

Understanding and Applying Emotional Intelligence

Introduction

START



Select START to begin the course.

NAVIGATION



Select the PLAY button to watch and listen, and then select NEXT to continue.

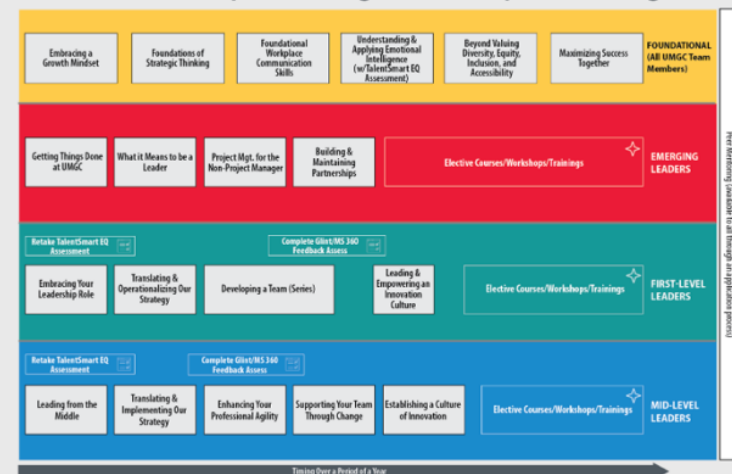
WHERE HAVE WE BEEN? WHERE ARE WE GOING?

Understanding and Applying Emotional Intelligence is the fourth course in the Foundational Track of the UMGCLeadership Learning and Development Program.

Part of this course includes completing an Emotional Intelligence assessment. You have received an e-mail invitation from assessments@talentsmart.com to set up a TalentSmartEQ account and complete the 28-question Self Edition assessment. The assessment is required, and we recommend completing it before beginning this course. The course will cover information related to your assessment results.

Contact LearnGrow@umgc.edu for help with technical or other issues related to TalentSmartEQ. Staff are happy to help.

UMGC Leadership Learning & Development Program



COURSE MAP



Introduction and
Overview



Overview of
Emotional
Intelligence



Emotional
Intelligence
Appraisal



Strategies for
Improving Your
Emotional Intelligence

COURSE LENGTH: Approximately 2 to 3 hours (includes assessment)



Select a Module to begin.

INTRODUCTION



Select the PLAY button to watch and listen, and then select NEXT to continue.

OBJECTIVES



Select each Objective to learn more, then select NEXT to continue.

OBJECTIVES



OBJECTIVE 2

Describe characteristics of emotionally intelligent people.

Competency Addressed:

- Emotional Intelligence

CLOSE



THE ANATOMY OF AN EMOTION: WHY PEOPLE BEHAVE THE WAY THEY DO



We are programmed to **feel** events **before** we **think** about them.



REACTIVE VS. PROACTIVE BEHAVIORS



DELILAH'S REACTIVE VS. PROACTIVE BEHAVIORS

Reactive

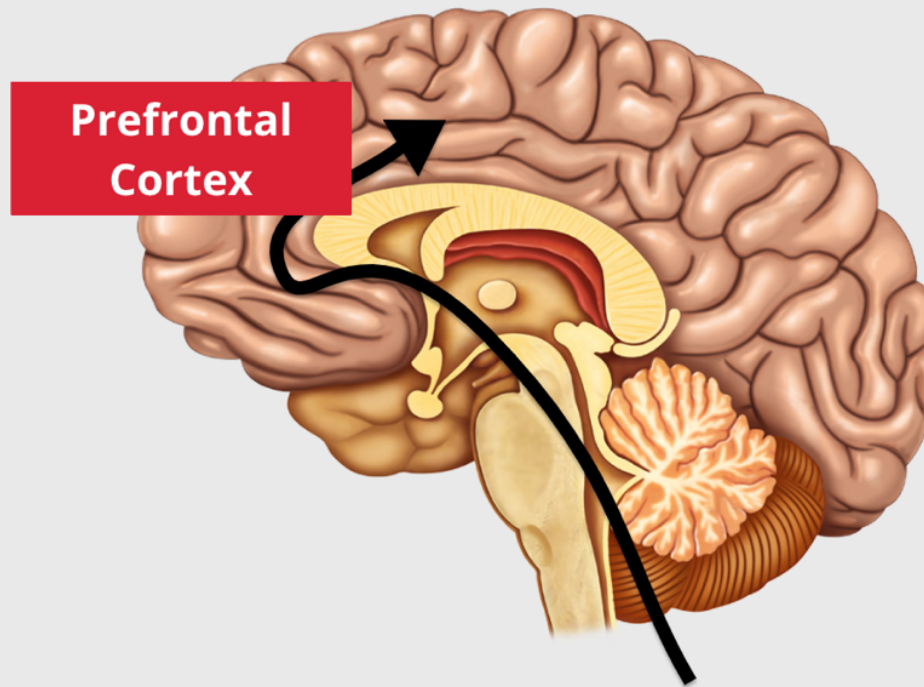


PROACTIVE BEHAVIOR



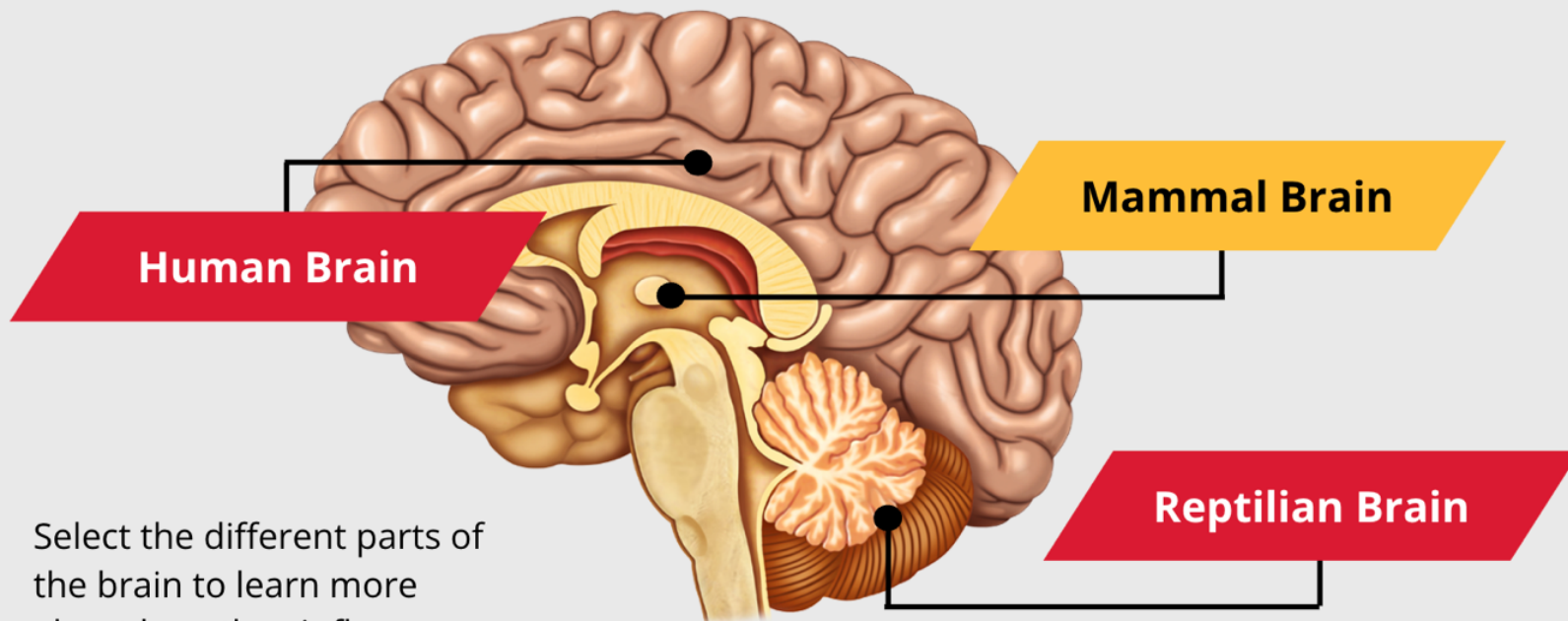
Proactive behavior is characterized by the ability to anticipate and effectively respond to challenges.

THE PREFRONTAL CORTEX



The **prefrontal cortex** regulates emotions by evaluating and interpreting incoming stimuli.

DIFFERENT PARTS OF THE BRAIN



Select the different parts of the brain to learn more about how they influence us.

HUMAN BRAIN

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, reasoning, conscious thought, decision-making, and language skills.



Continue

EQ, IQ, AND PERSONALITY



**Emotional Quotient
(EQ)**



Select each of the gears to
learn more about how these
factors relate to each other.



Select a gear icon to learn more, and then select NEXT to continue.

DANIEL KAHNEMAN'S THEORY



System 1
Thinking



- Fast-thinking
- Automatic

System 2
Thinking



SYSTEM 1 & 2 BEHAVIOR



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.

Type your response here.

SUBMIT

Your response is confidential. This activity is for your benefit and your responses are not stored or provided to anyone else

SUMMARY AND NEXT STEPS

Your Brain

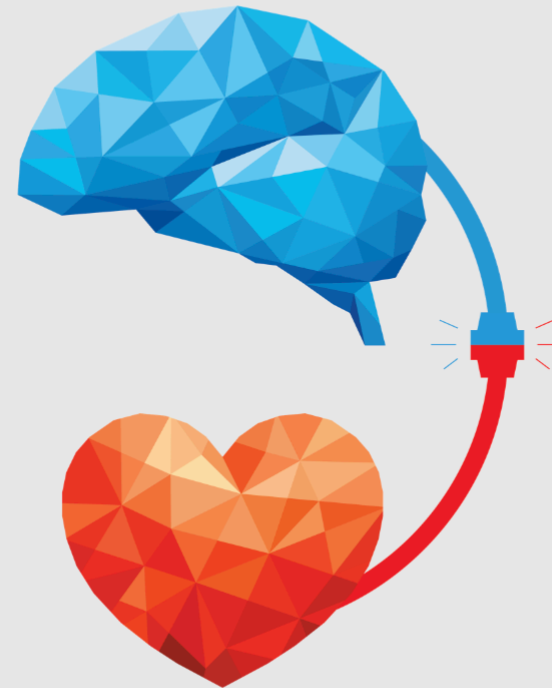
- Amygdala
- The Limbic System
(emotions produced)
- Prefrontal Cortex

Reactive vs. Proactive Behaviors

System 1 and System 2 Thinking

What's Next?

- Four Core Skills
- Emotional
Intelligence
Appraisal



Understanding and Applying Emotional Intelligence

Emotional Intelligence Appraisal



WHAT'S YOUR EQ?

Leadership

Vision

Sensitivity

Integrity

Good Example

Positivity

Clear Goals



Passion

Confidence

Determination

Wisdom

Support

Encouragement

Courage

FOUR COMPONENTS OF EMOTIONAL INTELLIGENCE



Self-Awareness



Self-Management



Social Awareness



**Relationship
Management**

FOUR CORE SKILLS

Select each of the four squares in the matrix on this screen to learn more about these core skills.

	What I See	What I Do
Personal Competence	Self-Awareness	Self-Management
Social Competence	Social Awareness	Relationship Management

EMOTIONS, BEHAVIORS, AND INCONGRUENCE



#1: Emotions and behaviors do not like to operate incongruently with one another.

Knowledge Check: Problem and Solution

If you feel lazy but want to feel energetic, what should you do to feel the way you want to feel?

- ☐ Read a book by a professional life coach about feeling energetic.
- ☐ Start working out, eating healthier, and going to sleep earlier.
- ☐ Ask your friends, family, and colleagues what makes them feel energetic.
- ☐ Eat a big meal so that you feel lethargic and sluggish.

SUBMIT



Select the correct answer, then select SUBMIT

Knowledge Check: Problem and Solution



INCORRECT

The correct answer is as follows. If you want to feel energetic, participate in activities that make you feel energetic. Common ones are working out, eating healthy food, and getting plenty of sleep.”



Continue

OPEN TO HONEST FEEDBACK

**Emotionally
Intelligent
Behaviors**



**Mature
Responses to
Criticism**



KNOWLEDGE CHECK: STRATEGIES METER PAGE



0/3
Added to
Kacey's
EQ Meter

CONTINUE

Selecting Retry
will reset this
Knowledge
Check's
progress.

RETRY

Select CONTINUE or RETRY to continue.

FEELINGS FOLLOW YOUR BELIEFS



ABCs of Life

A

B

C

Your feelings follow your beliefs. What you believe about your world determines how you feel.

KNOWLEDGE CHECK: SHIFTING TO SYSTEM 2 RESPONSES

Can you accurately choose the System 2 Response in these conversations?



Gianna



Brian

Select each conversation to help Kacey.

KACEY AND BRIAN



Brian

Hey Kacey, I'm helping Marcy on a student retention initiative and I'm having a hard time understanding what data she wants me to compile for a report. She gave me her notes and directed me to related cloud files, but I can't make sense of the information.

Select NEXT to continue.

56 | 88

KACEY ADVISES BRIAN

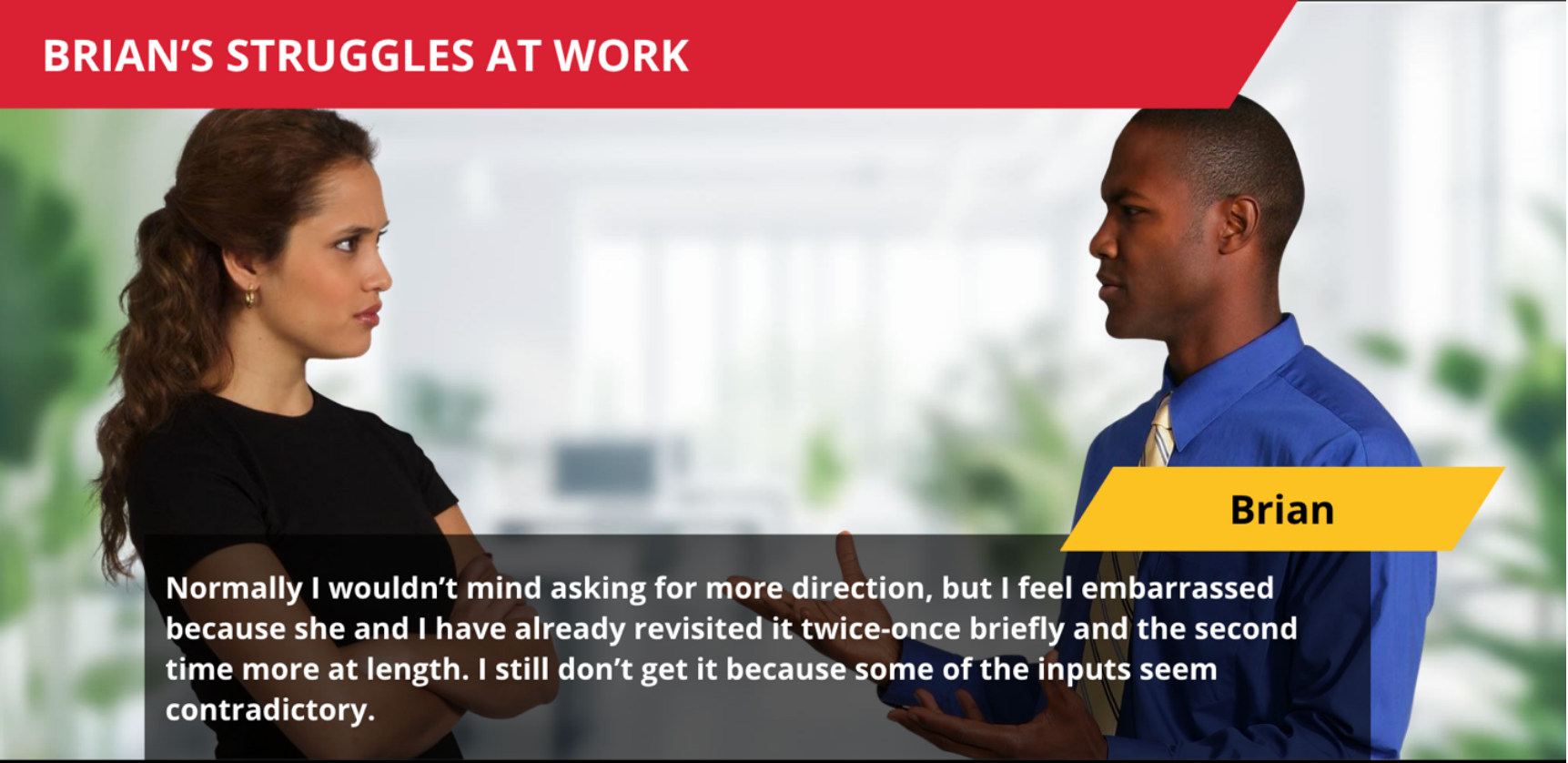
Kacey

Oh yes, I know about this project. Marcy's worked tirelessly on it. She attended two conferences recently and then gave us all a run-down in the last faculty and staff meeting. I'm sure she wouldn't mind going over her report expectations with you again.

Select NEXT to continue.

57 | 88

BRIAN'S STRUGGLES AT WORK



Brian

Normally I wouldn't mind asking for more direction, but I feel embarrassed because she and I have already revisited it twice-once briefly and the second time more at length. I still don't get it because some of the inputs seem contradictory.

Select NEXT to continue.

58 | 88

WHAT SHOULD KACEY SAY TO BRIAN?

Select the System 2 response that reflects mindful, considerate System 2 thinking.

I understand. Want me to take a look at the files and notes and see if I can figure it out? Sometimes it's a cognitive block that another person can help clear up, and we have our "a-ha" moment. Happened with me last week. Drew pointed out something that I couldn't wrap my head around.

I understand. I wouldn't want to ask again either. I'm happy to say I've not had to ask for more directions at work since my first job out of college. I think I'm just good at listening and I don't let anything distract me. Sorry you're going through this.

Select NEXT to continue.

WHAT SHOULD KACEY SAY TO BRIAN?

-1 Kacey's EQ Meter

That's Incorrect.

Let's examine this response. It may appear to be understanding since Kacey says, "I understand" at the beginning and "Sorry you're going through this" at the end. However, what she says in-between is problematic and not emotionally intelligent. When you have a co-worker experiencing confusion about a project, it's not an appropriate time to emphasize your own capabilities that you're suggesting they lack. You may think you're trying to relate to them, sharing your own experience, but this comes off as insensitive and self-aggrandizing.



Continue



Reframing



Select the PLAY button to watch and listen, and then select NEXT to continue.

KNOWLEDGE CHECK: REFRAMING



Select NEXT to continue.

KACEY'S PERCEPTION OF REGINA

Kacey perceives Regina as **anti-social**. Which of these is the best reframe of Regina?



Regina may avoid people due to a bad temper and general disgust.

Regina may like others but be introspective and more comfortable keeping to herself.

Regina may be a loner who is distrustful of others, so she sends a message of suspicion.

Select an option, then SUBMIT.

KACEY'S PERCEPTION OF REGINA



Correct. You may perceive someone as anti-social, but they may like others just fine and enjoy socializing at times, but their natural personality requires more introspection and time to process thoughts alone. It is about their needs, not an indictment on others. Everyone is entitled to management of their own social energy: when, with whom, and for how long.

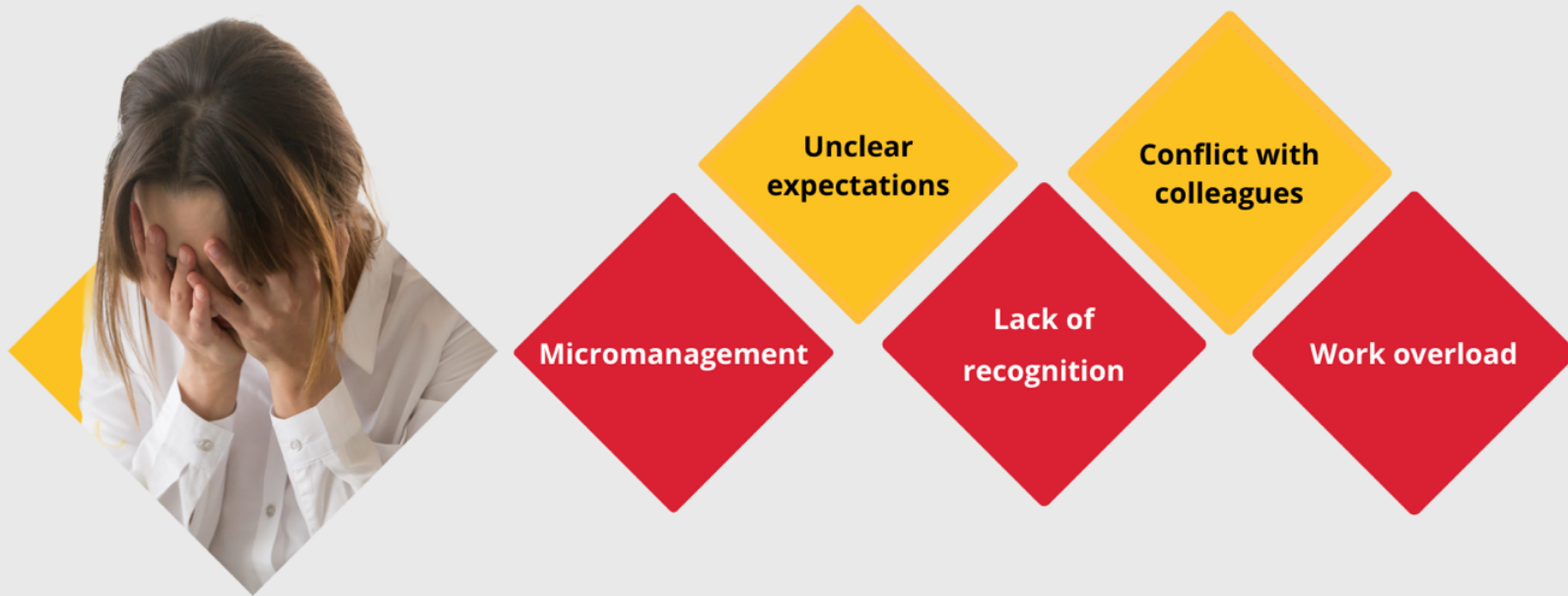
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Continue

IDENTIFYING AND MANAGING WORKPLACE EMOTIONAL TRIGGERS



Select a diamond to learn more, and then select NEXT to continue.

WORK OVERLOAD



Trigger

Feeling overwhelmed and unable to manage an excessive workload

Solution

Prioritize tasks and set realistic deadlines. Delegate tasks and tactfully decline work to maintain a healthy work-life balance. If necessary, communicate with your supervisor about workload concerns. Be calm and respectful. It's very possible your supervisor doesn't realize you're overloaded.

YOUR EMOTIONAL TRIGGERS AT WORK



Reflection: Your Emotional Triggers

What are your emotional triggers in the workplace and why?

Type your response here.

SUBMIT

Your response is confidential. This activity is for your benefit and your responses are not stored or provided to anyone else

REFLECTION HELPS US GROW

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 helps us take a first step toward mature, considerate behavior.



****Note:** UMGC offers [wellness services](#) for those in our community who feel they would benefit from them. An [Employee Assistance Program](#) is also available to you. Please do not hesitate to use these services. Information is on the Resources page in this course.

Continue

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Type your response and select SUBMIT to continue.

DATA-DRIVEN DECISION-MAKING



Select NEXT to continue.

GAINING KNOWLEDGE AND INSIGHT



**Personality
Types**



**Attachment
Styles**



**Leadership
Styles**



**Group
Dynamics**



**Organizational
Culture**



**Causes of
Conflict**



**Conflict
Resolution**

Knowledge Check: Data-Driven Decision-Making

Step 2 in Data-Driven 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 credible article on common circumstances for passive-aggressiveness at work
- ☐ An organizational report covering employee responses to surveys about work conflicts
- ☐ A credible article about the job growth outlook for academic advisors in the next three years.
- ☐ An end-of-year report on the status of each work team's student success initiatives.

SUBMIT

Select your choices, and then select SUBMIT to continue.



Knowledge Check: Data-Driven Decision-Making



INCORRECT

The correct answer is as follows. 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.

An end-of-year report on the status of each work team's major projects and a credible article about the job growth outlook for accountants in the next three years are not related enough to emotional intelligence to be relevant.

Note that the resources page of this course has additional information on improving emotional intelligence.



Continue

WRAPPING IT UP

***Congratulations!
You've completed
this course.***

