



# EIQ Workshop: 4 Hour

## Facilitator Training Guide

*Version 5.19*



**ASSESSMENTS 24x7**  
A Global Leader in Online Assessments

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### EIQ Workshop

You will need the following educational resources for the workshop, which include the following:

| Materials  | Equipment   |
|--|---|
| <ul style="list-style-type: none"><li>▪ Facilitator Guide</li><li>▪ PowerPoint® Slideshow</li><li>▪ Participant Assessment Reports</li></ul> | <ul style="list-style-type: none"><li>▪ Computer</li><li>▪ Projector and screen</li></ul> |

### Agenda

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#### *EIQ*

|                               |                          |
|-------------------------------|--------------------------|
| Introductions                 | 10 minutes               |
| Emotional Intelligence        | 5 minutes                |
| Why does it Matter?           | 5 minutes                |
| <i>Discussion</i>             | 10 minutes               |
| Highs and Lows of EIQ         | 5 minutes                |
| <i>Reflection</i>             | 5 minutes                |
| The 4 quotients               | 10 minutes               |
| <i>Discussion &amp; Share</i> | 10 minutes    60 minutes |

#### *Quotients*

|                    |                          |
|--------------------|--------------------------|
| Self-Recognition   | 15 minutes               |
| Social Recognition | 15 minutes               |
| Self-Management    | 15 minutes               |
| Social Management  | 15 minutes    60 minutes |

|       |            |
|-------|------------|
| Break | 15 minutes |
|-------|------------|

|             |           |
|-------------|-----------|
| Application | 5 minutes |
|-------------|-----------|

|   |            |
|---|------------|
| <i>Individual Activity: Ask the Right Questions</i> | 10 minutes |
|---|------------|

|                                    |            |
|------------------------------------|------------|
| <i>Activity: Managing Emotions</i> | 15 minutes |
|------------------------------------|------------|

|                                |                          |
|--------------------------------|--------------------------|
| <i>Activity: Self-Coaching</i> | 15 minutes    60 minutes |
|--------------------------------|--------------------------|

|                |            |
|----------------|------------|
| Report Debrief | 45 minutes |
|----------------|------------|

|                     |                          |
|---------------------|--------------------------|
| Wrap Up & Questions | 15 minutes    60 minutes |
|---------------------|--------------------------|

4 hours total

## POWERPOINT REFERENCES



### Emotional Intelligence EIQ-2

*Applying Emotional Intelligence for Personal and Professional Success*

Slide 1: EIQ



### Introductions

#### Please introduce yourself:

- Name & Title
- What do you know about EIQ already?
- What are you hoping to gain from this session?

Slide 2: Introductions

## Introduction

### FACILITATOR INSTRUCTIONS



#### Introductions

##### SAY:

Welcome to the Workshop! My name is \_\_\_\_\_.



**FACILITATOR NOTE:** Insert your personal introduction here and any additional introductory information. Be sure to share your name and contact information and encourage them to write it down.

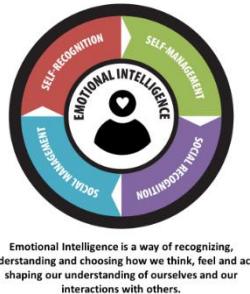
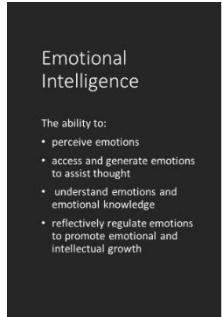
Many people are familiar with the idea and use of Emotional Intelligence, and it is becoming an increasingly popular hot topic in the world and workplace. The purpose of our time together is to introduce a foundation of understanding for Emotional Intelligence, and create a simple, practical and applicable opportunity to examine our strengths and challenges and determine appropriate courses of action to get our personal and professional results through relationships that we desire.

Let's take a few minutes to introduce ourselves to one another.

Please share your name and what you are hoping to take away from this session.

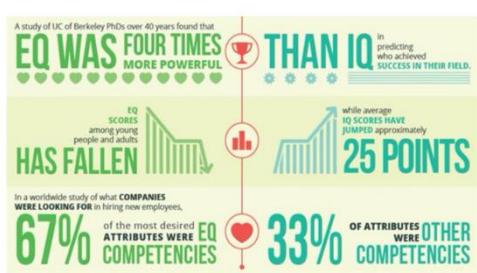
# EIQ Workshop – 4 Hour Facilitator Training Guide

## POWERPOINT REFERENCES



Slide 3: Emotional Intelligence

## Why Does it Matter?



Slide 4: Why does it matter?

## FACILITATOR INSTRUCTIONS

### SAY:

 Emotional intelligence focuses on self and relationships. Intrapersonal awareness and management deal with recognizing, acknowledging and working with emotions. Interpersonal relationships deal with empathy, connection and social skills. These are known as soft skills but tend to be more meaningful in performance.

EIQ is all about recognizing our emotions and how they impact others, and recognizing others' emotions and appropriately responding in a way that builds effective relationship.

In this assessment, keep in mind that this is a snapshot of a moment in time, and emotional intelligence can shift.

Furthermore, each of these areas are connected. While it starts with Self-recognition and moves through management, then social recognition to management, each of these areas are related to one another and have impact on one another. If you don't understand yourself well, how can you manage you? If you don't recognize what's happening with others, how do you appropriately respond in relationship. The key is knowing the impact of your own EIQ on self and others and how to work with it appropriately and effectively.

### Review slide.

Based on this information, EQ is an influential contributor to personal and professional success and yet there is a lack of support for learning and growth in this area.

## POWERPOINT REFERENCES

EIQ can be measured as difference directly associated with personal and professional success in many areas, including:

- ✓ Communication
- ✓ Decision-Making
- ✓ Leadership
- ✓ Sales
- ✓ Teamwork & Team Performance
- ✓ Productivity
- ✓ Relationship Satisfaction
- ✓ Customer Service
- ✓ Conflict Management
- ✓ Overall Effectiveness



### Why Does it Matter?

Slide 5: Why does it matter?



## Optional Discussion

- ✓ Communication
- ✓ Decision-Making
- ✓ Leadership
- ✓ Sales
- ✓ Teamwork & Team Performance
- ✓ Productivity
- ✓ Relationship Satisfaction
- ✓ Customer Service
- ✓ Conflict Management
- ✓ Overall Effectiveness

### As a table group:

Define success in 3 of the areas based on your current understanding of emotional intelligence.

Slide 6: Discussion

| Low Emotional Intelligence   | High Emotional Intelligence                                     |
|--|---|
| Feels misunderstood and unappreciated  | Learns and adapts to audiences and situations                   |
| Blames others for problems and difficult situations                          | Assumes responsibility and fixes problems (creatively)          |
| Subject to emotional outbursts and moodiness                                 | Takes control of performance and productivity; Self-disciplined |
| Gets angry and hostile in conflict and confrontation                         | Manages feelings for positive, win/win resolution               |
| Focuses on competition and winning   | Emphasizes abundance thinking, teamwork and collaboration       |
| Doesn't understand what others are thinking and feeling unless directly told | Effective at reading both verbal and nonverbal cues for empathy |
| Has few long-term, quality relationships                                     | Leverages relationships for mutual gain and growth              |

Slide 7: Low and High EIQ



## Reflection

### Individually:

Consider areas of your life that reflect high or low emotional intelligence. What is currently happening that makes you think so?

Slide 8: Individual Reflection

## FACILITATOR INSTRUCTIONS

### SAY:



Furthermore, there are so many benefits to having a strong EIQ.

### Review Slide.

### ASK:

What would good emotional intelligence look like in one of these areas? Give an example.

### Review Slide.

### ASK:

What does success look like in each of these areas, when emotional intelligence is High?

*Allow time for brainstorming and sharing.*

### Review Slide.

Quick tips on high and low emotional intelligence.

### ASK:

What is my emotional intelligence and how is that affecting me right now?

### Give time for reflection.

## POWERPOINT REFERENCES



|                    | <b>Self</b><br><i>Intra-Personal</i>   | <b>Social</b><br><i>Inter-Personal</i>   |
|--------------------|--|--|
| <b>Recognition</b> | <b>Self Recognition</b> <ul style="list-style-type: none"> <li>✓ Self-confidence</li> <li>✓ Awareness of emotional state</li> <li>✓ Recognizing cause and effect in emotion</li> <li>✓ Paying attention to changes in emotional states</li> </ul>                            | <b>Social Recognition</b> <ul style="list-style-type: none"> <li>✓ Empathy</li> <li>✓ Picking up the moods of others</li> <li>✓ Caring what others are going through</li> <li>✓ Hearing both verbal and nonverbal signals</li> </ul>   |
| <b>Management</b>  | <b>Self Management</b> <ul style="list-style-type: none"> <li>✓ Setting goals and direction</li> <li>✓ Disciplined and self-control</li> <li>✓ Being trustworthy</li> <li>✓ Flexibility and adaptability</li> <li>✓ Optimism</li> <li>✓ Motivation and Initiative</li> </ul> | <b>Social Management</b> <ul style="list-style-type: none"> <li>✓ Sustaining quality relationships</li> <li>✓ Handling conflict effectively</li> <li>✓ Leadership and influence</li> <li>✓ Collaboration, cooperation and teamwork</li> <li>✓ Effective interaction</li> </ul> |

Slide 9: 4 Quotients



Discussion

As a group:

What is the most important quotient measured in Emotional Intelligence and why?

Slide 10: Which is most important?

## FACILITATOR INSTRUCTIONS



### ***Review Slide.***

Say:

The Emotional Intelligence Index reviews four (4) basic areas. Within each competency, there is an overall score. The Index is predicated on the abilities to recognize, understand and manage emotions (intrapersonal communication); and the ability to recognize, empathize, and relate to others (interpersonal communication). The Emotional Intelligence Index evaluates several aspects of your emotional intelligence and suggests ways to improve it.

### ***This can be done in two ways:***

1. assign each of the 4 quotients to groups, and have that group outline and defend why their quotient is the most important  
OR
2. As the whole group to debate/discuss which of the 4 is most important?

## FACILITATOR INSTRUCTIONS

### POWERPOINT REFERENCES



Self-recognition reflects intrapersonal communication. It is foundational to social awareness and self-management.

Slide 11: Self Recognition

### Building Self-Recognition



- Accept emotions without judgment.
- Self monitor; take time to reflect and review.
- Associate emotions with attitudes and consequences.
- Accept advice without becoming defensive.
- Develop greater mental security - feeling safe and comfortable with who you are regardless of outside challenges and threats.
- Analyze strengths and weaknesses fairly and with an eye toward growth.
- Create realistic personal expectations.
- Cultivate positive mindset and optimism.
- Connect with positive, supportive people.
- Generate expectations of causes and consequences.

Slide 12: Building Self-Recognition

### ***Review Slide***

Self-awareness factors include many things, including the factors listed in the report.



These short definitions will help, but a full definition of each sub-category is included in the report.

#### **Self-Awareness/Understanding:**

Empathy and understanding of self. Knowing why emotions occur.

#### **Connections of Cause and Effect:**

Recognition of the impact and consequence of behaviors on feelings and moods

#### **Self-Appreciation, Acceptance and Confidence:**

Development of self-esteem; personal worth and value; and coming to grips with personal attributes.

#### **Consciousness, Assertiveness:**

intentional establishment of personal boundaries and appropriate limits;

#### **Emotional Identification:**

ability to identify and name personal feelings; vocabulary and definition of emotions

### ***Review Slide***

Say:

Highlight the one or 2 ideas that resonate with you and remember to come back to review how to incorporate these into your action plan.

## POWERPOINT REFERENCES



Social-recognition reflects awareness and consideration of the feelings and responses of others. The ability to empathize and maintain sensitivity to the moods and emotions of others allows for superior connection.

Slide 13: Social Recognition

## Building Social-Recognition



- Actively look for opportunities to help others and promote their agendas.
- Actively listen; pay attention.
- Take in feedback and critiques from others.
- Become more interested and enthusiastic about others.
- Follow through on promises and commitments.
- Create opportunities to connect.
- Be positive and open when responding to new people and ideas.
- Pay attention to both head and heart messages.

Slide 14: Building Social Recognition

## FACILITATOR INSTRUCTIONS

### ***Review Slide***

Factors include: Empathy, Understanding/compassion, Sensitivity/thoughtfulness, Appreciation, Holistic communication, Connection

Again – short definitions, but the full version is in the report.

### **Empathy; Sensitivity; Appreciation:**

understanding others; being attentive, sensitive, aware and appreciative of the emotional signals of others.

**Service; Compassion; Benevolence:** operating with a sense of contribution; aiding, helping, coaching and developing others

**Holistic Communication:** listening; engaging and connecting with others; being present

**Situational Perceptual Awareness:** recognizing and processing dynamic, shifting emotional data; understanding which factors count, how much and responding appropriately.

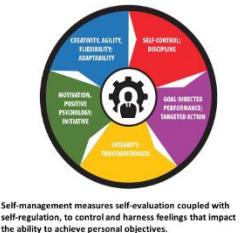
**Interpersonal Development:** growing and nurturing constructive connections; working with quality in personal and professional relations

### ***Review Slide***

Say:

Highlight the one or 2 ideas that resonate with you and remember to come back to review how to incorporate these into your action plan.

## POWERPOINT REFERENCES



Self-management measures self-evaluation coupled with self-regulation, to control and harness feelings that impact the ability to achieve personal objectives.

## Slide 15: Self-Management

### Building Self-Management



- Set and monitor a specific course and path for each day.
- Act with focus and intensity.
- Define a clear path to desired goals.
- Exercise discipline and self control in both short and long term projects.
- Take time to evaluate and critique personal performance.
- Identify gaps in desired returns and improve plans to achieve better results.
- Avoid fatigue and burnout.
- Stick with a concrete, articulated agenda.
- Remain accountable for your actions.

## Slide 16: Building Self-Management

## FACILITATOR INSTRUCTIONS

### *Review Slide*

Factors include: Restraint, Discipline, Control, Resolve, Direction/purpose, Emotional management, Flexibility, Enthusiasm/excitement Satisfaction, happiness and contentment are results of self-management.

**Self-Control; Discipline:** effectively handling impulses; maintaining composure while experiencing stressful, trying emotions

**Goal Directed Performance; Targeted Action:** focus to achieve long term desired goals; emotional tenacity and persistence

**Integrity; Trustworthiness:** the ability to work with conscience, ethics and integrity; operating with personal standards, principles and values

**Motivation, Positive Psychology; Initiative:** self-energizing; the ability to be mentally and emotionally engaged; being responsible for personal success

**Creativity, Agility, Flexibility; Adaptability:** coping with change, transition and development; handling curiosity and imagination to create, discover and explore opportunities;

Again – short definitions, but the full version is in the report.

### *Review Slide*

Say:

Highlight the one or 2 ideas that resonate with you and remember to come back to review how to incorporate these into your action plan.

## POWERPOINT REFERENCES



Social (relationship) management includes interpersonal skills and focuses intelligence on generating results. Social intelligence fosters collaboration and connection.

## Slide 17: Social-Management

### Building Social-Management



- Take an active interest in others and their agendas.
- Develop persuasion and rapport.
- Be assertive, engaged, enthusiastic and involved with others.
- Maintain poise and calmness.
- Look for positive, constructive answers that help everyone improve.
- Seek out opportunities to work and collaborate with others.
- Reach out and be available to others.
- Enjoy listening to the ambitions of others and offer praise.
- Develop quality relationships and friendships.

## Slide 18: Building Social-Management

## FACILITATOR INSTRUCTIONS

### *Review Slide*

Factors include: Directing, Encouragement, building friendships, Supporting, Social poise, Warmth, Team results, Collaboration

**Developing Relationships; Getting Along with Others:** cultivating, nurturing and maintaining long term personal and professional relationships

**Leadership and Influence:** operating with warmth, likability, presence, charisma, and approachability

**Change Catalyst and Response:** recognizing the need for change and championing action

**Negotiation and Conflict Management:** bargains with abundance thinking for mutual gains; copes with conflict through positive proactive and reactive techniques

**Teamwork and Collaboration:** builds bonds; transforms groups into teams; fosters unified, engaged effort; generates collaboration, cooperation

Again – short definitions, but the full version is in the report.

### *Review Slide*

Say:

Highlight the one or 2 ideas that resonate with you and remember to come back to review how to incorporate these into your action plan.

## POWERPOINT REFERENCES



Important

The quotients do not stand alone. Each influences the others, so if one changes and increases or decreases, you are likely to see a change in the other quotients as well.

Slide 19: Important



BREAK

Slide 20: Break

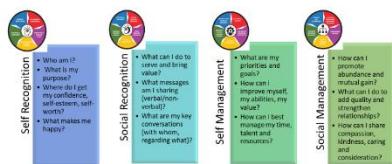


### Application

- Ask the Right Questions
- Manage Emotions
- Ctrl, Alt, Del
- Emotional Self-Coaching

Slide 21: Application

### Activity: Ask the Right Questions



Slide 22: Ask the Right Questions

## FACILITATOR INSTRUCTIONS

Say:



Review slide.

It is important to remember that putting work into increasing any quotient of EIQ can affect other areas as well. Since they are all connected, making changes to one or more quotients can carry over!

Break time

## Application

While it's great to look at where we currently are, what are some things we can do to strengthen our emotional intelligence?

Here are 4 application activities that you can use.

### 1. Ask the Right Questions

Choose 1 from each category and really answer it.... Give reflection time.

## POWERPOINT REFERENCES



Slide 23: Managing Emotions



Slide 24: Self-Coaching

## FACILITATOR INSTRUCTIONS

### 2. Managing Emotions

Managing feelings comes through awareness, noting cause and effect, and taking appropriate action to respond rather than react.



**Think of the last time you had a negative emotional response. What happened?**

**What thoughts, emotions and behaviors did you experience?**

**What triggered your emotional response?**

**By actively examining past patterns, you can proactively prepare for future emotions also.**

Consider: Your company just gave you some feedback that client was not happy with your service and would not be returning as a customer. Using the 5 steps, work through how to proactively respond to manage your emotions effectively.

To help with manage/cope/adjust, we suggest Self-Coaching as a tool.

### 3. Self-Coaching

Improvement happens when deliberate coaching and mentoring impact performance and results. Self-coaching begins by choosing areas to monitor and improve. Begin with observe.

Observation provides continual feedback.

Perceptions allow for information to be processed and form improvement.

A considered pause allows thought to catch up.

Directing action and change comes from intentional focus.

Reflection evaluates and analyzes.

Celebration reinforces, conditions and shapes growth.

Consider the previous example: Now that you've worked through managing emotions work together as a group to come up with some questions for each area.

## POWERPOINT REFERENCES

Slides 25 - 32: Report Debrief



### Emotional Intelligence EIQ-2

An Evaluation of Emotional Intelligence Styles  
Report Debrief

#### EIQ Report Debrief

Begin with the benefits page:

- Areas affected by EIQ
- Positive impacts (increases and decreases)



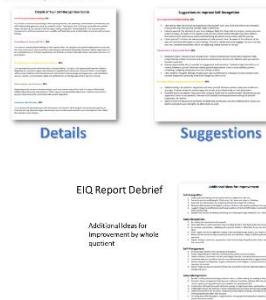
#### EIQ Report Debrief

Four Quotient Scores

- Review patterns
- Capability
- Focus



#### Individual Quotient Sections



**Remember**

Building emotional intelligence takes practice!

Take it one day at a time, and focus on small changes that you can sustain to strengthen your EIQ.

You will see changes, though they may be gradual. Stick with it, and know that your learning and practice is a continual growth process.



Slides 33: Summary

## FACILITATOR INSTRUCTIONS

### Report Debrief

Say:

Let's review together the report to see what your current EIQ is currently indicating from your self-perception.

We'll discuss each section of the report:

- EIQ Benefits
- Overall Definitions and Scoring
- Four Quotients and Scores
- Individual Quotient Sections
- Additional Ideas for Improvement

*Facilitator Note: Refer to the Debrief guide for additional support in debriefing the report. Once completed, remind learners of contact information and thank them for attending.*

*Slides are provided for guiding discussion of each section if desired. You may hide them if you don't wish to use.*

### Review Slide.

SAY:

Studies show that if we do not revisit new material, we learn within 72 hours, our chances of never looking at it again or implementing it go down drastically. I challenge you to take some time over the next several days to review the activities and materials, and meet with your manager to share your information as well as build an application plan.

If there is anything I can do to assist you further, please contact me. Thank you for your attention and participation today.