



I/ITMO

EMOTIONAL INTELLIGENCE

Student's workbook

Name

Group #

2024

Dear students!

This workbook is a part of the learning materials toolkit for the course “Emotional Intelligence”. It can also be used as a standalone training tool in order to upgrade your emotional and social intelligence skills.

This workbook includes exercises for individual study allowing you to track and analyze your emotions, identify the reasons behind them as well as to enhance your abilities for self-regulation. Practicing these exercises regularly for a long period of time leads to the formation of good mental habits, increases your communication skills and develops your emotional intelligence.

Before you start with the exercises, we kindly ask you to read the related guidelines and listen carefully to the recommendations of your instructors in class. Should you have any questions regarding the exercises, please contact the course author or the course instructors (contacts are provided at the end of this workbook).

We wish you a pleasant and productive learning!



The workbook consists of the following **STEPS**:



STEP 1. PERFORMING SELF-EXAMINATION

The control of our being is not unlike the combination of a safe. One turn of the knob rarely unlocks the safe; each advance and retreat is a step toward one's final achievement.

Bruce Lee

Emotional competencies profile

Aim: Estimate your degree of proficiency in skills related to emotional intelligence; determine priorities based on your results.

Task:

- Rank your skill/competence level on a scale of 1 to 4, where 1 is "zero knowledge/competence", 2 is "basic competence", 3 is "sufficient competence", 4 is "advanced competence".
- Prioritize competencies that you would like to work on by assigning letters ABC to them, where A is "high priority", B is "medium priority", C is "low priority".

Emotional intelligence skills	My competence level (on a scale 1 to 4, 1 - zero competence, 4 - advanced competence)	My priorities for skills development (A - high priority, B - medium priority, C - low priority)
I recognize my strengths and weaknesses	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I have high self-esteem	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can analyze the events that take place in my life	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I understand what emotions I experience	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I understand the causes of my emotional states	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I am aware of the physical sensations that accompany certain emotions	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can control my emotions	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can control my attention	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

Emotional intelligence skills	My competence level (on a scale 1 to 4, 1 - zero competence, 4 - advanced competence)	My priorities for skills development (A - high priority, B - medium priority, C - low priority)
I possess strong willpower	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I know how to change my habits	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can overcome negative emotions by myself	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can motivate myself to work even in a poor emotional state	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can recognize the emotions of others, notice changes in others' moods	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I realize how my words and actions affect the emotional state of others	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can "read between the lines" and understand the hidden meaning of what is being said	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can reduce emotional tension in others	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can empathize with other people	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can identify social context correctly	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I state my personal boundaries confidently	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can express gratitude	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can acknowledge my mistakes and apologize	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can develop close rapport with others	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can detect deception and react appropriately to it	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can interpret and predict others' behavior	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

Emotional intelligence skills	My competence level (on a scale 1 to 4, 1 - zero competence, 4 - advanced competence)	My priorities for skills development (A - high priority, B - medium priority, C - low priority)
I can give constructive feedback	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can react appropriately to criticisms: manage my negative feelings and find valuable ideas in feedback	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can listen carefully to the other person	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can inspire others to work	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
I can talk about emotions openly	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

Which three skills are you most interested in developing?

1.

2.

3.

STEP 2. IMPROVING SELF-AWARENESS

Without a true self, a person can not go on living. It is like the ground we stand on. Without the ground, we can build nothing.

*Haruki Murakami,
"The Wind-Up Bird Chronicle"*

Emotions Tracking Diary



Aim: Learn how to recognize your emotions and relate them to physical sensations. Determine your “emotional repertoire” and identify causes/triggers of frequently emerging emotions.

Task:

- Track your emotions throughout the day. You can use the emotional glossary from this workbook to help yourself in identifying your emotions.
- At the start of your day, set a reminder on your phone to buzz every 3 hours. When your phone buzzes, take a moment to consider how you are feeling – note your mood, any associated physical sensations, what you are doing, and who you are doing it with.
- Identify the trigger of your emotional state.
- Keep observations for 3 days. At the end of this period, summarize what emotions you experienced most often, and what causes/triggers activate them.



DAY 1

#	Time	Emotion	Physical sensation	Context
1				
2				
3				
4				
5				
6				

DAY 2

#	Time	Emotion	Physical sensation	Context
1				
2				
3				
4				
5				
6				

DAY 3

#	Time	Emotion	Physical sensation	Context
1				
2				
3				
4				
5				
6				

Wheel of life

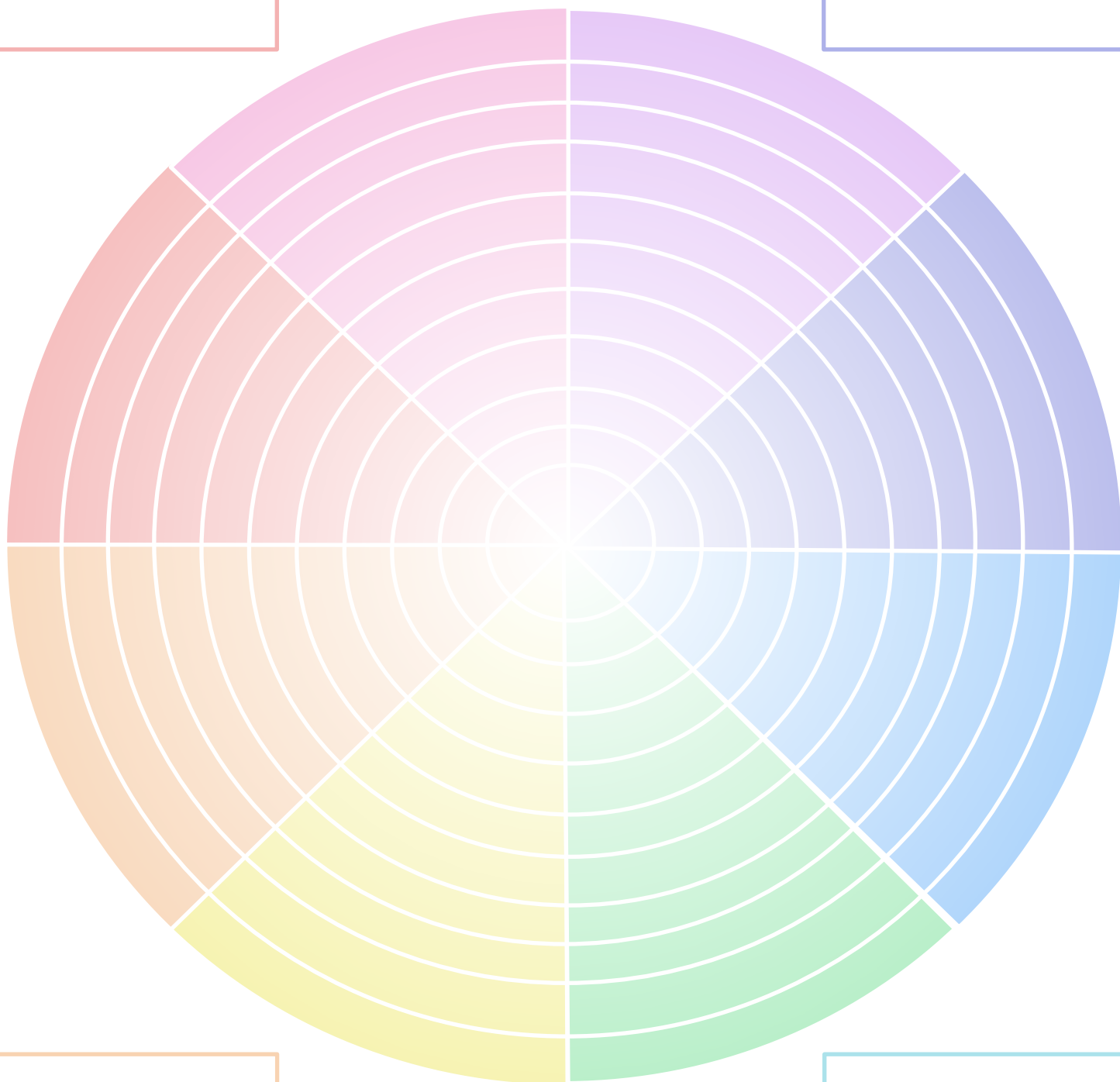
The original concept of The Wheel of Life is attributed to Paul J. Meyer who founded the Success Motivation® Institute in 1960. Paul J. Meyer built many programs to help people achieve their goals, manage time and be a better leader.

When used appropriately, The wheel of life helps you become more self-aware and more motivated to make changes and create a fulfilling life. Through self-knowledge, it empowers and gives the necessary focus and direction.

Task:

1. Identify the primary Areas of Focus in your life and sign (put a name to) each segment of the wheel.
2. Rank your level of satisfaction with each area of your life. Scoring is between 1 (very dissatisfied) and 10 (fully satisfied).
3. The perimeter of the circle represents your "Wheel of Life". Look at the completed wheel and ask yourself – is it more or less balanced? Does it resemble a wheel? What can I do to improve the situation, what areas should I focus on? A balanced life does not mean getting 5 in each life area: some areas need more attention and focus than others at any time.
4. Determine two or three actions you can take to make improvements in the areas that you're weakest in. The areas with lower satisfaction scores are probably those that you should focus on when setting and prioritizing your goals.





**Things I will START doing to regain
balance in my life**

**Things I will STOP doing, reprioritize
or delegate**



STEP 3 Developing self-management skills

Most powerful is he who has himself in his own power.

Seneca

Emotional episodes diary

Aim: Examine the relationship between emotions and reactions to events that take place in your life.

Task:

- Observe your emotions for several days and identify how arising feelings affect your behavior.
- Pinpoint the events where your reaction was appropriate as well as events where you reacted impulsively and inadequately.
- Examine one event with adequate reaction (which matches your goals and values) and one event with inadequate reaction (which goes against your goals and may compromise the situation).

EXAMPLE:

#	Event	Related emotion	Reaction description	Is the reaction appropriate? (YES or NO) Explain your answer
1	My friend and I arranged to get together. He called me 5 minutes before the scheduled time and said he won't be able to come.	Surprise, annoyance	I got angry but refrained from an impulse to yell at him. Calmly accepted his apologies, asked to be more punctual in the future, arranged to meet with him at another time.	YES, as a quarrel wouldn't improve our relationship or help in changing my friend's behavior.
2	Came over to a party where the public was unfamiliar to me.	Fear	Spent the whole evening in a dark corner. Didn't try to start a conversation, cut off all invitations to communicate.	NO, because I simply wasted my time, didn't socialize with people I actually came for, wasn't in any way satisfied with this experience.

Emotional episodes diary

Event with **an adequate** emotional reaction

Event	Related emotion	Reaction description	Is the reaction appropriate? (YES or NO) Explain your answer

Event with **an inadequate** emotional reaction

Event	Related emotion	Reaction description	Is the reaction appropriate? (YES or NO) Explain your answer

Self-regulation square¹

- Create an array of methods allowing you to regulate emotions

Emotions	Bodily tools	Mental tools
Anger	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
Sadness	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.

¹The method “emotional regulation square” was described in Emotional Intelligence. Russian practice / Alyoshina A., Shabanov S. -M.: Mann, Ivanov and Ferber, 2013. - 440 p.

Emotions	Bodily tools	Mental tools
Fear	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.



Activity “Facts and interpretations”

Aim: learn to explore your emotions, evaluate life events more objectively, understand what triggers your emotions and “pushes your buttons”, find ways to satisfy your needs productively.

Task: Think of 1 situation (case) when you experienced negative emotions. Examine it using the following table.

EXAMPLE:

Fact (a short neutral description of an event)	My friend arrived 10 minutes after the scheduled time.
Emotions and emotional reactions (what did I feel and how did I react to the situation?)	I felt angry and annoyed. I didn't tell him anything even though I was offended.
Interpretation	I was angry because I think that my friend doesn't respect me if he can show up late.
Need (what is the real need behind the emotion?)	My need for respect wasn't satisfied.
Actions (How can I satisfy this need? What should I do? How can I explain this need to the other person?)	Talk with my friend, tell him how I feel, tell him about the link between being late and disrespect. Ask him to be more punctual because it's important for me.

Activity “Facts and interpretations”

<p>Fact (a short neutral description of an event)</p>	
<p>Emotions and emotional reactions (what did I feel and how did I react to the situation?)</p>	
<p>Interpretation</p>	
<p>Need (what is the real need behind the emotion?)</p>	
<p>Actions (How can I satisfy this need? What should I do? How can I explain this need to the other person?)</p>	

Anger and aggression management strategies

When emotions go through the roof, thinking rationally becomes nearly impossible. To reduce the intensity of your emotions you can use the following strategies

Immediate actions:

- **Take a timeout.** Getting away from others in the moment of strong emotions helps you process events more effectively and return your state to neutral.
- **Stop talking.** Imagine a stop sign, or pretend your lips are tightly shut - this way it will be easier not to say something you might regret about later.
- **Breathe deeply.** Focus on taking slow deep breaths inhaling through your nose (count to three) and exhaling through your mouth (count to six). It helps engage the rational part of your brain and shifts your focus away from the situation.
- **Get some exercise.** If you feel your anger escalating, go for a walk or run, or do some neck/shoulder rolls to reduce tension and control your body. Any other enjoyable physical activities will be helpful.
- **Switch your thoughts.** If you tend to get angry, think ahead about things that help you calm down and refocus. Listening to your favorite music, repeating a specific word or phrase, visualizing a relaxing scene - anything that works for you. Keep this list of things close and use it when you're getting upset or angry.

Delayed actions:

- **Write a letter or email to the person that made you angry.** Then, delete it. Often, expressing your emotions in some form is all you want. Another idea is to keep a journal and jot down what you're feeling and how you want to respond.
- **Talk to the person you're angry at like they are there.** Just like writing the letter, let out all of your feelings of anger.
- **Scream into your pillow.** It allows you to get your body into the process and really let go. Pushing anger out and removing it from your body is a helpful strategy to reduce overall tension levels.
- **Rehearse your response.** Prevent an outburst by rehearsing what you're going to say or how you're going to approach the problem in the future. This rehearsal period gives you time to role-play several possible solutions, too.
- **Talk to a friend.** Help yourself process what happened by talking with a trusted, supportive friend who can possibly provide a new perspective. Keep in mind that this person shouldn't be emotionally invested in this situation.
- **Change your routine.** If your slow commute to work makes you angry before you've even had coffee, find a new route. Consider options that may take longer but leave you less upset in the end.
- **Find a creative channel.** Turn your anger into a tangible production. Consider painting, gardening, or writing poetry when you're upset. Emotions are powerful muses for creative individuals. Use yours to reduce anger.

When the intensity of your emotion reduces and you enter a calmer, more relaxed state, try to view yourself from a different perspective and say out loud: "It's me, I'm feeling angry (desperate, anxious etc.). I allow these emotions to be a part of myself." Speak of yourself from the point of view of another person, without judging or criticizing. Don't blame yourself, treat yourself with empathy, kindness and understanding, use supportive phrases. Every emotion is perfectly normal, when you understand its causes and learn to deal with it appropriately.

There is no universal strategy for everyone - you might have your own techniques to keep strong emotions under control. However, the more behavioral alternatives you have, the more flexible and adaptable you become in a variety of social situations.

Keep in mind that in case your emotions regularly and seriously interfere with your daily life, then you may want to seek professional help.



Sources:

<https://www.healthline.com/health/mental-health/how-to-control-anger#1>

<https://caringtherapistsofbroward.com/five-things-you-can-do-today-to-release-anger/>

STEP 4 Developing empathy

If you listen for hurt, fear, and pain or for people's hopes and dreams, it is nearly always there. And when the other person feels you listening and feeling them, they will let down their guard and open their minds and hearts to you

Edwin Shneidman



Activity "Zoom in - Zoom out"²

Aim: learn to analyze a situation from the perspective of your emotions and then observe it from the point of view of the other party.

Task: Select 1 situation from your personal experience that was challenging in terms of emotions and making decisions related to other people. As an option you can review a conflict or difficult negotiations with someone. Examine the situation according to the plan in the table below.

EXAMPLE:

Situation	My flight was canceled due to the weather conditions, that's why I won't be able to make it to the connecting flight and arrive at the [event] on time. I'm talking with one of the airline employees who's telling me it won't be possible to leave today.
Zoom in Evaluate the situation from the perspective of your feelings, your physical and emotional state and present context.	I'm hungry, tired and furious at the airline for their incompetence.
Zoom out Evaluate the same situation from the point of view of the other party. How does he see it? What emotions might he feel? What's his point of view?	The airline employee isn't the one to blame for the situation. He's nervous and probably scared to deal with the crowd of displeased passengers who couldn't take the flight. He has limited options in dealing with the problem.

²"Zoom in - Zoom out" is a tool designed by psychologist Richard Weissbourd, professor at Harvard Graduate School of Education

Activity “Zoom in - Zoom out”

<p>Situation</p>	
<p>Zoom in Evaluate the situation from the perspective of your feelings, your physical and emotional state and present context.</p>	
<p>Zoom out Evaluate the same situation from the point of view of the other party. How does he see it? What emotions might he feel? What’s his point of view?</p>	

Six ways to develop your empathy

Goal: these tips are designed to help you increase the level of your empathy and understand other people more easily. Please keep in mind that empathy also has a “dark side” to it and may not be appropriate in every personal and professional situation.

1. **Cultivate your curiosity and observation skills.** During the course of your day you communicate with dozens of people at the university, restaurant, grocery store, gym, etc. Develop the habit of seeing strangers as individuals and not as functions. It may help you to imagine that you are wearing special glasses, enabling you to see all other people as unique human beings. Ask other people questions about themselves (if the circumstances allow). Try to notice what emotional state they are in and remember when you have felt this way last time.
2. **Practice active listening.** Apply the active listening skills you have learned in your soft skills classes as frequently as possible. As you listen to someone, focus entirely on your conversation partner, putting away all sources of distraction (e.g. gadgets). Pay attention to other people’s non-verbal communication. Try to interpret what the other person is thinking and feeling at the moment. Speaking with children can be very helpful in this regard as they express their needs more freely and demonstrate pure emotions.
3. **Communicate with people outside your social group.** Use every available opportunity to communicate with people of various age groups, occupations, cultural backgrounds, religious beliefs, etc. Notice how these people express themselves differently from you both verbally and non-verbally. Talk and listen to them, inviting them to tell more about their life and values. When you travel to another country, try speaking with local people if your language skills allow.



4. **Try another person's life.** Physically “walking in other people's shoes” may be problematic, but trying on their lifestyle can help to learn a lot about them. For example, if you drive a car, try spending a day without it by using public transportation or riding a bike. Help your family members to do their household chores or participate in their hobbies. If you are a big city resident, try spending a few days in a small rural community. If you create a product or render a service at work, put yourself in a position of a client, who actually uses it.
5. **Start a group project or participate in one.** Working shoulder to shoulder with the other people can become a powerful tool to develop empathy. Start a community at work or join a club at the university. Get enrolled in a sports team. Participate in a social or charity initiative.
6. **Enjoy books and movies intelligently.** When you watch a movie or a video on YouTube, occasionally turn off the sound or hit “pause” and ask yourself, what is going on on the screen, what the participants of the show are feeling at the moment and how you can guess it by their posture, mimics and body language. If you read an emotional episode in a book, put the book away and try to think about the feelings, views and motivations of the characters.



Step 5: Mastering social skills



Gratitude practice³

Goals of the exercise:

- Learn to identify and express your gratitude;
- Feel the benefits of expressing gratitude and shift your focus from what you don't have to the gifts that life has already blessed you with;
- Get encouraged to make gratitude an inseparable part of your daily life.

Your task:

- Recall a person from your university life (your fellow student, your teacher/scientific advisor, sports coach, someone from the university administration, etc.), to whom you are thankful, but to whom you have never expressed your gratitude;
- Write a letter (~ 300 characters) to this person in the box below as if you are addressing him/her directly;
- This time don't worry about your spelling, grammar or style. Just write;
- Try to be specific about what the other person did for you, what exactly you are grateful for and how their help/influence has improved your life;
- If you are out of ideas, you can express gratitude to someone who is involved in this course (your fellow student or instructor).

Hint: you can go further and actually deliver this letter to a person that you are grateful to in person or by email, but this is not obligatory!

³ This practice was inspired by the materials provided by the Greater Good Science Center, University of California, Berkeley, <https://ggsc.berkeley.edu>

I am grateful to

Dear



STEP 6 Setting goals for the future



After the completion of Emotional intelligence course and obtaining new knowledge and skills:

I will stop doing

I will continue doing

I will start doing

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