

# Emotional Intelligence: Leadership's Super Power

Friday, February 19, 2021

**8:45am – 9:00AM**      **Join Class and Get Oriented with Zoom**

9:00am – 10:15am      What is emotional intelligence and why is it important to your success

Understanding Your EI Results - Korrel Kanoy

10:15am – 10:30am      Break

10:30am – 12:00pm      Understanding Your EI Results, EI Skills Building

**12:00pm – 1:00pm**      **Lunch**

1:00pm – 2:30pm      Group Coaching Session

2:30pm – 2:45pm      Break

2:45pm – 3:45pm      Improving Your Emotional Intelligence

3:45pm – 4:00pm      Evaluations, Close

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**ACTIVITIES**  
**Developed by Korrel Kanoy**

**Activity 1.1: Improving Emotional Self-Awareness: Emotions Journal**

Directions: At least 3 times per day for 3 different days, fill in the chart below. Some examples are provided to help you get started. Set your iPhone for 10AM, 2PM, and 7PM to help you remember to make entries!

Date	Location	Emotion/Feeling	Possible triggers
1/3	Office	Anxious	Lots of work to do on a tight deadline; parents stressed achievement
1/3	Hallway at work	Sad	Learned about a colleague with cancer, care deeply about that person
1/3	Office	Excited	One major project completed; UNC basketball game tonight

Date	Location	Emotion/feeling	Possible trigger

### Activity 1.2: Identifying Hot Buttons

Directions: All of us have “**hot buttons**” or things we react to with strong emotion. Hot buttons develop in many ways and can be based on past experiences or values that you’ve learned. Some common hot buttons are:

- Lack of Fairness
- Lack of acceptance
- Criticism
- Lack of respect
- Sensitivity about some aspect of who you are (e.g., appearance, ethnicity, intelligence)

Think about the last incident at work when you got really angry.

1. Identify 1 or 2 of your hot buttons that could have been “pushed.” List them here.
2. What values do you hold or what past experiences have you had that make this a trigger for you?
3. Analyze what happened once the button got pushed. Did you withdraw? Over-react? Lash out? Become stressed? In a couple of words, describe both your **internal feelings and your external behaviors**.

Internal feelings:

External behaviors:

Now, think about the last time you experienced each of the emotions below at work and then identify what triggered the emotion. IF you cannot think of work examples for each emotion, use personal examples.

EMOTION	TRIGGERING SITUATION
Anxiety, Fear, Concern or Dread	
Happiness, Joy	

Sadness, Despair	

### Activity 1.3: Not Anger or Frustration, but.....

The American Psychological Association identifies 7 basic emotions that are shared by all humans and communicated universally via facial expressions. Milder or stronger versions of each emotion are shown in parentheses.

- ANGER (annoyed, frustrated --- furious, enraged)
- CONTEMPT (scorn, disrespect – loath, abhor)
- DISGUST (distasteful, off-putting – repulsive, revolting)
- FEAR (concerned, worried, alarmed --- dread, terrified, panicked)
- JOY (content, pleased – ecstatic, exhilaration, euphoria)
- SADNESS (down, dejected – despondent, depressed, misery)
- SURPRISE (amaze, astonish – shock, stun)

Anger and frustration are often secondary emotions, but ones that we feel more comfortable acknowledging. Or, it could be we don't even recognize the primary emotion, or the basic emotion that was triggered. An example may help make the point.

*A citizen criticizes your decision to the Mayor or City Council and it becomes a point of discussion within that group. You may be sad that the citizen is so critical, fearful that this citizen could cause problems for you, embarrassed – which is a form of sadness -- because you agree that the criticism is valid, or disgusted that the committee chose to discuss this issue. Any of those feelings may be harder to identify than anger.*

**Directions:** Take a recent situation when you were angry and try to determine whether other emotions were involved.

Now, think about a recent situation when you were angry or frustrated in your work role.

Your primary (root) emotion (not anger) was \_\_\_\_\_

And the trigger was \_\_\_\_\_

How would you have handled the situation differently if you had tuned into your primary emotion?

## Activity 1.4: Applying the A-E Method

Directions: Identify a recent episode (activating event) in which you engaged in *irrational (illogical, unhelpful) beliefs (B)*. Please keep your answers simple – do not tell the whole story; rather, summarize with statements like “a citizen yelled at me” or “my partner did not call on time” or “I gave what I considered to be an inferior sermon.

### Example:

**Activating Event:** I found out that a request I made for more FT personnel was denied.

(Irrational, unhelpful) **Belief:** My department is not valued by decision-makers.

**Consequences of the irrational belief:**

Emotional: feeling angry, worried

Behavioral: perhaps disengage some, perhaps confront the decision makers in an angry way

**Dispute** (the irrational belief) by coming up with evidence to the contrary: The budget is exceptionally tight. We received a new position last year and other departments did not. Short staffing is a county-wide issue and those that did receive staff positions this year also needed them.

**New Effect:**

Emotional: much less worried, not angry

Behavioral: continue to stay engaged, avoid confrontations

Now, it's your turn! Fill in the blanks below using the above example as a model. Think about a time when you may have over-reacted to a situation or handled a situation poorly because of IRRATIONAL BELIEFS.

1. What was the *activating event (A)*?

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2. What was your *irrational (unhelpful) belief* or beliefs (B)?

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3. What *consequences (C)* were caused by your irrational (unhelpful) belief?

- a. Emotional

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- b. Behavioral

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4. What are some ways to *dispute (D)* your irrational belief?

- a. Provide 1- 2 other explanations for the cause of the activating event or how you can interpret it that are more rational than what you stated in #2 above.

- b. Provide at least 1 piece of disputing evidence from your past interactions with this person.
  
- 5. What would be the new *effects (E)* for you if you replaced your irrational belief with more rational ones?
  - a. Emotional  

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  - b. Behavioral  

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Reflection/Debrief:

1. What types of situations or interactions are most likely to trigger irrational beliefs in me and why are those situations hard for me?
  
2. What can I do in those situations to avoid engaging in irrational beliefs?



Complete the chart below!

LONG-TERM (4 or more years)

I find this part of my work the most meaningful....

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## Activity 1.6 – “I” Messages

Directions: Using “I messages” is an effective way to convey strong emotions in an appropriate way. I messages can be used to a) state an opinion, b) give feedback to someone, or c) set a boundary.

The formula for effective “I messages” is simple:

I feel (insert emotion word here) because (describe the behaviors of others or situation that made you feel this way) and the effect on me is (describe what impact that emotion is having on you).

For example, let’s suppose you believe you should state an opinion about absences from work on Fridays.

*“I’m concerned that we have many more absences on Friday’s than other days of the week and that this will create issues for our department if we have citizen complaints about a lack of service or responsiveness on Fridays.”*

Directions:

1. Think about a recent time you were upset frustrated, anxious, embarrassed, or sad and write an appropriate I message.
2. Think about a time you needed to state a strong opinion that was fueled by emotions. Write an appropriate “I” message.
3. Think about a time you needed to set boundaries (e.g., say no to a request, leave a meeting before it was over but at the time you said you would need to leave, refuse to do something on someone else’s timetable). Write an “I” message.

*Compare your answers with someone else. Verify that you 1) stated an emotion, 2) explained the cause of your opinion or feeling in descriptive terms, and 3) explained its effect on you.*

### **Activity 1.7 Explain Reasons Behind Your Statements, Questions, and Actions**

Directions: Explaining our reasons for decisions or actions increases others' understanding of our motivations and rationale and usually leads to higher acceptance of those decisions. Take each situation below and write an explanation you would use in that situation.

1) The deadline for completing an important project is next week. You have put your staff member, Fred, in charge of it. Fred has been late for important deadlines three times in the last month. (You have already discussed his failure to meet these deadlines. During those discussions he was rather quiet and did not make a clear commitment.) You do not know how much progress he has made on the project that is due next week. You walk into his office and say....

2) You believe that significant maintenance work needs to be done on your building or else there will be exponentially higher costs in the future as damage to the structure continues. The budget is already tight and planning for these maintenance projects will require either additional revenue or cuts to existing staff, programs, or other expenses. You enter a meeting with your Board and say.....

### **Part 2 - Skill Application Exercise: Explain Reasons Behind Your Statements, Questions, and Actions**

*Directions: In the space below, write a description of a situation you have faced at work in which you could have explained the reasons for your actions or a decision much more effectively. Write below could you have said and what impact do you think that would have had. (IF you prefer to use an upcoming situation, please do so!)*

Your Explanation:

Likely impact:

## Activity 1:8: Empathy: Excavating Questions and Reflective Listening

Empathy does not involve feeling sorry for others, agreeing with their opinions or even, necessarily, feeling the same emotion they feel. It does require **understanding their perspective, which gives you information that may affect your decisions or emotions.** Empathy involves two skills: first, you must ask questions that help you understand the other person's perspective. Second, you must engage in reflective listening. Once you understand the other person's position or emotions more accurately and in more depth, then you can engage in more effective problem solving.

### Part 1: Excavating Questions

Excavating Questions are by definition both neutral (not biased or leading) and open-ended (require an answer with an explanation rather than yes or no). The purpose is to collect information about people's thoughts, feelings or opinions. Here is an example of an excavating question and excavating statement:

Excavating Question: What do you think about \_\_\_\_\_?

Excavating Statement: Tell me more about how that made you feel.

Now, write down 3-5 excavating questions or statements you can use in almost any situation.

1.

2.

3.

4.

### Part 2: Reflective Listening

Reflective listening involves **summarizing** what you heard the person say and/or the emotion you believe he is feeling. Do not just repeat the person's words. For example:

Direct report: *You're not being fair when you allow some people to work flexible schedules and others cannot do that.*

Reflective listening: *You're concerned that by providing flexibility to some but not to everyone that I am mistreating some employees.*

Direct report: *Yes. It's not my fault that I work in a one-person department and have to cover from 8-5. What do you do when I'm on vacation?*

Reflective listening: *It seems you have lots of concerns about my expectations for your work schedule. Would you like to make an appointment to discuss this with me?*

Write down a recent statement made to you by someone and then a reflective listening response to her opinion or concern.

Citizen's or employee's comment:

A reflective listening response:



# My Leadership Development Plan

One thing I have learned about myself as a result of this class is:

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One specific skill I want to develop to increase my effectiveness is:

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Two specific ways and places I will practice this skill are:

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I will ask for feedback and support from the following people:

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I will measure my progress in the next 30 days by:

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*In 5-6 weeks, you will receive a survey following up on this course and your Leadership Development Plan. We are curious to hear from you, what difference the learning has made and how you may be using it in your professional setting. Thank you in advance for sharing your experiences with us.*