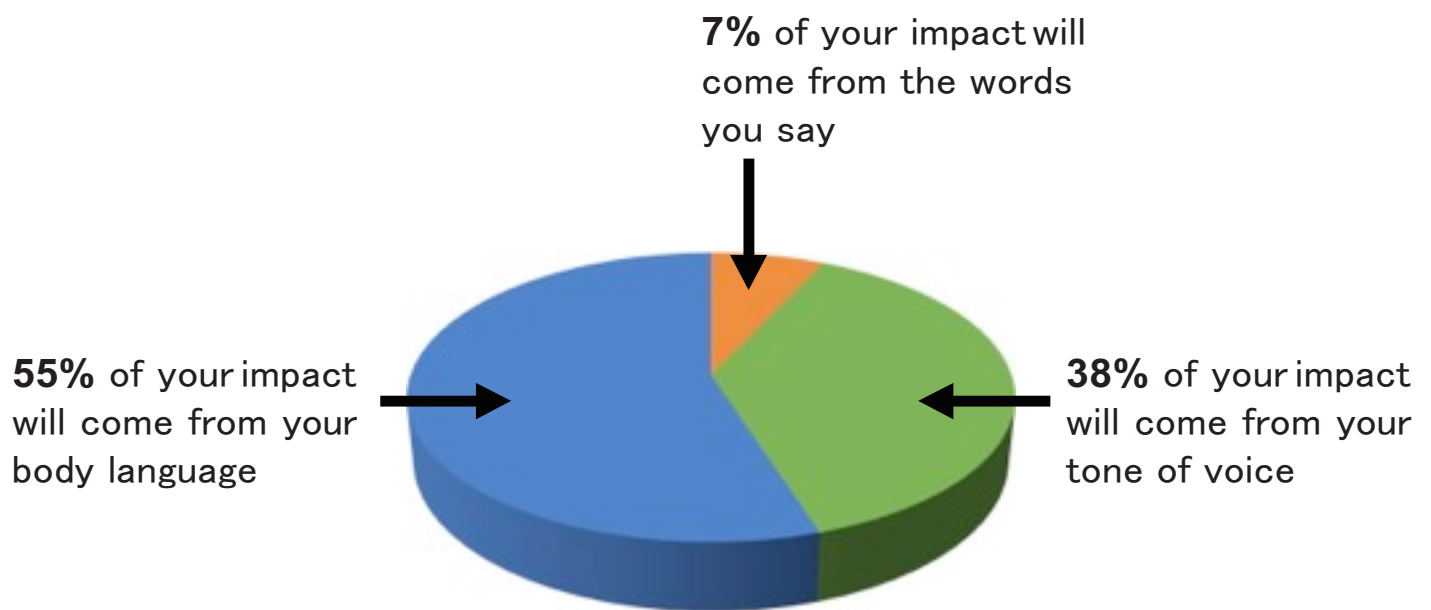
**Content is conveyed  
through words.**

**Feeling is conveyed  
through body language  
and tone of voice.**

## Lesson 7: Two Messages and Communication Rapport

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When your communication is incongruent, this is what people hear:



# Lesson 7: Two Messages and Communication Rapport

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You send two messages every time you communicate:

**1. The Content Message:** \_\_\_\_\_

\_\_\_\_\_

**2. The Feeling Message:** \_\_\_\_\_

\_\_\_\_\_

This means that if you really want to communicate successfully with people,

you need to send them \_\_\_\_\_

\_\_\_\_\_.

# Lesson 7 : Two Messages and Communication Rapport

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## Building Rapport

### Let's Practice

- *“Can I help you?”*
- *“Yes... but...”*
- *“Yes... and...”*
- *“Why... you...?”* vs. *“What can I...?”* or *“How can I..?”*
- *“When... if... then...”*
- Common Interests
- Metaphorical language
- Sensory language
- Mirroring



# Lesson 8: Steps to Manage Conflict

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## The Competency of Conflict Management

Let me introduce you to two people:



Person A



Person B

**Who has a problem?**

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# Lesson 8: Steps to Manage Conflict

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## Rules of Engagement

1. The person who is \_\_\_\_\_  
\_\_\_\_\_ the problem.
  
2. The person who \_\_\_\_\_ the problem,  
\_\_\_\_\_ the problem.
  
2. Person \_\_\_\_\_ needs to initiate,  
\_\_\_\_\_.



# Lesson 8: Steps to Manage Conflict

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## Steps to Manage Conflict

1

Focus on \_\_\_\_\_ First.  
Manage your own \_\_\_\_\_,  
especially anger, irritation, and defensiveness.

2

Focus on \_\_\_\_\_, Not \_\_\_\_\_.  
Assume \_\_\_\_\_.

3

Don't \_\_\_\_\_ It, \_\_\_\_\_ It.  
\_\_\_\_\_, and \_\_\_\_\_  
State your \_\_\_\_\_,  
using \_\_\_\_\_.



# Lesson 8: Steps to Manage Conflict

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## XYZ Talk

**X**

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**Y**

---

**Z**

---



## Lesson 8: Steps to Manage Conflict

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### The Response: XYZ Talk

**X**

---

**Y**

---

**Z**

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## Lesson 8: Steps to Manage Conflict

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### Directions

XYZ talk is a simple way to format a conflict resolution discussion that invites a discussion instead of defensiveness. Fill out the response prompts, which will then become your “script” for your conflict resolution conversation.

**X** What happened

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**Y** The primary impact  
Your primary emotion/concern

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**Z** Your solution, resolution

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## Wrap-Up

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- Questions?
- Comments?
- A-ha' s?
- Key learning points?

