

Understanding and Applying Emotional Intelligence

Screen	Content
1.	Understanding and Applying Emotional Intelligence (Title Screen)
2.	“Importance of Emotional Intelligence” (Vyond animation sequence showing a camping scenario. Module Demonstrates how Emotional Intelligence can help you stay calm in a life-or-death situation. This can be transferred to the workplace.)
3.	Course Roadmap (Screen shows all modules within the course and where the learner is now within the map.)
4.	Learning Objectives When you have completed this course, you will be able to: • Explain the concept of Emotional Intelligence and describe how emotions and behavior are initiated in the brain. • Describe characteristics of emotionally intelligent people. • Explain how awareness of one’s level of emotional intelligence can lead to cultivating habits that contribute to success. • Explain how to improve Emotional Intelligence and use EI strengths to address interpersonal or leadership situations in a work setting. • Describe the five-step process for making logical, timely, data-driven decisions aligned with purpose.
5.	Module One: Overview of Emotional Intelligence (Transitional/Lesson Header Title Screen)
6.	Module One: Overview of Emotional Intelligence The Anatomy of an Emotion: Why People Behave the Way They Do (animation sequence) Humans are hardwired to respond to events and situations emotionally before we respond to them rationally. That is, we are programmed to feel events before we think about them. Emotionally activated circuitry supports survival and serves us well when we encounter severe threats or danger. However, this system does not serve us in all situations. It unfortunately cannot differentiate between a physical threat like a bear and a psychological threat like a looming deadline. As a result, we sometimes react to situations that are not threatening at all.

1.	Module One: Overview of Emotional Intelligence Reactive vs. Proactive Behaviors (animation sequence) Our behaviors become reactive instead of proactive. What does this mean? Reactive responses are those that are unconscious, fast, and irrational. In the discourse of Emotional Intelligence, this is known as System 1 thinking. Moving away from reactive responses means responding more <i>proactively</i> – that is, deliberately, slowly, and rationally. This is known as System 2 thinking. Think back to Delilah and the bear. She initially panicked and had the urge to scream and run. That was reactive behavior. Soon, however, she gathered her composure and made intentional and conscious decisions to survive the situation. She exhibited proactive behavior. Proactive behavior is characterized by the ability to anticipate and effectively respond to challenges. Proactive behavior is possible when one is attuned to their own emotions and those of others. They can navigate situations with calm, clarity, and competence. This fosters constructive outcomes. Now let's get to know our brain a little better to understand how our emotional responses can undermine us.
8.	Module One: Overview of Emotional Intelligence How Our Brain Works (animation sequence) Here's how our bodies work: Everything you see, smell, hear, taste, and touch travels through your body in the form of electric signals until they reach their ultimate destination, your brain. The electric signals enter your brain at the base near the spinal cord, reaching the amygdala, located in the temporal lobe. The amygdala is known for its role in fear and threat detection. In order for you to react rationally to the detection of fear and threat, the electric signal must travel from the amygdala to your prefrontal cortex, where logical thinking takes place. The prefrontal cortex regulates emotions by evaluating and interpreting incoming stimuli, enabling cognitive control over emotions. The problem is that before an electric signal goes from the amygdala to the prefrontal cortex, it must pass through your limbic system, which is the place where emotions are produced. Because of this, the emotional part of our brain has the power to influence our behaviors before the rational parts know what is happening.
9.	Module One: Overview of Emotional Intelligence How Our Brain Works (Continued - Interaction)

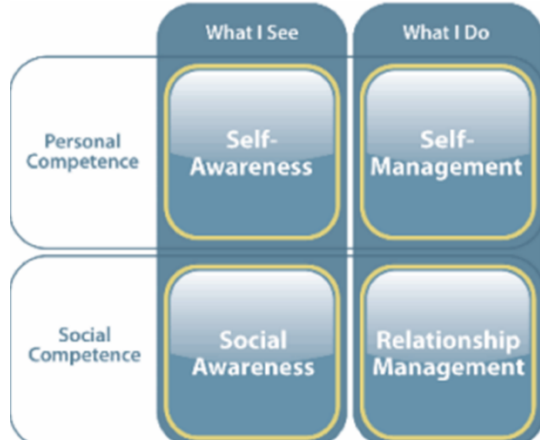
	Select the different parts of the brain to learn more about how they influence us. Human Brain (popup layer – text only, no narration) What we call the Human Brain is located at the neocortex, which contains the prefrontal cortex. This part of our brain controls logical thinking and executive functions, including: • Sensory perception • Motor commands • Spatial awareness • Reasoning • Conscious, intentional thought • Decision-making • Language skills • Creativity • Sense of self Mammalian Brain (popup layer – text only, no narration) The limbic system, sometimes called the Mammalian Brain, is where emotions originate and where emotional memories are stored. It is also responsible for our moods and instinct to care for our young. The Mammalian Brain triggers learned emotional responses to particular circumstances, based on memories accumulated and stored throughout our lives. All warm-blooded animals share the learning capacity of the limbic system. Reptilian Brain (popup layer – text only, no narration) The primal part of our brain, also known as the Reptilian Brain, is in the brainstem cells. The brainstem coordinates most of our involuntary functions, like blood circulation and breathing. It also governs our automatic instincts, such as those related to thirst and hunger; our habits; and our procedural memory. When a threat is perceived, this part of our brain has the power to override the rational thinking of the neocortex and take control of our actions.
10.	Module One: Overview of Emotional Intelligence What Is Emotional Intelligence? (Text/Image Content and Interaction) Now that we know how our brain works, it's time to define and describe emotional intelligence – the capacity to think about and manage your emotions, choose appropriate responses, and relate effectively with other people to achieve positive results. Also known as EQ, or Emotional Quotient/EQ, your emotional intelligence is the foundation for effective relationships with others. It is separate from Intelligence Quotient, or IQ, and from personality. Select each of the gears to learn more about how these factors relate to each other. EQ Popup Layer:

	EQ, or Emotional Intelligence, is a flexible skill that can be learned, practiced, and improved. EQ varies at birth – some people have a naturally higher or lower EQ than others. No matter what EQ level you are born with, a high EQ can be developed. IQ Popup Layer: IQ, or Intelligence Quotient, is your ability to learn. Many experts believe IQ to be fixed at birth. Others point out that people develop multiple intelligences based on life experiences and personal growth, and that IQ scores can change based on working memory training and rigorous degree programs. Regardless of various perspectives on IQ, there is no known connection between IQ and EQ. This means you can't predict someone's emotional intelligence based on how smart they are. Personality Popup Layer: Personality refers to the enduring characteristics and behavior that comprise a person's outward display, responses to external stimuli, and approaches to situations. Personality includes major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Though personality plays a role in behavior, it does not determine EQ. People with very similar personalities may differ dramatically in levels of emotional intelligence. In the same vein, high levels of emotional intelligence are found in disparate personality types, as are low levels of emotional intelligence.
11.	Module One: Overview of Emotional Intelligence System 1 and System 2 Overview (Interaction) Narration on Home Screen We previously described how the limbic system causes us to react automatically when presented with danger. But we may react emotionally even when there's no threat or danger. It turns out, we use our emotional brain to guide our behaviors more often than we realize. According to psychologist Daniel Kahneman, the brain is split into two thought systems: System 1 and System 2. These systems represent two modes of thinking. System 1 is a fast-thinking, automatic system, while System 2 is slow-thinking and reflective. To improve your emotional intelligence, you need to recognize these two systems of thought in yourself. Select each system to learn more. Text/Images on Home Screen: Perception of danger is not required – we often use our emotional brain to guide our behaviors.

	 SYSTEM 1 Fast Thinking (Automatic System)  SYSTEM 2 Slow Thinking (Reflective System) Note: Something like this for the clickable layers, but in the UMGC branding and color scheme. System 1 Popup Layer: System 1 is the involuntary, always-on network in our brains. It takes in stimuli and processes it with no effort, automatically associating and reacting. For instance, the moment you feel disgust, a grimace is almost instantaneous. These automatic, subconscious associations are often what cause stereotypes and framing biases. Examples: When Delilah’s first impulse was to scream and run from the bear, she was operating from System 1. This tendency also transfers to professional settings. If you are in a team meeting and someone says something that makes you feel mad, fearful, or threatened – well, you might not run and scream, but your reaction could be similarly panicked and irrational. You could automatically proclaim a team member’s idea is ‘ridiculous’ without hearing them out. If you do this, you are, like Delilah, operating from System 1. System 2 Popup Layer: System 2 runs the voluntary parts of our brains. It’s in charge of anything that takes willpower, self-control, or sustained effort. It does things that are too difficult for System 1. It takes information offered by System 1, processes it, and chooses where to allocate attention. If you are weighing options, choosing rationally, or challenging assumptions and rules, you’re using System 2. Examples: Delilah eventually made a conscious effort to think rationally about how to handle the bear encounter. She considered past information she received about such situations and her own behavioral tendencies. In doing so, she used System 2 thinking. In the team meeting, you can also use System 2 thinking. You should tell the team member you need some time after the meeting to consider their idea. Then, you would do just that, reflecting on your own biases and emotions as you do so.
12.	Module One: Overview of Emotional Intelligence Individual Reflection Describe a memorable situation in which you or someone you witnessed displayed System 1 behavior. Next, describe a memorable situation in which you or someone you witnessed displayed System 2 behavior.

	Feedback (Universal regardless of answer): Thanks for sharing your observations! System 1 reactions are automatic and can lead to anxious or impulsive behaviors. System 2 thinking processes inputs and makes logical decisions. This can lead to constructive decisions and rational behaviors.
13.	Module One: Overview of Emotional Intelligence Emotional Intelligence in the Workplace (Text/Image content) Emotional intelligence is critical to your professional success and to your organization's growth and development. When the emotional part of our brain overrides the rational part, the result may be inappropriate reactions that sabotage our success and cause problems for others. According to a Career Builder survey, 75% of employers said they valued a candidate's emotional intelligence over their IQ. According to the book <i>Emotional Intelligence 2.0</i> by Travis Bradberry and Jean Graves, EQ accounts for 58% of performance across job types. Emotional intelligence is the foundation for a host of critical skills. Efforts to increase your emotional intelligence tend to have wide-ranging, positive impacts on your life and work. If you can delay your emotional reaction long enough to intentionally engage your rational brain, you will discover new and better ways to handle difficult situations. Text/Image on Screen: Critical skills should pop up including "Empathy", "Trust", "Anger Management", "Flexibility", etc. over top of images showing workplace scenarios and professional people working together.
14.	Module One: Overview of Emotional Intelligence Individual Reflection Describe several ways that emotional intelligence can help you succeed in the workplace. Provide a concrete example for each way. Feedback (Universal regardless of answer): Great ideas and examples! Emotional intelligence can help us achieve and succeed at work as we improve relationships with our coworkers, teammates, supervisors, or employees. With emotional intelligence, we cut down on misunderstandings, hostilities, and misbehaviors. A high EQ also helps us with communication, flexibility, time management, anger management, and many other important workplace skills and characteristics.
1.	Module Two: Emotional Intelligence Appraisal (Transitional/Lesson Header Title Screen)
2.	Module Two: Emotional Intelligence Appraisal Four Components of Emotional Intelligence (Interaction)

Now that we've reviewed the fundamentals of Emotional Intelligence, it's time to test your current EQ level. The TalentSmartEQ Emotional Intelligence Appraisal consists of four core skills based on the connection between what you see and what you do with emotional competence, personally and socially. Select each of the four squares in the matrix on this screen to learn more about these core skills.



Self-Awareness (Popup Layer):

The core skill of self-awareness relates to your ability to accurately perceive your own emotions in the moment and understand your tendencies across situations. It's about understanding what makes you tick, including your reactions to specific events, challenges, and people. Increasing your self-awareness skills will help you make sense of your emotions quickly and accurately and increase your ability to tolerate uncomfortable or negative feelings.

Note: The text above will appear on the left side of the popup layer. An image of character Brian will appear on the right side of the popup layer with a quote underneath, indicating that he scored high in the Self-Awareness component.



"I know I tend to be a 'lone wolf' at work (in the rest of my life, too, if I'm honest!) so I make sure to check in with my accountability partner if I have stayed quiet too long or gone too long completing tasks on my own. It helps to get periodic feedback from colleagues to ensure I haven't gone in the wrong direction in my work!"

Self-Management (Popup Layer):

The core skill of self-management relates to the ability to **use** awareness of your emotions to direct positive and appropriate behavior. Self-management includes resisting explosive, negative, or problematic behavior; staying flexible; putting your momentary needs on hold to pursue larger long-term goals; managing your natural tendencies; and seeing things through.

Note: The text above will appear on the left side of the popup layer. An image of character Amira will appear on the right side of the popup layer with a quote underneath, indicating that she scored high in the Self-Management component.



“When I find myself getting angry or frustrated at work, one trick that works for me is to take several slow, deep breaths, or do a 3-minute guided meditation on my phone to calm down. Then I redirect that energy into diving into a project and use my competitive nature to complete it quickly and make it the best my manager has ever seen!”

Social Awareness (Popup Layer):

The core skill of social awareness relates to the ability to accurately pick up on others’ emotions and understand what is going on with them, what they are thinking or feeling. People with high social awareness are good listeners and have finely tuned observational skills. They focus on others instead of themselves when communicating.

Note: The text above will appear on the left side of the popup layer. An image of character Mitchell will appear on the right side of the popup layer with a quote underneath, indicating that he scored high in the Social Awareness component.



“During a presentation, my teammate seemed distracted. She was having trouble delivering her part of the presentation, looked upset, and wasn’t focused during everyone else’s parts. I started getting annoyed, but then redirected myself and finished the presentation strong. Afterwards, I checked in with her and listened as she told me about a major health issue she got news about just before the presentation. She later told me I helped her tremendously and she could now refocus her attention on work.”

Relationship Management (Popup Layer):

The core skill of relationship management relates to your ability to **use** your awareness of your and others’ emotions to manage social and relational interactions successfully. Communication and handling conflict are hallmarks of the relationship management skill. Competent relationship management also allows you to build bonds over time with others.

	Note: The text above will appear on the left side of the popup layer. An image of character Terri will appear on the right side of the popup layer with a quote underneath, indicating that she scored high in the Relationship Management component.  <i>"One of my coworkers fractured her femur and had to use a walker. She discovered how difficult it was to get around the building because it wasn't accessible at all. I'm trying to help her by encouraging the organization to remedy that, starting with a ramp. We've got to look out for each other!"</i>
3.	Module Two: Emotional Intelligence Appraisal Complete the Self Edition Assessment Now that you understand the four core skills of emotional intelligence, it's time to assess <i>your</i> overall EQ level, as well as your individual score in each of these skills. 1. Select the link on the screen to create your TalentSmart EQ account. 2. Complete and submit the 28-question Self Edition Assessment within the TalentSmart dashboard. 3. Access your results report from the dashboard, download it as a PDF if desired, and review your results and feedback. This includes scores for overall EQ and the four core skills. 4. Access your EQ Developmental Resources from the dashboard as desired, including eLearning courses and activities, the Goal-Tracking System, and one available retest (recommended after 6-12 months).
4.	Module Two: Emotional Intelligence Appraisal Individual Reflection What do your self-assessment results say about your emotional intelligence? In which core skills are you already strong and in which areas do you need to improve? Describe what the self-assessment process and exploring Developmental Resources was like for you and what you learned. Feedback (Universal regardless of answer): Thanks for sharing your experience! Taking a self-assessment is a valuable tool to understand your current status regarding Emotional Intelligence and the areas you need to work on. We hope you continue to use the TalentSmart EQ resources to develop your emotional intelligence.

1)	Module Three: Strategies for Improving Your Emotional Intelligence (Transitional/Lesson Header Title Screen)
2)	Module Three: Strategies for Improving Your Emotional Intelligence 3 Behavioral Principles (animation sequence) Now that we know the four major components of emotional intelligence – self-awareness, self-management, social awareness, and relationship management - let's touch on 3 Behavioral Principles of Emotional Intelligence. 1) Emotions and behaviors do not like to operate incongruently with one another. We like to act the way we feel and feel the way we act. 2) Behaviors can lead emotions just as emotions can lead behaviors. Just as emotions can make us behave badly or well, behaving a certain way, even if that's not how you feel, can cause your brain to justify your behavior with a change in thoughts and feelings. 3) It is often easier to control behaviors than emotions. We can decide not to shout or yell at someone, but to speak to them calmly instead, even if we could not control feeling angry.
3)	Module Three: Strategies for Improving Your Emotional Intelligence Behavioral Strategies (animation sequence) When it comes to changing behavior, we sometimes have to intentionally strategize. Since we know emotions and behaviors like to work congruently, we can manipulate one to have an effect on the other. For example, you might not feel well about various aspects of your personal or work life. You might then think: What emotions do I want to feel instead? To achieve a desired feeling, <i>behave in a way consistent with that emotion.</i>

	Module Three: Strategies for Improving Your Emotional Intelligence Problems and Solutions (Match the problem to the solution) Let's look at some examples framed as problems and solutions. Matching: Problem: Feel lazy but want to feel energetic. Behavioral Solution: Start working out, eating healthier, and going to sleep earlier. Matching: Problem: Feel anxious about initiating a conversation with supervisor but want to feel confident. Behavioral Solution: Carefully write out a professional, competent version of what you will say and practice saying it. Matching: Problem: Feel inferior because others have more education and knowledge but want to feel equal and qualified. Behavioral solution: Seek out, participate in, and complete degree programs, certifications, and other formal and informal learning opportunities. Matching: Problem: Feel lonely and isolated but want to feel engaged with and connected to others. Behavioral Solutions: Join organizations, clubs, and activities that interest you and put you in communication and camaraderie with others. The bottom line is...we can't easily force ourselves to feel a different way, or hope that feeling a different way will magically happen. What we can do is change <i>what we do</i> and <i>how we behave</i>. A change in feelings and attitude often follows.
3)	Module Three: Strategies for Improving Your Emotional Intelligence Emotionally Intelligent Behaviors (animation sequence)

	Now that we recognize the importance of behaving in certain ways to have a positive effect on feelings, let's look at some behaviors associated with emotional intelligence. Positive Communication. Responding positively does not mean artificial optimism or not voicing your critiques. It means leading with a positive attitude and friendly tone of voice. For instance, if someone has ideas for a project you don't agree with, you might say "It's great that you're enthused about this. I may want to speak with you later about your last two suggestions. I know some approaches we could consider." This is better than saying, "That won't work. The stakeholders will never go for it." The first approach is mature and respectful while the second approach is hurtful and puts the other person on the defensive. Receptivity. Receptivity is the willingness or readiness to receive, especially ideas. This means you are genuinely open to others' thoughts. An extension of this is active listening with a sincere desire to understand. Active listening shows you respect the speaker and their right to a perspective. It can help you better perceive and respond to emotions. Supporting Others. Supporting others in both personal and practical matters means you help them finish their tasks, complete a project, or find productive solutions to problems. You listen to them empathically if they have work challenges, and you seek to understand and to relate, even if you don't 100% agree with their stance or grievance. Likewise, if a colleague has a personal problem and shares it with you, you show empathy in that way as well.
4)	Module Three: Strategies for Improving Your Emotional Intelligence Emotionally Intelligent Behaviors (animation sequence) Flexibility. An emotionally intelligent person understands that even the most well-planned projects will often need to be modified, to some degree, for various reasons. A calm, mature response is, "I'll need to move some things around. I'll do my best. If there are any issues or it proves too challenging, we can discuss it." This is better than lashing out in anger or irritation that a change is required. Accountability. Accepting responsibility for your work outcomes is important. This includes your mistakes, if and when they occur. Individuals with high emotional intelligence understand that taking responsibility is not

	an admission of wrongdoing, incompetence, or personal failure, but rather, ownership of one's role as it relates to a <i>particular</i> situation or task. While you may reference factors that contributed to the problems or a failure, you do not blame others or external circumstances to exonerate yourself.
5)	Module Three: Strategies for Improving Your Emotional Intelligence Emotionally Intelligent Behaviors (animation sequence) Mature Responses to Criticism. An emotionally intelligent person takes constructive criticism with little or no defensiveness, reflects on the legitimacy of the criticisms, and applies the changes required. In the same vein, emotionally intelligent behavior <i>gives</i> constructive criticism in a way that is sensitive to others and helps them grow. This is a healthy feedback loop. Reflection. Ongoing reflection on one's past actions, behaviors, and responses facilitates handling future situations and emotions increasingly better. It's worth noting, however, that behavior does not necessarily improve, nor is it perfect, at every turn. Even a person with high emotional intelligence can behave with low emotional intelligence <i>at times</i>. When that occurs, further reflection is instinctive, and long-term growth continues. Your supervisors will have more confidence in your ability if you behave in emotionally intelligent ways. You will also have better relationships with and collaborate more effectively with your colleagues.
6)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies Meet Kacey. Her EQ could be higher. She's had a rough week and needs to utilize some of the strategies you've learned to improve her emotional intelligence. Select each of Kacey's questions to give her advice to improve her EQ meter.

7)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies (Question 1) Question: A co-worker treated me unfairly this week, and I feel like he has been judging me ever since. I feel myself becoming defensive and angry around him because I believe that everyone should be treated equally and respectfully. What should I do? Answer choices: • Treat them the same way back • Report your coworker to your manager • Seek to understand their intentions and feelings • Ignore the coworker and don't interact.
8)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies (Question 1 Feedback) Feedback: If it seems like someone is treating you unfairly or with disrespect, you should seek to understand that person's true intentions and feelings. They may not be good at expressing their emotions, or they may be going through something that makes them easily irritable.
9)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies (Question 2) Question: I've been feeling down and dull and I just want to feel happy. What's the quickest and most effective way to change my emotions? Answer choices: • Analyze your personal life and your professional life to ensure they aren't the problem. • Participate in activities that make you feel happy to bring those happy feelings back. • Eat a snack or drink a beverage to get your mind off it. • Take a vacation to make you happier.

10)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies (Question 2 Feedback) Feedback: If you are feeling depressed or dull, it's a good idea to think about the hobbies or activities that make you happy and make more time to do them. Doing activities that make you happy often bring back happier feelings.
11)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies (Question 3) Question: I was in a meeting this week, and one of my colleagues began making suggestions for our next project that I know won't work because we've tried them before. I want to say something to him. What should I say? Answer choices: • "Where do you get your ideas? They're outdated and ineffective." • "No offense, but we've tried all of that before and none of it worked." • "We should find time to talk about this project. We can share ideas." • "Talk to Carol. She can tell you why this won't work. Good luck."
12)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies (Question 3 Feedback) Feedback: When a coworker has ideas you don't agree with, don't put them on the defensive by telling them they are wrong. Instead, take a cooperative stance. Offer to continue to share ideas about the project or task. You may get a better sense of their ideas and begin to support them. On the other hand, if you still feel your coworker is on the wrong track, respectfully guide them toward the approach you think would be better.

13)	Module Three: Strategies for Improving Your Emotional Intelligence Knowledge Check: Strategies Meter Page 3/3 Added to Kacey's EQ Meter Select Retry will reset this Knowledge Check's progress. Retry/Continue
14)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Rational Emotional Behavior Therapy (animated narration) In the 1950s, American psychologist and psychotherapist, Dr. Albert Ellis, developed a cognitive strategy based on Rational Emotional Behavior Therapy (REBT) to help people manage their thoughts, emotions, and behavior. Ellis's thesis is that our feelings follow our beliefs. What we believe about our world determines how we feel. The discussion around REBT notes that it is largely our negative thinking about events (our beliefs) that leads to emotional and behavioral upset. Individuals are taught how to examine and challenge their unhelpful thinking which creates unhealthy emotions and self-defeating or self-sabotaging behaviors.
15)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: ABCs of Life (animated narration) The ABCs of Life are part and parcel to REBT and Ellis's thesis "Your feelings follow your beliefs. What you believe about your world determines how

	you feel.” In effect, our disruptive emotions can be effectively managed if we take the time to analyze our thoughts and use our rational brains. A – refers to the activating events of life B – refers to our beliefs about the activating event; and C – refers to our consequential emotions and behaviors The tendency in life is to blame our feelings and behaviors on events, when it is <i>our beliefs</i> about the events that determine how we feel, not the events themselves.
16)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness (animated narration) Mindfulness is an important counter to the ABCs of Life. Sometimes you can’t immediately stop negative beliefs about an activating event, and you consequently suffer negative emotions. However, when you are mindful, you consciously <i>dispute</i> your negative thinking using mental discipline and agility. We must remember that since initial thoughts about an activating event may be automatic and learned, we should not judge ourselves for them. Instead, move on to a mindful thought which is enlightened, driven by your values, sense of purpose, kindness, and appreciation. This is an intentional shift from System 1 to System 2 thinking.
17)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Emotional intelligence in the workplace means we switch from asking System 1 questions like “Why are you so difficult?” to System 2 questions like “What can I do to support you?” Let’s practice with Kacey.

18)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Voiceover - Select each question to have Kacey talk with a coworker and ask a question. Can you consistently choose the System 2 question? Can you consistently choose the System 2 question in these conversations? Select each conversation to help Kacey
19)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Scenario 1: Gianna voice: I've been really stressed out lately and I accidentally scheduled two crucial meetings with customers at the same time! Kacey voice: Oh no! How did that happen? Gianna voice: I'm not sure. I just can't seem to keep anything organized lately and I'm trying so hard.
20)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Question 1 Select the System 2 question that Kacey should ask Gianna, then select Submit.

	Choice 1: Why are you having such a hard time? Choice 2: How can I help you to be successful?
21)	Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Question 1 Feedback Correct! Even though your mind may initially judge the person, your intentional thinking about respectful communication and helpful attitudes should make you say, “How can I help you to be successful?” (+1 to Kacey’s EQ Meter) Choice 1: Why are you having such a hard time? Choice 2: How can I help you to be successful?
22)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Scenario 2 Brian voice: Hey Kacey, I’m on a new project and I just can’t seem to understand it. Do you have any advice? Kacey voice: Yeah of course! You should talk to your supervisor to clear up any confusion. That always helps me. Brian voice: I would, but I’ve already talked to my supervisor about this once and I’m embarrassed that I still don’t get it.
23)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Question 2

	Select the System 2 question that Kacey should ask Brian, then select Submit. Choice 1: What do you need? Choice 2: Why is it so hard for you?
24)	Cognitive Strategies: Mindfulness Knowledge Check Conversation Scenario Questions - Switching from System 1 to System 2 Questions Question 2 Feedback Correct! Even though your mind may initially puzzle over why your coworker doesn't understand, your intentional thinking about respectful communication and helpful attitudes should make you say, "What do you need?" (+1 to Kacey's EQ Meter) Choice 1: What do you need? Choice 2: Why is it so hard for you?
25)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Mindfulness 2/2 added to Kacey's EQ Meter. Selecting re-try will reset this knowledge check's progress
1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing video Narrator: Have you ever felt like you are trapped in someone else's point of view about you? Visuals: With a dark background, Terrance is shown acting scared in a glass box or container.

Narrator: You see yourself as caring and committed, and they see you as a know-it-all.

Visuals: Office scene shows Terrence happily giving someone advice while people on the other side of the room are calling him a know-it-all.

Narrator: Have you ever trapped someone else in your point of view?

Visuals: Back to black background, but with Terrence literally looking down on Lizzy in a glass box.

Narrator: You see the person as stubborn and difficult, and the person wants you to see persistence and dedication.

Visuals: Have a speech bubble coming from Lizzy that says, "I'm just dedicated, I hope my coworkers see that."

Narrator: People's behaviors always belong in more than one category. For every interpretation or perception, there is usually a more positive way of organizing your thoughts around that perceived behavior.

Visuals: All characters are shown in line in a coffee shop while one is talking on the phone loudly/disruptively.

Narrator: To reframe is to give someone the benefit of the doubt and to put the most positive frame you can think of around their behaviors.

Visuals: Characters are each shown in a photo frame on a wall looking upset, sad, or annoyed, and flipping to positive and happy.

Narrator: Reframes change your emotional state, which changes your behavior, which causes you to approach the other person differently, which changes the relationship dynamic.

Visuals: The following is shown in a horizontal process flow chart.

- Change your emotional state
- Change your behavior
- Approach the person differently
- Change the relationship dynamic

Narrator: Reframes are powerful, not because they change the other person but because they change you.

Visuals: All characters are back in the office setting talking and enjoying each other's company. The following text appears: "Reframes are powerful because they change you."

1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Select each portrait to reframe Kacey's perception Voiceover script: Kacey is haunted by her perceptions of some of her coworkers and managers. Can you vanquish her perceptions and raise her EQ with the power of reframing? Select each portrait on the wall to reframe her perception of that person.
1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Question 1: Kacey perceives Amira as a perfectionist. Which of these is the best reframe of Kacey's perception of Amira? • Amira could have anxiety and just want to please others. • Amira might want to feel better than everyone else. • Amira might not like any of her coworkers.
1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions (Feedback) Question 1 Feedback: You may perceive someone as a perfectionist, but they may have anxiety driven by the need to please others. • Amira could have anxiety and just want to please others. • Amira might want to feel better than everyone else. • Amira might not like any of her coworkers.

1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Question 2: Kacey perceives Brandon as manipulative. Which of these is the best reframe of Kacey's perception of Brandon? • Brandon could be trying to trick coworkers into his ideas. • Brandon might be persuasive with a desire to communicate. • Brandon could be a defensive and opinionated person.
1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Question 2 feedback: You may perceive someone as manipulative, but they may just want to be a good communicator and enjoy persuading others to ideas they think are important. • Brandon could be trying to trick coworkers into his ideas. • Brandon might be persuasive with a desire to communicate. • Brandon could be a defensive and opinionated person.

1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Question 3: Kacey perceives Terri as conceited. Which of these is the best reframe of Kacey’s perception of Terri? • Terri is bossy and untrusting. • Terri probably thinks she’s better than her coworkers. • Terri may be confident and trying to protect herself.
1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Question 3 feedback: You may perceive someone as conceited or arrogant, but they may be trying to project confidence to protect themselves from repeating past trauma or negative experiences. • Terri is bossy and untrusting. • Terri probably thinks she’s better than her coworkers. • Terri may be confident and trying to protect herself.

1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Question 3: Kacey perceives Retina as anti-social. Which of these is the best reframe of Kacey’s perception of Retina? • Retina may avoid people due to a bad temper. • Retina could be introspective and respectful of boundaries. • Retina may be a loner.
1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions Question 3 feedback: You may perceive someone as anti-social, but they may be very introspective and respectful of people’s boundaries. • Retina may avoid people due to a bad temper. • Retina could be introspective and respectful of boundaries. • Retina may be a loner.

1)	Module Three: Strategies for Improving Your Emotional Intelligence Cognitive Strategies: Reframing scenario-based interactive knowledge check questions 4/4 added to Kacey's EQ Meter Selecting Retry will reset this knowledge check's progress.
1)	Module 3: Strategies for Improving Your Emotional Intelligence Additional Strategies: Identifying and Managing Workplace Emotional Triggers Now let's delve into emotional triggers in the workplace. What is a trigger? Basically, it's a person, place, thing, or situation that elicits an intense or unexpected emotional response or causes an individual to relive a past trauma. Any sensory stimulus can be a potential trigger. Triggers are not the same as threats. With triggers, a non-threatening stimulus causes an automatic response. Select the icons below to learn about common workplace emotional triggers. Pop-Up Layer Micromanagement <u>Trigger</u>: Feeling suffocated and scrutinized by constant supervision and control. <u>Solution</u>: Have a calm, open, and honest conversation with your manager about your need for autonomy and trust. Your supervisor may not mean to appear distrustful or be controlling. They might be worried about their standing with their own boss or about a particular project, and it manifests in more oversight than usual.

Pop-Up Layer**Conflict with Colleagues:**

Trigger: Feeling stressed, hurt, or frustrated because of disagreements or clashes with coworkers.

Solution: Address conflicts directly and professionally. Practice active listening, empathy, and finding common ground to resolve differences. It is often the case that you have more in common with your coworkers than you realize, and that everybody is well intended. Communication is key. If your efforts to resolve a situation one-on-one and directly do not work, consider utilizing mediation or involve a neutral third party.

Pop-Up Layer**Work Overload:**

Trigger: Feeling overwhelmed and unable to manage an excessive workload.

Solution: Prioritize tasks and set realistic deadlines. Learn to delegate tasks and tactfully decline work, where doing so is an option, to maintain a healthy work-life balance. If your efforts to make your work more manageable do not work, communicate openly with your supervisor about workload concerns. Be calm and respectful. It's very possible your supervisor doesn't realize you're overloaded.

Pop-Up Layer**Lack of Recognition:**

Trigger: Feeling unappreciated or undervalued for your contributions.

Solution: Understand that your organization may appreciate you a great deal, but it may not have adequately developed its performance recognition system. Advocate for yourself in a professional manner by highlighting your achievements and contributions to your manager or team. If necessary, discuss career development opportunities with your supervisor to ensure your efforts are recognized and rewarded.

Pop-Up Layer**Unclear Expectations:**

Trigger: Feeling confused or anxious due to ambiguous instructions or expectations.

Solution: Calmly seek clarification from your supervisor or team members. Ask specific questions to ensure alignment. Document agreements and instructions to avoid misunderstandings. Regularly review and confirm expectations to stay on track.

1)	Module Three: Strategies for Improving Your Emotional Intelligence Individual Reflection Reflection – Your Emotional Triggers: Text entry individual Reflection activity where participants answer the question “What are your emotional triggers in the workplace and why?” ===== Feedback: Thanks for sharing your emotional triggers in the workplace. Intentionally thinking about what causes us to have intense emotional responses is important personal growth work. Evaluating these situations and our subsequent emotional reactions helps us take a first step toward mature, considerate behavior.
1)	Module 3: Strategies for Improving Your Emotional Intelligence Additional Strategies: Data-Driven Decision-Making Another strategy for improving your emotional intelligence is data-driven decision-making. Data-driven decision making is the process of using metrics and insights gleaned from data to inform decisions that align with goals. Data-driven decision making lets people make smarter and more informed choices, based not on gut instinct or anecdotal experience, but on the reality of what has happened before and the likelihood of it happening again. As a tool to improve emotional intelligence, data analysis can help us recognize patterns of human behavior – when and where certain behaviors are most likely to occur -- and the motivations and triggers therein. This, in turn, facilitates greater ability to plan and to make healthy interpersonal choices.

	Select each layer below to hear about the five steps of data-driven decision making and how they can be applied to developing and exhibiting emotional intelligence. Pop-Up Layer Define the Problem(s) Identify and comprehend common problems in the workplace, particularly your workplace. What are frequent conflicts and disagreements? For example, hurtful sarcasm or condescension, work cliques and gossip, insensitive remarks, “know it all” colleagues, unequal work distribution, feeling unappreciated, irritability, passive-aggressiveness, etc. Pop-Up Layer Collect Relevant Data Seek out resources and information on common causes of these behaviors and circumstances, in what circumstances they are most likely to occur, and how to handle them. This could include conversations with friends, family, and coworkers who you believe to have high emotional intelligence and insight into work conflicts. It could also include credible articles and courses about various workplace behaviors, common problems at work, work team dynamics, etc. Pop-Up Layer Analyze the Data As you take in your data and sources, observe and analyze patterns, outliers, anomalies, and trends that indicate areas of growth or potential pitfalls regarding workplace problems and our reactions to them. Look for cause-and-effect relationships that connect behaviors and responses. Take note of statistical information that can predict friction in particular circumstances and suggest healthy responses. Pop-Up Layer Develop and implement a plan Once analysis is complete, develop general and specific plans, as appropriate, to handle issues as they arise. Your general plan might be to always wait one full 24-hr period before reacting to anything that bothered you at work, giving you time to mull on it. A specific plan might be carefully considered questions you ask of a coworker if the two of you are having friction. Ultimately, you create strategies, informed by your data analysis, for fair, open-minded, and healthy reactions before incidents occur. Pop-Up Layer Evaluate results
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	After a while, you should evaluate how your emotional intelligence has become stronger, your reactions more deliberate and mature, and your work relationships healthier, because of data-driven decision making. Since there may have been lapses in healthy behavior even though you know better, try to get a handle on the triggers the challenge you most, and brainstorm new strategies and practices to keep improving. If certain resources for awareness proved more helpful than others, plan a path forward leaning more on that data and information.
1)	Module 3: Strategies for Improving Your Emotional Intelligence Additional Strategies: Data-Driven Decision-Making Knowledge Check Questions Now let's check our knowledge on data-driven decision making as it applies to improving emotional intelligence.

1)	Module 3: Strategies for Improving Your Emotional Intelligence Additional Strategies: Data-Driven Decision-Making Knowledge Check Question #1 Question: Step 2 in Data-Analysis Decision Making is Collect Relevant Data. Which of these could be a good source of data for improving emotional intelligence in the workplace? [Select all that apply.] A) A credible article on common circumstances for passive-aggressiveness B) An organizational report covering employee responses to surveys about work conflicts. C) A credible article about the job growth outlook for accountants in the next three years. D) An end-of-year report on the status of each work teams' major projects.
1)	Module 3: Strategies for Improving Your Emotional Intelligence Additional Strategies: Data-Driven Decision-Making Knowledge Check Question #1 Feedback Feedback: Relevant data to improve your emotional intelligence includes sources that offer insight into when, where, and why people tend to behave in certain ways and how best to respond. This includes a credible article about common circumstances for passive aggressiveness and an organizational report covering employee responses to surveys and work conflicts. E) A credible article on common circumstances for passive-aggressiveness F) An organizational report covering employee responses to surveys about work conflicts. G) A credible article about the job growth outlook for accountants in the next three years. H) An end-of-year report on the status of each work teams' major projects.

1)	Module 3: Strategies for Improving Your Emotional Intelligence Additional Strategies: Data-Driven Decision-Making Knowledge Check Question #2 Question: Why is step 5 (Evaluate Results) of data-driven decision making important? A) We get a chance to identify problems in the initial phase, noting the nature and severity. B) We can observe patterns of success, failure, or challenge over a period of time and re-strategize for continued improvement. C) We look at many sources that can help us glean insight into problems and create an implementation plan accordingly.
1)	Module 3: Strategies for Improving Your Emotional Intelligence Additional Strategies: Data-Driven Decision-Making Knowledge Check Question #2 Question Feedback: Evaluating results is about noticing successes and failures from an implementation period, and why the successes and failures occurred. It also means identifying challenges and barriers and re-strategizing for continued improvement. D) We get a chance to identify problems in the initial phase, noting the nature and severity. E) We can observe patterns of success, failure, or challenge over a period of time and re-strategize for continued improvement. F) We look at many sources that can help glean insight into problems and create an implementation plan accordingly.

1)	Wrapping It Up (Blank screen with just “Wrapping It Up”)
1)	Wrapping It Up Summary What EQ is and how it impacts us Behaviors of EQ-I 2.0 Model How EQ is critical for success (each of the above in a circle) Awesome work – you've reached the end of this course! You did a great job helping Kelcey raise her emotional intelligence as you learned the following: • What emotional intelligence is and how it impacts us • The behavioral ins and outs of the EQ-I 2.0 model of emotional intelligence • How emotional intelligence is critical for your personal and professional success. You’ve also learned some effective strategies for improving your emotional intelligence. They include mindfulness, reframing, anticipating triggers, and data-driven decision making. Your EQ-I 2.0 assessment results will provide you with even more. Be sure to revisit those strategies and put them into practice. Please select the Download Report button to view and download a report of your reflections from this module.