



CAREER INTELLIGENCE WORKBOOK



Dear Student

Congratulations on embarking on your Career Intelligence journey through the Exploring Career Options Course (STS 1035) in the General Arts & Science Program.

In collaboration with GBC Career Services, we have designed a Career Intelligence Workbook to help you reflect on your academic and career path by taking into consideration the “whole you” including your strengths, emotional intelligence, values, personal style, and transferrable skills.

Choosing the “right career” can be a daunting process and often we find ourselves in a series of jobs that for some reason or another, are simply not the right fit. We have all experienced jobs where we dread Monday mornings and our main motivator for the week is to get to Friday when our real life begins! Imagine the negative impact that this has on your overall happiness and wellbeing when you consider that we spend more than half of our waking hours at work.

A critical factor that contributes to Career Intelligence is self-awareness or self-knowledge which has been identified by employers as a key skill for the 21st Century. In this fast-paced and rapidly changing world of work, it is estimated that approximately fifty percent of the jobs that will exist in your lifetime, don’t exist yet. As a result of this, employers are now hiring for soft and industry specific skills over traditional post-secondary diplomas or degrees. They are also looking for employees who are committed to lifelong learning and development to keep current with labour market demands.

As is learning, Career Intelligence is a lifelong process. Your Career Intelligence Workbook is a living document that will enable you to continuously self-reflect and adapt as your life stages and circumstances change. Possessing a strong understanding of self, and seeking opportunities to develop and maximize your strengths, are critical to career and personal resiliency.

The good news is that Career Intelligence begins with you. Knowing yourself and being able to connect that self-awareness to environments that are aligned with your core values and support your strengths are critical components to flourishing in your career and personal life.

As the Chinese philosopher, Confucius so eloquently stated “choose a career you love and you will never work a day in your life” - which is the essence of Career Intelligence.

Your Career Intelligence journey has begun!



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Faculty, STS-1035

MY

SELF DISCOVERYCAREER EXPLORATIONCAREER ACTION PLAN

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CAREER INTELLIGENCE



CAREER INTELLIGENCE

What is Career Intelligence

At this point in time, career intelligence is critical, not only for our career success, but also to be able to flourish in a fast paced and turbulent labour market that will be continuously changing as a result of technological advancement including automation and artificial intelligence. Formal education will not be enough to equip workers with the complex skills that they will need to succeed in a "gig" or "microtasking" based economy that is characterized by part-time, freelance and contractual work assignments. In the "fourth economy", we have to look at the employment landscape through a different lens. Instead of seeing ourselves as workers, we must begin to think of ourselves as independent contractors. This will require us to adopt an entrepreneurial mindset and develop new entrepreneurial skills including the ability to take risks, manage uncertainty, adjust rapidly, and take personal accountability...to mention a few!

Career intelligence begins with "self-mastery" and a clear understanding of who we are including awareness of our strengths, emotional intelligence, personal style, values, skills and abilities. It also involves our ability to be forward thinkers - understanding where and how we can leverage our skills, as well as a commitment to lifelong learning to keep ourselves current, valuable and in demand.

Gone are the days when one educational path led you to one career path. In the "fourth economy", you will experience many shifts and changes. The question is..."do you have the career intelligence to stay ahead of the curve, to embrace these changes and succeed in a fast-paced, extraordinarily complicated global marketplace?"

ABOUT COURSE STS 1035



ABOUT COURSE STS 1035

COURSE DESCRIPTION

In this course, you will start your Career Intelligence Portfolio and all the tasks you complete in the course will contribute to your own portfolio, including a practical career or educational plan that you develop by exploring your interests and abilities. You will create achievable goals designed to put you on the path to a potential career of your choice, and develop skills and strategies to synthesize information and make informed choices about your career and education. You will begin the lifelong process of educational and career planning.

SELF-REFLECTIVE PROCESS

The Career Intelligence e-portfolio provides an opportunity to incorporate self-reflective practice into your coursework. Self-reflection is an effective tool as it allows you to take a moment to “pause” and spend quality time thinking about yourself – where you have been, where you are currently, and where you want to be in your life. It is a positive and constructive process that encourages you to be honest, curious, ask thought provoking questions and to critically examine your academic or career plan so that you are making informed choices and achieving goals.

COURSE OUTCOMES

Upon successful completion of this course the students will have reliably demonstrated the ability to:

1. *Analyze their own personal style, strengths, abilities and interests within the context of future planning.*
2. *Develop a career or educational plan which includes specific, achievable goals and timelines.*
3. *Create an e-portfolio and a personal pitch which exhibits their strengths and skills.*

EVALUATION SYSTEM & RUBRICS

ABOUT COURSE STS 1035

ASSESSMENT TOOL	DESCRIPTION	OUTCOME(S) ASSESSED	EES ASSESSED	DATE/ WEEK	PERCENT OF FINAL GRADE
My Journey	Create a timeline of what brought you to this point and where you want to be in the future. Timeline can be written, drawn, e-movie, series of annotated photos, etc.	1,2	1,2,6,7	Week #3	15%
Who Am I? Discovering Your Unique Self	Create a profile of yourself which includes your Strengths, Emotional Intelligence results, and transferrable skills (e-portfolio draft)	1,2,3	1,2,6,7	Week #7	25%
Personal Pitch Video	Prepare a 1-minute video highlighting key skills and personal attributes	1,3		Week #10	10%
Personal Pitch Presentation	Present a 1-minute in-class personal pitch which highlights key skills and personal attributes	1,3			10%
Career Intelligence: e-portfolio	Submit completed Career Intelligence e-portfolio including	1,2,3		Week #14 Mon April 8 th 5:00 pm	30%
In-Class Quiz	Students complete an in-class multiple short answer quiz on career development theory, strengths, EQ-I, and values on Blackboard	1,2	2,6	Week #14	10%
TOTAL					100%

TOPICAL OUTLINE

WEEK	TOPIC / TASK	OUTCOME(S)	CONTENT / ACTIVITIES	RESOURCES
1	<i>My Self Discovery:</i> Celebrating Us: Reflecting on Self and Discovering Others	1,2,3	Icebreaker: Appreciative Inquiry Creating a culture of care and inclusion through the development of classroom norms and practices Review of Course Outline Introduction to Developmental Concept Theory Introduction to Reflective Practice	Appreciative Inquiry Handout Designing the Alliance Handout Post Classroom Contract / Alliance on Blackboard Course Outline Career Intelligence e-portfolio Super's Developmental Concept Theory Rolfe's Reflective Model
2	<i>My Self Discovery:</i> Strengths Based Career Exploration	1,3	Developing awareness and insights into our individual strengths for academic / career planning purposes and clarity Students will review the StrengthsFinder 2.0 report and reflect on the top 5 strengths and their alignment to career choices	StrengthsFinder 2.0 Online Assessment: Gallupstrengthscenter.com StrengthsFinder Report Strengths PPT Strengths Handouts Online Resource: YouTube: Trombone Player Wanted
3	<i>My Self Discovery:</i> Cross-Cultural Intelligence	1,3	Examining cultural scales and their impact on communication and interpersonal relationships Students will analyze cultural scales to determine issues and strategies to resolve tensions arising from cultural diversity <i>Due: My Journey (15%)</i>	Cultural Intelligence Handouts Developing Cross-Cultural Intelligence (Linda.com) Cultural Intelligence PPT

WEEK	TOPIC / TASK	OUTCOME(S)	CONTENT / ACTIVITIES	RESOURCES
4	<i>My Self Discovery:</i> Emotional Intelligence (EQ-i)	1,3	Understanding the 5 composite and 15 sub-scales of EQ-I and their impact on personal, academic and career success Students will review a video portraying a conflict between a customer and service representative. In small groups, students will discuss composite scales and present an alternative strategy to improve situation through higher EQ-I	Emotional Intelligence Online Assessment: MHS Guest Speaker: Emotional Intelligence (Student Success Initiatives) EQ-I Higher Education Report EQ-I PowerPoint Leading with Emotional Intelligence (Linda.com) YouTube: Joshua Freedman
5	<i>My Self Discovery:</i> Aligning Personal Values with the Career Planning Process	1,3	Knowing how values are aligned to career is critical to understanding career-related satisfaction and motivation Through online VIA Character Strengths and e-portfolio self-assessment, students will identify personal and work related values and how this aligns with their current academic / career goal including occupational specific tasks and workplace environment	https://hr.berkeley.edu/development/careerdevelopment/self-assessment/value Guest Speaker: Identifying Values (GBC Career Services) VIA Charter Strengths (online values assessment) E-portfolio reflective activities

WEEK	TOPIC / TASK	OUTCOME(S)	CONTENT / ACTIVITIES	RESOURCES
6	My Career Exploration: The Future of Work	1,3	<p>Examining labour market trends that are impacting the future of work and core skills required for the 21st century</p> <p>Jigsaw Activity: in small groups, students will review articles on labour market trends and summarize key findings from readings to share with class</p>	<p>Guest Speaker: Online Labour Market Resources (GBC Career Services)</p> <p>Guest Speaker: Critical Skills for the Future (GBC HR)</p> <p>https://www.jigsaw.org/</p> <p>Online Articles</p>
7	My Career Exploration: Transferable Skills	1,3	<p>Students will identify transferable skills in work, volunteer, academic course work, co-curricular and personal activities</p> <p>Students will assess their level of competency of each skill and conduct a skills gap analysis by comparing their current level of skill against the skills found in 2 job postings / description that are relevant to their career interest</p> <p>Midpoint check in: Start/Stop/Continue</p> <p><i>Due: "Who Am I? Discovering Your Unique Self (25%)</i></p>	<p>Transferable Skills Activity Handout</p> <p>Transferable Skills & Competencies Assessment</p> <p>Skill Gap Analysis: Employer's requirements versus your qualification</p> <p>Start/Stop/Continue Handout</p>
8	INTERSESSION WEEK			

WEEK	TOPIC / TASK	OUTCOME(S)	CONTENT / ACTIVITIES	RESOURCES
9	<i>My Career Exploration:</i> Developing Your Personal Elevator Pitch	1,3	Develop a one-minute pitch that provides a concise overview of experience and skills In small groups, students will have an opportunity to practice their pitch and to receive feedback from classmates Students will prepare a one-minute video to be posted on Blackboard as well as live presentation of their one-minute pitch in class (week #10)	www.getreskilled.com www.thebalancecareers.com Guest Speaker: Developing the Perfect Pitch (GBC Career Services) Linda.com: Creating Your Personal Brand (Lida Citroen) Giving the Elevator Pitch (Todd Dewett) Powerful Presentations: Peerconnect
10	<i>My Career Exploration:</i> Presenting Your Personal Elevator Pitch	1,3	Students will present their one-minute personal pitch in class Students will have an opportunity to observe and reflect on the personal pitch experience <i>Due: One-minute personal pitch video (10%) and one-minute in-class presentation (10%)</i>	E-portfolio and online Resources
11	<i>My Career Plan:</i> Goal Setting	1,2,3	Setting goals is a significant component of the career planning process To have a successful and satisfying career, students will begin to define their goals and devise a strategy to achieve them Create an academic /career action plan with short-term and long-term goals	Online Resources Berkeley Human Resources www.thebalancecareers.com Brock University: Co-op, Career & Experiential Education RBC: Launching Careers Goal Worksheet

WEEK	TOPIC / TASK	OUTCOME(S)	CONTENT / ACTIVITIES	RESOURCES
12	<i>My Career Plan:</i> Career Resiliency	1,3	Understanding resiliency and the direct impact it has on personal and career wellbeing Students will complete a wellbeing self-assessment and develop a resilience action plan	Guest Speaker: Counselling & Student Wellbeing RBC: Launching Careers The Open University Online Resources Resilience Self-Assessment & Action Plan
13	<i>My Career Plan:</i> Career Intelligence e-portfolio	1,2,3	Students will work on completion of e-portfolio and will have an opportunity to discuss their progress with other students and the professor for feedback <i>Due: Career Intelligence e-portfolio Due Monday April 8 at 5:00 pm</i>	Online Course Resources & Career Intelligence e-portfolio Online Resources
14	Course Wrap Up	1,2,3	In-class Quiz (10%) Review of Career Intelligence Pilot Student thoughts / input and recommendations for STS 1035 Small Group Activity: Stop/Start/Continue (Door Pass)	Stop/Start/Continue Handout Career Intelligence e-portfolio Course Reflection / Feedback Handout
15				

GRADING SYSTEM

The passing grade for this course is: 50

MY SELF DISCOVERY



MY INFORMATION

Student ID _____ **SUBMIT**

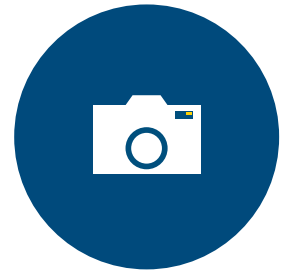
First Name _____ Middle Name _____ Last Name _____

Phone _____

E-mail _____

Address _____

CONNECT **LinkedIn**

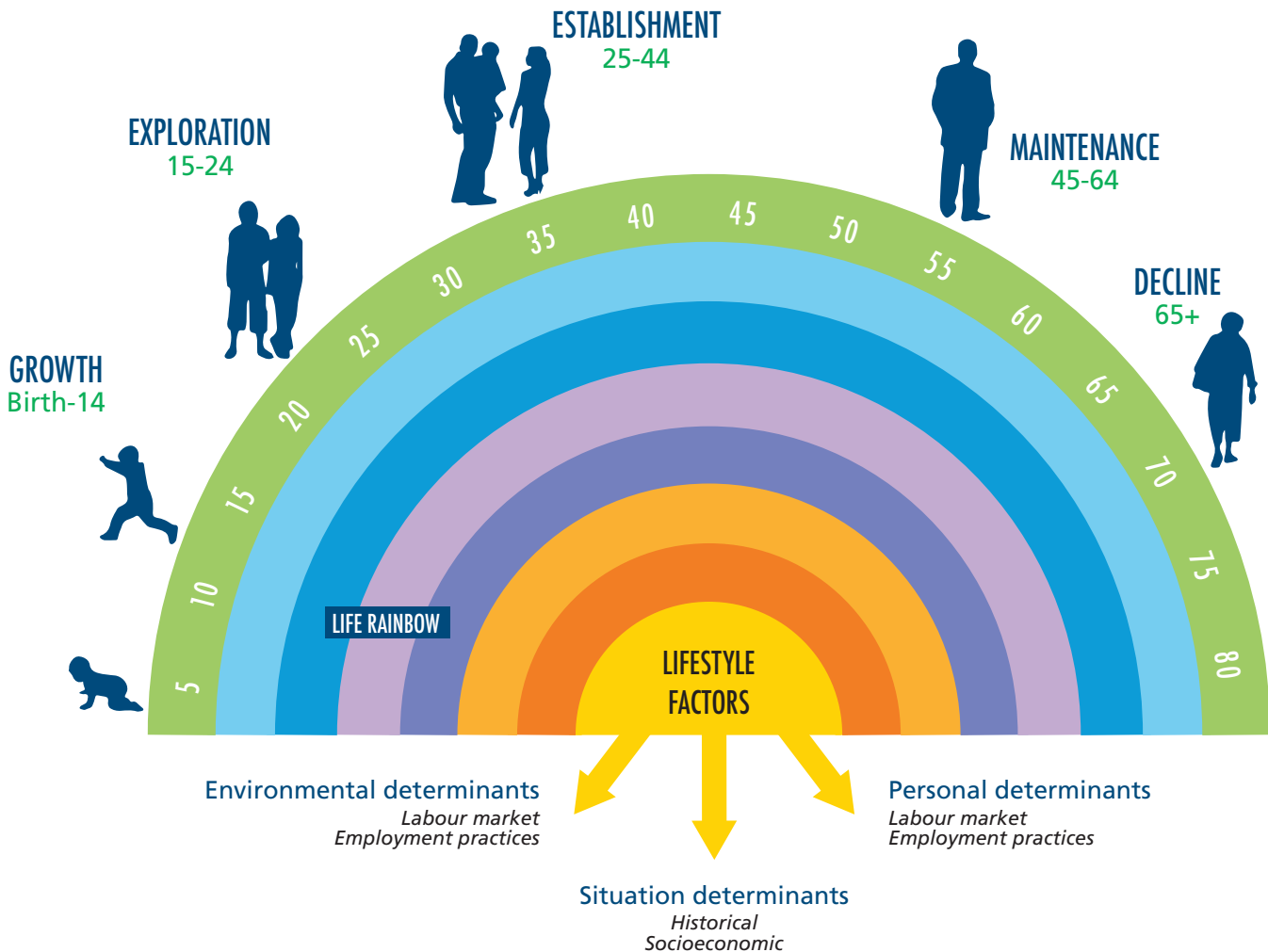


MY SELF DISCOVERY

INTRODUCTION TO CAREER DEVELOPMENT THEORY

Career development can be compared to a road trip...sometimes you start down one road trying to get to your destination and you find there are detours and road closures that force you to take another route. Or, you think you have clear directions and end up lost, driving around aimlessly, and eventually you realize that you can't get there from here!

Donald Super Developmental Self-Concept



CREATE YOUR JOURNEY

MY SELF DISCOVERY

1.	<u>Age</u>	<u>Field</u>	<u>Job Title (Optional)</u>	<u>Related to</u>	+
2.	<u>Age</u>	<u>Field</u>	<u>Job Title (Optional)</u>	<u>Related to</u>	+
3.	<u>Age</u>	<u>Field</u>	<u>Job Title (Optional)</u>	<u>Related to</u>	+
4.	<u>Age</u>	<u>Field</u>	<u>Job Title (Optional)</u>	<u>Related to</u>	+
5.	<u>Age</u>	<u>Field</u>	<u>Job Title (Optional)</u>	<u>Related to</u>	+
6.	<u>Age</u>	<u>Field</u>	<u>Job Title (Optional)</u>	<u>Related to</u>	+

MY JOURNEY

MY SELF DISCOVERY

Reflect back on your own personal journey that led you to the General Arts and Science Program at GBC. Please provide as much detail as possible in answering the following questions

- When you were an child (ages 4 to 10) what did you dream of being when you grew up?

- What was it about this particular role that you were drawn to?

- In your mind, was there anything stopping you from achieving this dream job?

- As you became older (ages 11 thru 14) what were activities that you enjoyed spending time doing (including subjects at school, hobbies and interests)?

- What where activities that you disliked doing and often found yourself trying to avoid?

MY SELF DISCOVERY

- Based on your interests and skills, what types of careers were you drawn to and why?

- In secondary school (ages 15 to 17) what were your favourite subjects - the ones that you were naturally interested in and learning came to you easily?

- What were your hobbies and interests at this stage in your life and what types of activities did you do support these interests?

- Did you have a part-time job? If so, what was it and did it positively or negatively impact your career decisions?

- When thinking about your first post-secondary program, (ages 18 to 21) What were some of the influencing factors that contributed to your decision?

- Have you taken other post-secondary courses before coming to GBC? If so, what was your reasoning for changing your educational / career direction?

- At this particular stage in your journey, what brought you to the GAS Program at GBC and what is your goal after completing this program?

STRENGTHSFINDER 2.0

MY SELF DISCOVERY

Introduction to StrengthsFinder 2.0

Interesting Fact...

"Like your fingerprint, the sequence of your themes is unique to you. The odds that someone has the same 5 Signature Themes in the same order as you are 1 in 33,000,000"
-The Gallup Strengths Center

What is a Strength?

"Your strengths begin with talents that naturally exist inside you. A talent is a naturally recurring pattern of thought, feeling, or behavior that can be productively applied. A talent helps you to do something well not just once; they help you to do it well over and over again. Because talents are naturally recurring patterns, they are "automatic," almost like breathing. According to Clifton, practice does not make perfect. To develop a strength in any activity requires certain natural talents.

There is a general misconception that strengths are activities that we are good at. In the video series "Trombone Player Wanted," Buckingham defines a strength as an activity that makes you feel energized and strong. He states that we can be very good at certain activities but if the activity depletes us of energy, it is not a strength regardless of how good we are at it.

Clues to Our Talents

1. **Yearning:** What activities are you naturally drawn to?
2. **Rapid Learning:** What kind of activities do you seem to pick up and learn quickly?
3. **Timelessness:** In what activities did the time seem to "fly by" quickly for you?
4. **Glimpse of Excellence:** During what activities have you had moments of excellence and you think "How did I do that?"
5. **Satisfaction:** What activities energize you, either while doing them or immediately after you finished them, and you think "When can I do that again?"

Strengths Formula

MY SELF DISCOVERY

TALENTS	+	KNOWLEDGE	+	SKILL	=	STRENGTH
Naturally recurring patterns of thought, feeling, or behaviour that can be productively applied.		What you know, either factually or through awareness gained by experience		The capacity to perform the fundamental steps of an activity		The ability to provide consistent, near-perfect performance in a specific activity.

To achieve our personal best, we must not only understand our talents but must work to continuously develop them and look for opportunities where we can apply them in our academic, work and personal life.

When we are playing to our strengths and doing what we love or are passionate about, work no longer feels like work. Work becomes an extension of who we are. This is why it is important to know, understand and value your talents. Unfortunately, the research that Gallup conducted showed that less than two out of ten people are in jobs that play to their strengths.

Why Focus on Strengths?

Use of strengths at work is connected to:

- Greater work satisfaction
- Engagement (73% vs. 9%)
- Greater productivity
- Lower turnover rate
- Increased levels of trust, compassion and hope within teams
- Increased well-being, decreased symptoms of depression and anxiety

Activities

List Your Top Five Strengths

- Strength #1 _____
- Strength #2 _____
- Strength #3 _____
- Strength #4 _____
- Strength #5 _____

StrengthsFinder Reflection

MY SELF DISCOVERY

What was your first reaction to the top 5 Signature Themes on your Clifton StrengthsFinder Report? Did you feel that the report accurately described who you are?

What new discovery have you made about yourself?

What Signature Theme do you feel fits you best? Why?

Which of your Signature Themes hold the talents you use most frequently? Where do you use them?

Strengths Action Plan

DESCRIPTION OF MY STRENGTH	WHY IS THIS STRENGTH BENEFICIAL? WHAT DOES IT ENABLE ME TO DO?	WHERE DO I CURRENTLY UTILIZE THIS STRENGTH?	HOW CAN I APPLY THIS STRENGTH IN MY ACADEMIC OR CAREER CHOICE?	WHAT ACTIONS CAN I TAKE TO FURTHER DEVELOP THIS STRENGTH?

CROSS-CULTURAL INTELLIGENCE

MY SELF DISCOVERY

Why is Cross-Cultural Intelligence Important?

“The concept of cross-cultural intelligence grew in a response to globalization. Today, basically all firms regardless of size, have the capability to be global. As well, the diversity of the employees of every organization has never been greater. Tomorrow’s employee, even more than today will have to learn to compete, and work in a global world.” (Thomas & Inkson, 2004)

As Ontario’s cultural diversity continues to grow, employers are seeking culturally agile professionals who are able to successfully adapt and effectively manage workplace challenges that arise from cross-cultural differences within both internal and external stakeholder groups. Cultural agility has been identified as key skill for the 21st Century and those who can effectively articulate and demonstrate this skill in their resume or during the interview process will have a competitive advantage in the job market.

What is Culture?

Culture is often compared to the iceberg analogy – like an iceberg, only ten percent of culture is visible to the eye and remaining ninety percent is below the surface and invisible. As a result of this, often the depth of our understanding of different cultures remains at a surface or very superficial level. To truly understand culture, we must dive below the surface and begin to explore the invisible aspects such as values and beliefs towards time, gender roles, leaderships, power distance, communication styles, tolerance to change, importance of work, individualism, and collectivism.

Everyone has “culture” or a cultural background that often guides our thoughts, feelings, words, and behaviors. At an unconscious level, our cultural beliefs directly impact every communication and interaction that we have with other people. Hence, the reason it is so important to begin understanding ourselves and how we engage with cultures that are very different from our own.

As individuals, we all have groups that we belong to or identify with. Culture is the groups’ shared common understanding of various norms, values, beliefs and traditions. Often when hear the word culture, we relate it to a specific nationality or ethnic group. However, there are many cultural groups that people belong to including: age, sexuality, class, physical ability, interests, occupations, gender, religion and language.

What are Cultural Dimensions?

Geert Hofstede was a Dutch social psychologist and former IBM employee. Hofstede carried out research amongst 100,000 employees working around the world for IBM attempting to categorize cultures of different nationalities working at IBM."

It is important to remember, that Hofstede's cultural scales transcend beyond nationality and are found at a corporate and individual level – individual personality will always supersede, as our own values can be very different from that of our family, community and country.

In his book, "Cultural Intelligence: A Guide to Working with People from Other Cultures," Brooks Peterson, has developed a cultural framework based on following five cultural scales:

Hierarchy vs Equality

A style that is based on "**hierarchy**" means people prefer: to take direction from those above; have strong limitations about appropriate behavior for certain roles; respect and not challenge the opinions of those who are in power because of their status and their position; enforce regulations and guidelines; and expect men and women to behave differently and to be treated differently

A style based on "**equality**" means people prefer: to be self directed; have flexibility in the roles they play in the company or on a team; have the freedom to challenge the opinion of those in power; make exceptions, be flexible, and maybe bend the rules; and treat men and women in basically the same way.

Direct vs Indirect Communication Style

A "**direct**" communication style means people prefer to: be more direct in speaking and be less concerned about how something is said; openly confront issues and difficulties; communicate concerns straight-forwardly; engage in conflict when necessary; express views or opinions in a frank manner; and say things clearly, not leaving much open to interpretation.

An "**indirect**" communication style means people prefer to: focus not on what is being said but how it is being said; discreetly avoid difficult or contentious issues; express concerns tactfully; avoid conflict if at all possible; express views or opinions diplomatically; and count on the listener to interpret the meaning.

Individual vs Group

An **"individual"** style means people prefer to: take individual initiative; use personal guidelines in personal situations; focus on themselves; judge people based on individual traits; make decisions individually; put individuals before the team; be nonconformists when necessary; move in and out of groups as needed or desired.

A **"group"** style means people who prefer to: act cooperatively and establish group goals; standardized guidelines; make loyalty to friends a high priority; determine their identity to group affiliation; make decisions as a group; put the team or group before the individual; conform to social norms; and keep group memberships for life

Task vs Relationship

A **"task"** style means people prefer to: define people based on what they do; move straight to business – relationships come later; keep most relationships with co-workers impersonal; sacrifice leisure time and time with family in favor of work; get to know co-workers and colleagues quickly but usually superficially; use largely impersonal selection criteria in hiring; and allow work to overlap with personal time.

A **"relationship"** style means people prefer to: define people based on who they are; establish comfortable relationships and a sense of mutual trust before getting down to business; have personal relationships with co-workers; sacrifice work in favor of leisure time and time with family; get to know co-workers and colleagues slowly and in depth; use largely personal selection criteria when hiring; and, not allow work to impinge on personal life.

Risk vs Caution

A **"risk"** style means people prefer to: make decisions quickly with little information; focus on present and future; be less cautious – in a "ready, fire, aim" way; change quickly without fear of risks; try new and innovative ways of doing things; use new methods for solving problems; have fewer rules, regulations, guidelines, and directions; be comfortable changing plans at the last minute.

A **"caution"** style means people prefer to: collect a considerable amount of information before making a decision; focus on the past; be more cautious – in a "ready, aim, aim, fire" way; change slowly and avoid risks; want more rules, regulations, guidelines, and directions; refer to past precedents of what works and what doesn't; stick to proven methods for solving problems; and not change plans at the last minute.

5 Basic Cultural Scales - Adapted from Geert Hofstede & Brooks Peterson

MY SELF DISCOVERY



Cultural Intelligence Exercises

Take a moment to reflect on what specific cultural group (s) that you identify with or belong to. When you think about what you share in common with this group, is it part of the visible or invisible culture (see Cultural Iceberg)?

MY SELF DISCOVERY

As you read through each of the five cross-cultural scales, identify and explain what scales you most identify with based on your values? Why this is important to you and how others would observe this through your attitude and behaviors?

Provide an example of a situation where you have experienced “tension” interacting with someone due to cultural differences. Using the S.A.R method (situation/action/result) provide a detailed description of the situation (S), what actions (A) you took to resolve the situation and what were the results (R).

EMOTIONAL INTELLIGENCE

MY SELF DISCOVERY

Fact: IQ is fixed and tends to peak when a person is about 17. EQ is not fixed and rises steadily through your life.

What is the difference between IQ and EQ?

For years, studies have been done trying to determine the key factors that lead to life success – our ability to achieve personal and professional goals. In the past, much emphasis was focused on cognitive intelligence (IQ) as a main indicator for success – if you performed well in school there was a strong probability that you would perform well in your personal and professional life. Cognitive Intelligence (IQ) is “a measure of an individual’s intellectual, analytical, logical, and rational abilities. As such, it’s concerned with verbal, spatial, visual, and mathematical skills” (Stein, & Book, 2011, p. 13).

In the late 1980’s, Dr. Reuven Bar-On began exploring the impact that emotional wellbeing had on life success. If IQ was a key indicator for success, then why were some highly intelligent people successful in their lives while others were not? Bar-On believed that IQ was simply not enough to predict success and that there was another major factor that had to be considered - emotional intelligence “a set of emotional and social skills that influence the way we: perceive and express ourselves; develop and maintain social relationships; cope with challenges; and use emotional information in an effective and meaningful way.” (Multi-Health Systems, 2011).

Although IQ is important, it is not enough in itself. It does not matter how brilliant you are - if you are not able to cope, adapt and get along with others, your chances of professional success, personal happiness and well-being are minimized.

Emotional Intelligence Model

Dr. Reuven Bar-On, originally developed a model that captured emotional intelligence which was later revised by Multi-Health System. The model is divided into 5 composite scales and 15 sub-scales.

Model of Emotional Intelligence



Definitions of the EQ-i 2.0 Composite and Sub-Scales

Stein & Book have defined the EQ-I 2.0 composite and sub-scales as follows:

The Self-Perception Realm

Refers to the "inner self." It determines how in touch with your feelings you are, how good you feel about yourself and about what you are doing in life. Success in this area means that you are aware of your feelings, feel strong, and have confidence in pursuing your goals.

- **Emotional Self-Awareness** – the ability to recognize how you're feeling and why you're feeling that way, and the impact your emotions have on the thoughts and actions of yourself and others;
- **Self-Regard** - the ability to recognize your strengths and weaknesses and to feel good about yourself despite your weaknesses; and
- **Self-Actualization** - the ability to persistently try to improve yourself and pursue meaningful goals that lead to a richer life (Stein & Book, 2011, Chapters 3, 4 & 5).

Self-Perception Exercises:

- Write down a situation or event that has occurred in the last few months that triggered a strong positive or negative emotional response.

- How did you know you were having an emotional response? What happened to you at a physical, emotional or behavioral level?

- What were the emotions or feelings that were triggered?

- What were the circumstances in the situation that directly contributed to these emotions?

- Who was involved in the situation and did their behavior positively or negatively impact your emotional state? What was the impact of your behavior on them?

- Which of your top 5 strengths could you call upon to effectively work through this situation?

- What skill area (s) do you feel you need to further develop that would contribute to a more positive outcome? What are some possible strategies or actions that could assist with your development in this skill area?

The Self-Expression Realm

Concerns itself with the way we express our emotions and how we come across to others. It includes our ability to state our thoughts, feelings, and beliefs to others in a positive and constructive way. Our ability to act independently by taking initiative and following through also reflects our self expression.

- **Emotional Expression** - the ability to express your feelings both in words and non-verbally;
- **Assertiveness** - the ability to clearly express your thoughts and beliefs, stand your ground, and defend your position in a constructive way; and
- **Independence** - the ability to be self-directed and self-controlled, to stand on your own two feet (Stein & Book, 2011, Chapters 6, 7, 8)

Self-Expression Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

If you were to look into a mirror how would you describe your verbal (words, tone) and non-verbal communication (facial expression, eye contact, body posture, etc.)?

Do you feel that you were able to assert your needs in a constructive way? If yes, what was your approach that helped you to achieve this outcome? If not, what would you do differently?

Did you feel you were able to authentically express your needs / wants from this situation or did you hold back out of concern for the negative response you might receive from the other person(s)?

The Interpersonal Realm

Refers to “people skills” – those who function well in this area tend to be responsible and dependable. They understand, interact with, and relate well to others in a variety of situations. They inspire trust, and they function well as part of a team.

- **Interpersonal Relationships** - refers to the ability to forge and maintain relationships that are mutually beneficial and marked by give-and-take and a sense of trust and compassion;
- **Empathy** - is the ability to recognize, understand, and appreciate what others may be feeling and thinking. It is the ability to view the world through another person’s eyes; and
- **Social Responsibility** - is the ability to be a cooperative and contributing member of our social group and to society at large (Stein & Book, 2011, Chapters, 9, 10, 11).

Interpersonal Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

Did you take the time to actively listen without judgment or bias to the other person’s perspective or point of view? If so, did anything change as a result of achieving greater understanding? If not, how could you approach the situation differently to gain this perspective?

Do you feel you were able to constructively approach the situation while maintaining a positive relationship with the individual (s) involved? If so, how did you achieve this? If not, how could you have approached this differently to achieve a more positive outcome?

The Decision-Making Realm

Involves your ability to use your emotions in the best way to help you solve problems and make optimal choices. Success in this area means that you can grasp problems, devise effective solutions, deal realistically with situations, and manage impulses that may disrupt effective decision making.

- **Impulse Control** - the ability to resist or delay a temptation to act rashly;
- **Reality Testing** – the ability to see things as they actually are, rather than the way you wish or fear they might be; and
- **Problem Solving** – the ability to find solutions to problems where emotions are involved using the right emotion at an optimum value (Stein & Book, 2011, Chapters 12, 13, 14).

Decision-Making Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

How would you describe your initial reaction to the situation – would your personal style be to blurt out how you are feeling without holding back or to spend time listening and asking questions? Would you be quick to take action to defend your position or would you pause until you felt you had more information and better understanding of the situation?

Where you able to accurately assess the situation by putting your emotions aside and focusing on the facts or did you find that your own feelings and beliefs made it challenging to be objective?

MY SELF DISCOVERY

Did you find yourself open to listening and trying to establish a result / resolution that work for both parties involved? If so, what action did you take to achieve this? If not, how would you approach this differently to achieve positive outcomes?

The Stress Management Realm

Refers to your ability to be flexible, tolerate stress and be optimistic. Success in this area means that you are able to remain calm and focused, change direction or beliefs when presented with new evidence, demonstrate resilience, maintain a positive attitude, and constructively withstand adverse events and conflicting emotions without caving in.

- **Flexibility** – the ability to adapt emotions, thoughts, feelings and behaviors to changing, unfamiliar, unpredictable, dynamic and challenging circumstances
- **Stress Tolerance** – the ability to remain calm and focused, to constructively withstand adverse events and conflicting emotions without caving in; and
- **Optimism** – the ability to maintain a realistically positive attitude, particularly in the face of adversity (Stein & Book, 2011, Chapters 15, 16, 17).

Stress Management Exercises

Reflecting back on the situation you described that caused a strong emotional response, answer the following questions:

At any point during this situation where you able to stop and adjust / modify your feelings, thoughts, or behavior that positively impacted the situation? If so, describe what you did; if not, what could you have done differently?

MY SELF DISCOVERY

Think about your own response to stress – do you get worked up and use strong language and tone to get your point across? Do you remain calm even when others are getting emotionally heightened? Or do you just collapse within yourself and shutdown from the conversation?

Would you describe yourself as an optimistic person who is focused on finding solutions to problems or do you have a tendency to be more pessimistic and find yourself focusing more on the problem?
