

EMOTIONAL INTELLIGENCE

WORKSHOP GUIDE



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LEARNING OBJECTIVES

Emotional Intelligence is the ability to identify and manage your own emotions and the emotions of others. This session will help people in leadership positions to learn the importance of emotional intelligence in their role.

INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Leadership Essentials Series. Each video comes with a series of activities around the following structure:

LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

These activities will take about 15 minutes to complete. At the end of this guide is a practical exercise to help bring all of the learning points together.

FEATURED VIDEOS

- Self-awareness (Three against one, you don't stand a chance)
- Self-regulation (GET ANGRY!)
- Empathy (Now that's insensitive)

VIDEO 1 – SELF-AWARENESS

LOOK (play video, 3 minutes)

Most leaders assume they are self-aware, but it's surprising how often we can let our emotions impact on other people.

THINK (10 minutes discussion)

At some point, we have all looked on in amazement when a colleague is completely unaware of his or her impact on others. Perhaps they are blunt or overly critical. Most of us have cringed when witnessing these scenes. They are, quite simply, lacking in self-awareness.

But how can leaders develop this much needed skill?

Responses should include;

- **Pay attention**
Pay attention to your thoughts and emotions; how these impact your behaviour, and what it looks like to other people. Write down what you are feeling and where these thoughts are coming from.
- **Avoid the triggers**
Pay attention to the triggers that lead to a negative reaction such as anger or frustration. If negative emotions are more likely to spiral during times of stress, plan ahead to avoid these situations.

REMEMBER (recap, 2 minutes)

Self-awareness:

- Be conscious of the impact that your emotional impulses have on your behaviour.
- Become more aware of your personal moods, emotions and drives and what causes them.
- Avoid those situations which trigger negative emotions, say by planning ahead to avoid a last minute panic.

VIDEO 2 – SELF REGULATION

LOOK (play video, 3 minutes)

Taking the time to understand yourself and learning to control the impact of your emotional responses will improve your relationships with those around you. Remember, as a leader, you set the standard for your team. If you lash out, so will they.

THINK (10 minutes discussion)

Think about a time when you have either witnessed or been guilty of lashing out at someone in your team? What impact do you think that had on the individual and team as a whole?
How can leaders self-regulate their emotions?

Responses should include these two key areas:

- **Count to 10:** Before you react to a situation, take some time to breathe. Remove yourself from the situation. Don't pick up the phone or send emails when angry or frustrated.
- **Consider the consequences:** Consider the impact that your outburst might have on the individual and on the team. Remember, the impact of your behaviour is long lasting.

REMEMBER (recap, 2 minutes)

- Recognise the effect your moods are having on others.
- Work on controlling disruptive impulses and moods, perhaps by counting to ten or breathing slowly
- Try to suspend judgment and think before acting. For example, don't send emails when you're angry.

VIDEO 3 – EMPATHY

LOOK (play video, 3 minutes)

Leaders who can listen and take on board the feelings of others are naturally better at leading their teams. If you can put yourself in someone else's shoes you're far more likely to get to the bottom of problems and find solutions.

THINK (10 minutes discussion)

Sometimes it's difficult to be empathetic when we have our own emotions to deal with. How can leaders work on and develop this vital skill in the workplace?

Responses should include:

- **Encourage openness:** Listen to what people have to say, don't interrupt while they're opening up. Let them explain how they feel, and how their situation is affecting them.
- **Think about your response first:** Think about what they have said, how they are likely to respond to what you have to say and then think of an appropriate way to deal with the situation. Don't respond negatively, but work on a way forward that works for everyone.
- **Put yourself in their shoes:** Think about how you would feel if you were in their shoes. How would you handle their problems?

REMEMBER (recap, 2 minutes)

- Consider how others are likely to react emotionally before you act - put yourself in their shoes.
- Recognise the reasons why people are reacting the way they are to a situation and modify what you do accordingly.
- Encourage your team to be open about how they are feeling without responding to what they say negatively.

EMOTIONAL INTELLIGENCE – PRACTISE

This exercise encourages participants to reflect on the way they are feeling at any point in time, to consider the potential causes for this feeling and also the likely consequences in terms of their own behaviour and the effect on others.

Divide participants into group of 3 or 4.

Step 1

Each participant writes down how he or she is feeling at that moment in time and also how they think each other person in the group is feeling.

Caution: If a participant feels unhappy about discussing their feelings with the group then they should be allowed to contribute to Steps 2 to 4, but not as the focus of discussion.

Step 2

The group then focuses on one participant at a time ('the SUBJECT'). Each other person in the group reads out how they guessed the SUBJECT to be feeling. Then the SUBJECT themselves reads out what they wrote down about themselves.

The group then discusses any differences between what the SUBJECT wrote down and what the rest guessed was the case. What indicators were there that the SUBJECT was feeling in a particular way?

Step 3

The rest of the group then ask the SUBJECT a number of questions:

- What do you think caused you to feel this way?
- What effect does this feeling have on the way you behave?
- If this is a positive emotion, what could you do to make the feeling occur more often?
- If not, what could you do to avoid this emotion being triggered?

Step 4

The SUBJECT then asks the rest of the group what effect his or her behaviour has on them when he or she is feeling this way.

Steps 2 to 4 then repeat for each other participant in the group.

The groups then reconvene. Ask them in turn:

- How accurately had you been able to determine the way each other were feeling?
- How easily were you able to determine the causes for particular feelings?

Then ask all participants how helpful they think it would be to be more aware of the causes and effects of their own emotions and of those of people around them.