

Learning Guide Unit 8

Reading Assignment

Examples of EI tools:

Please read the following examples and related articles.

(Note: These are just some examples. You can choose something very different.)

Example #1:

Buchem, I. (2013). Serendipitous learning: Recognizing and fostering the potential of microblogging. *From@re*. Download the [pdf](#).

My EI Tool: I found the above article and chose to follow the notion of serendipitous learning from now on.

My Tasks:

1. Allocate 20 minutes weekly to serendipitous learning.
2. I will start on(insert the date) at.....(insert the time).
3. I will write down my findings (bullet form) in.....(notebook, Electronic journal, sent e-mails to self—choose as appropriate).
4. I will go over my findings once per(week? once per 10 days? Choose as appropriate and doable per your schedule).

EI impact sought: I will support my own development and find many topics to use in future conversations with others—thus will help others grow their EI awareness.

Example #2:

My Own Feedback Framework

Read: Sarkees, Y. (n.d.). *Feedback - Are you doing your part*. Download the [pdf](#) of the PowerPoint presentation.

Tool: PowerPoint. The feedback framework is on slide 15.

Task: Peruse all, decide to use the framework and prepare a SMART plan to do it.

How will it contribute to my community (Impact sought)?

By engaging others in conversations about feedback, I will help others to grow awareness and provide more feedback practice.

Example #3: IE Checklist

Tool: Text and checklists—below

Task: Develop and use the checklist and prepare a SMART plan to use it.

The purpose of this checklist is to support you in the process of developing Emotional Intelligence. The process started with your birth—no doubt, but your conscious efforts might date quite a bit later. The most recent one might be associated with taking this EI course—we hope! This tool can help you assess your EI development needs as well as implement desired changes—as per your decisions and needs.

We continue to create a lot of positive energy moving forward in this course. You are encouraged to continue, fuse the theory with the appropriate practice...Some of you might say: easier said than done, so, to help you do just that, you are invited to use the short EI checklist. The checklist provides questions and suggestions leading to raised awareness, practicing inclusivity and when appropriate, providing accommodation—to self and others. It is based on Non Violent Communication in a way that it is linked with noticing and viewing needs—your own as well as the needs of others. It is also based on the work of Daniel Goleman around focused leadership. It is a decision-making tool to be used any time you wish—and especially when making decisions.

This checklist is divided into the following four categories applicable to all individuals working on developing EI:

1. Building Knowledge and Awareness;
2. Incorporating Individuality-Collectiveness (at the thinking level first);
3. Practicing Inclusivity; and
4. Providing (or Requesting) Accommodation (what in NLP is presented as NEEDS)

The checklist provides direct links to the leadership competencies related to developing EI. All of these were and will be covered at a basic level in this course. An example of leadership-based EI skills is providing and receiving constructive feedback.

These steps can be used in conjunction with any prior steps, processes you established, or strategies you are practicing. This also applies to self-evaluation as well as evaluating the behaviors of others. Dealing with clients while showing an elevated diversity-based awareness, practicing Individuality-Collectiveness inclusivity and providing accommodation have direct links to core competencies and evaluating self and others.

In this checklist, clients are defined as external as well as internal—your peers and family members and friends, included. Having global competencies leads to increased EI, respect, well-being and overall positive climate. In other words, this checklist facilitates dialogue between any individuals to enable integration whereby everyone can feel at ease to contribute and strive for individual happiness.

The checklist can be presented as a set of questions, divided into four sections, that we need to ask ourselves every time we are about to make a decision:

1. Have I built enough Knowledge and Awareness—do I see the issue I am deliberating about as a pluralistic occurrence, not happening in a silo? If I see it as my issue only, I am not ready yet.

A reminder: Nothing happens in a silo. Have I risen above my first assumption? How and when? Have I risen above my ego? Reminder: to take any action or to communicate on the topic, I need to rise above the first wave of emotions on the subject or issue. Have I done this? Or not just yet? I need to take the time to cool off, reach out to others, if not.

1. Incorporating Individuality-Collectiveness. Have I deliberated about my desired gains-views as well as possible gains of others—affected by what I am about to do? If I only see myself and feel only my own needs, I have to go back to step 1 as it seems that I am not ready yet.
2. Practicing Inclusivity. Have I truly taken into consideration the interests of others? The consequences of my decision on others? Maybe not enough? Or, too much? Have I talked to them about it? Am I aware of the needs of others? Am I aware of my own needs? Have I made others aware of my needs? Have I clarified them with the source—myself?
3. Providing (or Requesting) Accommodation. Have I established my needs and the needs of others? Have I asked to be accommodated? Have I explained why and how? Have I accepted to help accommodate someone else's valid needs?

A Kinesthetic Version:

1. Look up (rising above own prejudices and limitations)—Have I built Knowledge and Awareness—do I see the issue I am deliberating about as a pluralistic occurrence, not in a silo? Have I risen above my first assumption? How and when? If you are experiencing problems recalling how and when, you probably need to go back to the very beginning.
2. Look down (back to earth—I am part of many—my needs, as well as the needs of others, have to be taken into account)—Incorporating Individuality-Collectiveness. Have I deliberated about my gains-views as well as others affected by what I am about to do?
3. Look Left—Practicing Inclusivity. Have I taken into consideration the interests of others? Maybe not enough? Or, too much? Am I fully aware of and have I discussed the needs of others? Have I clarified them with the source?
4. Look Right—Providing (or Requesting) Accommodation. Have I established my needs and the needs of others? Have I asked to be accommodated? Have I accepted to help accommodate someone else's valid needs?

Example:

My desired task is:.....

1. Look up (rising above own prejudices and limitations)—Have I built Knowledge and Awareness—do I see the issue I am deliberating about as a pluralistic occurrence, not in a silo? Have I raised above my first assumption? How and when? If you are experiencing problems recalling how and when, you probably need to go back to the very beginning.
2. Look down (back to earth—I am part of many—my needs, as well as the needs of others, have to be taken into account)—Incorporating Individuality-Collectiveness. Have I deliberated about my gains-views as well as others affected by what I am about to do?
3. Look Left—Practicing Inclusivity. Have I taken into consideration the interests of others? Maybe not enough? Or, too much? Am I fully aware of and have I discussed the needs of others? Have I clarified them with the source?
4. Look Right—Providing (or Requesting) Accommodation. Have I established my needs and the needs of others? Have I asked to be accommodated? Have I accepted to help accommodate someone else's valid needs?

Specific Example:

My task is to ask other students for better feedback.

1. I need solid feedback. If I push others to provide it to me, they will also benefit (in the longer run). Their benefits are:andas well as.....
2. Others might have needs that I am not aware of. They are not me. I need to ask them about their needs and do so in a way that will facilitate disclosure. They might not know right off the bat. I might have to probe. I have to be ready not to stop but keep probing. I could ask what would help them to provide solid feedback to me (and in general). I could ask what they need from me. I could ask them to recall good feedback that they received and what would need to happen so that they could give similar quality feedback to me.
3. I need to be considerate and acknowledge that there are others who might not be able to give me what I want and need. I will say: I need solid feedback in order to learn. Can you help me, please? I need details from you so that I can incorporate them into my own growth. Can I count on you and your support? How can I convince you that when you provide me detailed feedback you also grow by sharpening your evaluation skills and your kindness?
4. I need specific feedback onandas well as..... I am presently working on....., so anything related to growing.....is helpful. Anything.

What can I provide to you in order to receive your feedback? If you cannot give it to me right now, could you perhaps at a later time? How can I help you provide me feedback? Thank you.

Knowledge and Awareness

Outcome: Raising the knowledge level pertaining to diversity-based performance management. As we all perform, we have developed certain qualities and are of certain background and circumstances, the need to fuse these three functions (performing, having and being) is reflective of our needs as diverse people at work. We evolve together with our collective needs. It is time to ensure that our knowledge also evolves at the same rate as our needs and the needs of others. How can we do more?

Questions:

1. How aware am I of who I am?
2. How aware am I about my own bias?
3. Do I take the time to step out of my auto-pilot? What are the decisions I am making that consider my needs as well as the needs of others?

These can happen through:

- Conversations
- Feedback
- Meetings
- Planning and assessing needs
- Social gatherings
- Communications
- Providing a variety of services to others and
- Coaching for performance

1. What was my last action (pertaining to the above) in which I demonstrated enhanced knowledge and raised awareness of my needs as well as the needs of others?
2. Have I taken into account culture, religion, disability, traditions—both mine as well as others'?
3. What are my trusted resources to raise any questions I might have on this topic?

Practice

Outcome: Action-based approach to practicing inclusivity (showing consideration and being flexible).

Questions:

1. How am I practicing effective communication?
2. How am I structuring my efforts (thinking and acting)?
3. Do I have an example of using NVC recently?
 - ASK, LISTEN and ACT
 - Ask for Feedback and receive open and constructive strategies

Accommodation

Outcome: Others' needs are accommodated. This means my needs as well.

1. Am I aware? How do I show it?
2. What are my needs requiring accommodation?
3. Have I communicated?
4. What are my strategies when it comes to delivering a respectful rejection of accommodation? How do I ensure that it does not impact other people in a negative manner?

By using the chosen checklist each time I am dealing with some difficult issues, I will gain the time to think and act appropriately. Everyone will benefit.

Example #4: My Mentoring

Tool: I wrote about mentoring, and considered it as a thing to do.

Task: I will mentor, or I will look for a mentor by.....(insert date)

Please refer to the PowerPoint (in PDF format).

University of the People. (n.d.). *Considering mentoring at UoPeople*. Download the [pdf](#) of the PowerPoint presentation.

Mentoring helps to develop EI for all involved. This tool section is devoted to helping self and others decide about getting involved in mentoring.

Mentoring...is it about age?

....Mentoring and the reverse mentoring topic.

I think the reason for associating age difference between any mentor and his or her partner (mentee, protégé) is well-rooted in history. The story of Mentor comes from Homer's *Odyssey*. Odysseus, king of Ithaca, who was involved in the Trojan War, entrusted his household (and his son) to Mentor. Mentor mentored(!) Odysseus' son, Telemachus. Obviously, there was a big age difference between the two. A bit later, Athena, Goddess of War and patroness of the arts and industry, became Telemachus' mentor. So, that is the historical part.

Nowadays, in most of the available mentorship definitions that I am familiar with, it is noted that the difference between the two partnering individuals is in age, but more so in knowledge—kind of the two factors combined...kind of... This means that someone younger can mentor an older individual. Or, (my opinion), this might follow more of the coaching pattern...

Mentoring is a bit wider and circles around many skillsets rather than one skill only (like, for instance, a younger person supporting an older person in learning how to use an iPhone, or similar—a straightforward coaching situation, I think. Thus, I would think that it is possible for a younger person to mentor someone older—if they are doing knowledge transfer (not a transfer of one skill). Most likely, though, when engaged in knowledge transfer of one skill, what they are involved in is coaching. And, there is nothing reverse about it—I agree.

The word *Mentor* evolved to mean trusted advisor, friend, teacher and wise person—all the listed qualities linked together, with special emphasis on the wisdom of the mentor. History offers many examples of helpful mentoring relationships: Socrates and Plato, Hayden and Beethoven, Freud and Jung, the list goes on and on... These examples prove again that most often a more experienced (and advanced in age) person was mentoring someone less experienced and younger. Of course, this notion is being challenged now.

Mentoring now is not always viewed as a situation where one person invests time, energy and personal know-how in assisting the growth and ability of another person who is 100% receiving the goods only... Most often we see mentoring as reciprocal learning. I often use the notion of Mentors learning (honing) their Emotional Intelligence while helping others succeed. For the reciprocity reasons I insist that the title "Mentoring Partner" should be used, rather than mentee or protégé (very old language—Telemachus- and Mentor-times—language I do not like because of the power imbalance that is implied there). I prefer Mentor and Mentoring Partner.

Mentoring is a fundamental form of human development. There are many different possibilities as to how we do it and how we call it—of course. Group mentoring is something that I have done and enjoyed—to give another example. Group mentoring could be one mentor and many mentoring partners or vice versa—both great options.

Also, as a certified coach, I would need to add one more thing: let's not underestimate the powers of coaching—be it certified, managerial, or on the job. When I was in Kenya teaching a course on Mentoring to African officers, I learned a great comparison: coaching is like parenting (brush your teeth this way, ride a bike by pushing on the pedals) while mentoring is more like being a grandparent (hmmm, you want to ride a bike? Are you sure that where you want to go, a bike will be the best means of transportation? Do you want to talk about it?).

My two pennies on the subject...

I also want to add the importance of mentoring moments. One of my greatest mentoring lessons came from my daughter when she was 4 years old. Maybe a different story for another time...Yes, storytelling is an excellent way to learn from others as well as from ourselves. What's your story?

Example # 5: Learning a new Language

Tool: I found an article on learning a new language.

Task: Decide to learn a new language at a basic level. Share with others my decision. Do it.

1. Read the following article.

Athanasiopoulos, P. (2015, April 28). *Does the language you speak change your view of the world?* World Economic Forum. <https://www.weforum.org/agenda/2015/04/how-the-language-you-speak-changes-your-view-of-the-world/>

2. Decide.

3. Shared benefits include self and all involved in this project.

My tool: I decided to learn.....because.....This will help me in developing my EI by.....I will learn another language because..... I will learn.... (name of the language). I will start learning on.....(insert a date) by.....I will increase my EI as a result because.....and.....

You have perused the five different EI tools prepared just for you. Now it is time to design and develop your own EI tool. Your tool can be similar or very different from the ones listed above—your tool, your decision.

Follow the pattern:

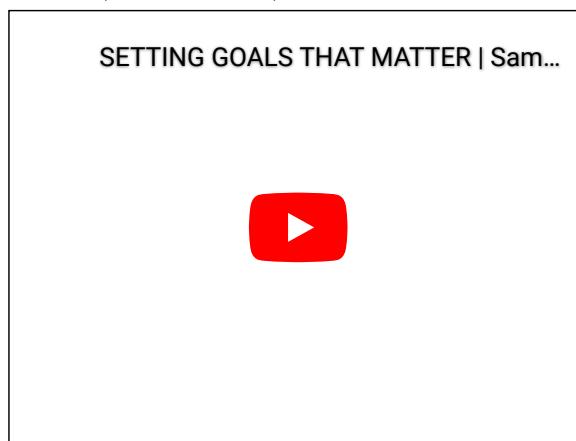
My Tool:

Task or tasks.....

How will it contribute to my community (EI Impact sought)?.....

Video Resources

TEDx Talks. (2018, July 6). *Setting goals that matter / Samantha Kris / TEDxLaval* [Video]. YouTube.



- This success coach shares a model of goal setting that ties goals to emotions and addresses the fear that is often involved.