

# EMOTIONAL INTELLIGENCE

DEVELOPMENT GUIDE



TEACHER'S VERSION

# CONTENTS

<b>OVERVIEW</b> .....	<b>1</b>
What is Emotional Intelligence .....	2
Why EI is Important .....	2
Developing your EI .....	3
Using This Guide .....	3
<b>SELF-AWARENESS</b> .....	<b>4</b>
Emotional Awareness .....	5
Belief Awareness .....	6
Agenda Awareness .....	7
Self-Perception .....	8
Fortitude .....	9
<b>SELF MANAGEMENT</b> .....	<b>10</b>
Inner Control .....	11
Self Confidence .....	12
Decisiveness .....	13
Initiative .....	14
Success Drive .....	15
<b>SOCIAL AWARENESS</b> .....	<b>16</b>
Social Candour .....	17
Empathy .....	18
Interest Alignment .....	19
Service Attitude .....	20
Social Acumen .....	21
<b>SOCIAL MANAGEMENT</b> .....	<b>22</b>
Change Catalyst .....	23
Bridge Building .....	24
Teamwork .....	25
Team Bonding .....	26
Mentorship .....	27
<b>WHAT'S NEXT</b> .....	<b>28</b>

# OVERVIEW

This guide aims to provide you with the necessary knowledge to improve your Emotional Intelligence (EI) by equipping you with some tools to work on the 4 factors and their corresponding sub factors as outlined in the Workplace Emotional Intelligence Inventory (WEII) framework on page 2.

The next few pages will take you through a brief introduction of EI, touching on its importance and how it can be measured and developed. As much as you might be eager to flip right in to the development activities, do take the time to read the first few introductory pages and get a better understanding of some of the terms used before diving in.

If possible, we encourage you to complete the WEII questionnaire to generate an EI profile as both the guide and the questionnaire complement each other to give you deeper insights.

To sign up for the WEII, contact us at:  
<http://www.iassessiononline.com/contact/#general-enquiries1>

## What Is Emotional Intelligence

Born out of the minds of psychologists Peter Salavoy and John Mayer, the term emotional intelligence (EI) refers to an individual's ability to recognize, understand and manage both our own emotions as well as others'.

Bestselling author and psychologist Daniel Goleman later popularized the term in his 1995 book Emotional Quotient, creating a surge of interest in the topic. He proposed that people are born with a general emotional intelligence that determines their potential for further learning emotional competencies.

EI is generally thought to consist of four main factors, each with a number of subfactors that describes it in more detail. An example of an EI framework is:



## Why EI Is Important

Research has shown that people with high EI display strong leadership, can build better work and personal relationships, suffer less occupational stress and tend to be high performers. In school, emotional awareness and emotional management allow students to transition between high school and university in a calmer manner and enables them to maintain good social relations.

## Developing Your EI

Researchers believe that everyone has the potential to develop their emotional intelligence. But where does one begin?



### Awareness

The first step is to be aware of your EI strengths and weaknesses, and an easy way to do this is to use a self-reporting questionnaire. One such questionnaire is the Workplace Emotional Intelligence Inventory (WEII) that evaluates your EI according to the four factor model within your school environment.



### Reflection

Reflect on your strengths and weaknesses and consider whether your past experiences support your EI profile generated by the questionnaire. It is important to understand which aspects of your strengths and weaknesses can be improved upon, before you proceed on your development effort.



### Guidance

With more time and resources, consider attending workshops or getting mentoring or coaching support to further develop your emotional intelligence. Even talking to someone you know be it close friends or fellow teachers, can help you gain a better understanding of what you need to improve on and give you ideas on how to develop your emotional intelligence.

## Using This Guide

This guide is not meant to be read from start to finish, where you explore all the sub factors at once. For example, do you want to find out how to better control your emotions? Jump to the sub factor **Inner Control**. Choose whichever sub factor you want and spend some time working on it. It is important to improve your weaknesses, yes, but don't forget to harness your strengths!

As with most things, it helps to have a notebook to track your progress or pen down your thoughts and feelings. It might seem like a hassle, but you have to track your progress somehow, and this serves a record of all that time and effort you put in.

# SELF AWARENESS

Refers to understanding one's own emotional states, beliefs, agendas, strengths and weaknesses, as well as embracing failures and obstacles.



**EMOTIONAL  
AWARENESS**

**FORTITUDE**

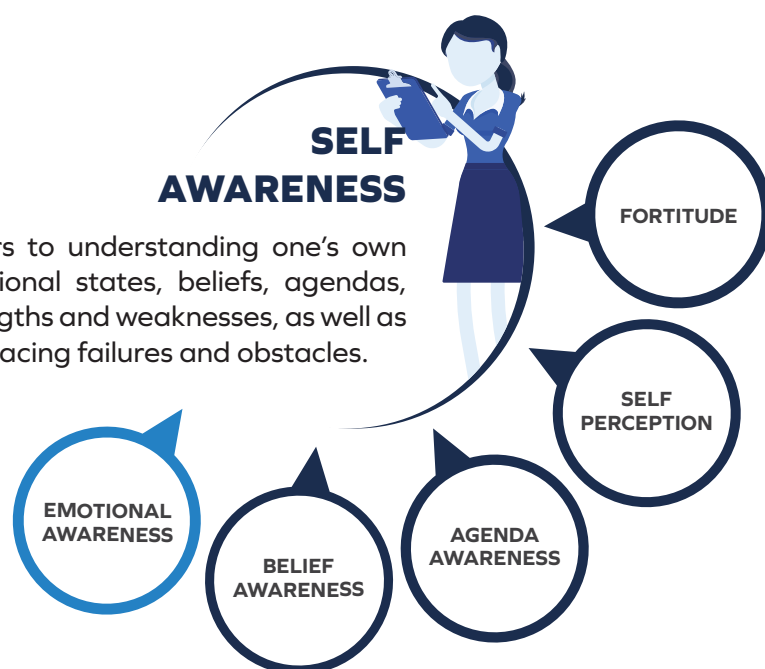
**BELIEF  
AWARENESS**

**AGENDA  
AWARENESS**

**SELF  
PERCEPTION**

## Emotional Awareness

Having emotional awareness means being aware of your own emotions and the impact that they can have on your life. Because strong emotions can potentially sway your decisions and influence behaviour, it is crucial to identify and understand them in order to further manage your actions, especially in emotionally-charged social situations.



## Reflection

Being emotionally aware is important, as it allows us to understand the current state of our emotions and prevent us from emotional outbursts or impulse decisions that we may later regret. It may not be easy for us to reign in our emotions in the heat of the moment, but before we manage our emotions, we must first be aware of changes in our emotions and how it influences our behaviour.

Recall a time when you lost control of your emotions.

### 1. Write down how you felt at that moment.

Try describing your emotions precisely, for example “frustrated” rather than simply “angry”.

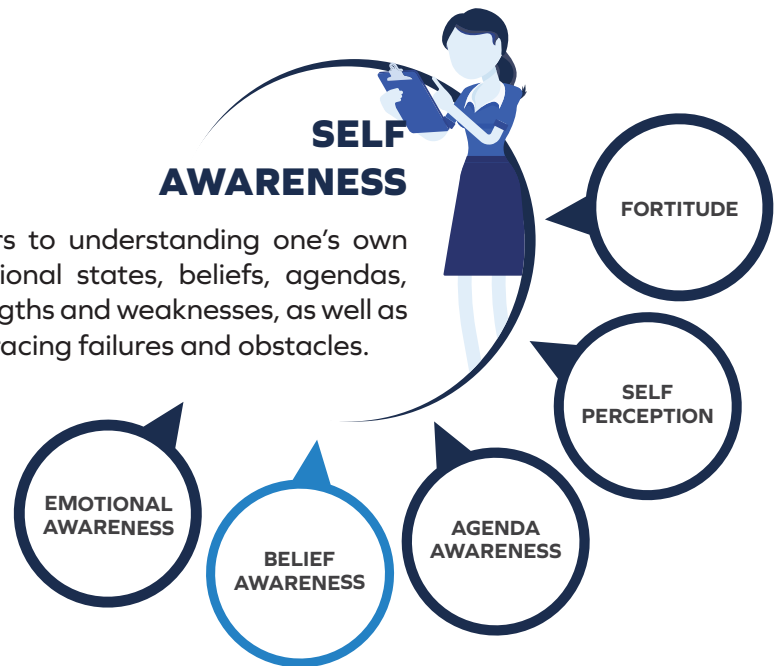
### 2. What made you feel this way?

- Was it something someone said or did, or were you stressed and lashed out?
- What was happening before you felt this way?
- Have you been feeling like this for a while?

After completing this first reflection, make it a point to record future incidents where you notice yourself behaving irrationally due to emotional outbursts. The more you reflect, the easier it will be to identify and control your emotions. Try coming up with different ways to calm yourself down, and the next time you feel like you're losing control, remember how you felt after the last time you lost control.

## Belief Awareness

It is essential to have insight into our beliefs, as deeply held personal beliefs can bias our thoughts, views, and actions in ways we do not usually notice. Knowing the assumptions we tend to make can aid us in better evaluating certain decisions or actions that we make and overcome our biases.



## Examining Fictional Scenarios

For this activity, you will look at two fictional scenarios and help the characters (Sam and Mary) to come up with more positive beliefs. Positive beliefs are practical, grounded in reality and are useful in guiding your actions.



### Scenario #1

Sam's English class is carrying out a group project. The class has been split into self-allocated groups, and Sam notices that one of his students, Joshua, is noisy and disruptive, preventing his group members from discussing productively. Sam thinks that Joshua is rude and disinterested in learning and gives him a low score for Class Participation.

1. What assumptions did Sam make in his belief Joshua?
2. How does this belief limit Sam?
3. How can Sam shift his belief to be more effective as a teacher?



### Scenario #2

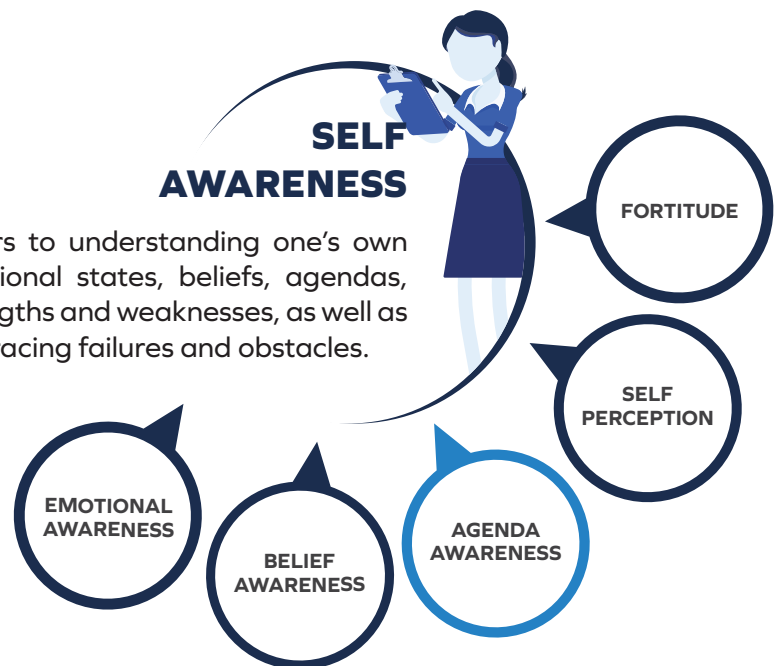
Mary receives a phone call from a parent of one of her students. The parent angrily complained about how their child deserves a better grade than they were given for a recent assignment and made demands for their child to be given the opportunity to redo the assignment. Mary thinks the parent is being too demanding and aggressive and avoids dealing with the parent in the future.

1. What assumptions did Mary make in her belief the parent?
2. How does this belief limit Mary and her capability as a teacher?
3. How can Mary shift her belief to be more positive?



## Agenda Awareness

Agenda awareness is the ability to identify and understand our goals and directions in life. As unconscious agendas can subtly affect one's emotions, behaviours and beliefs, we need to know where our motivations stem from.

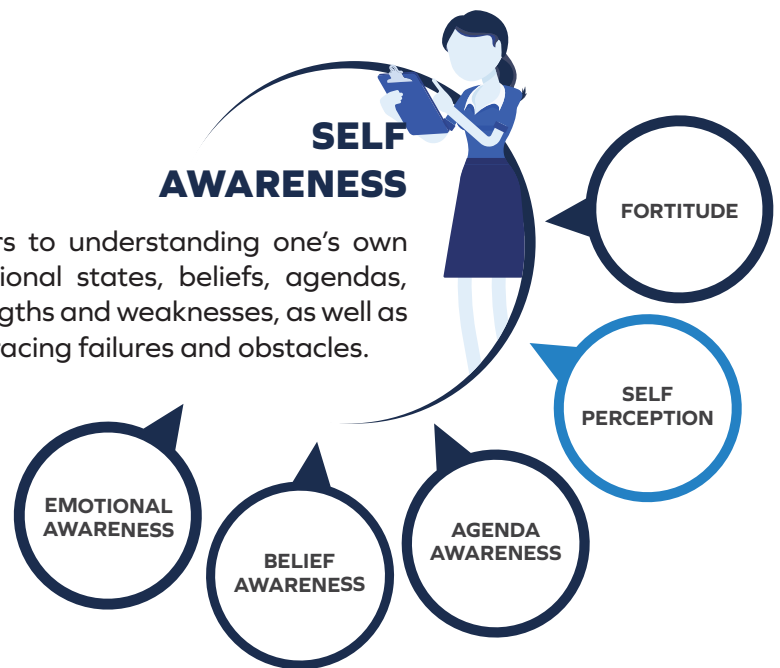


## Identifying Goals



## Self-Perception

Self-perception means being aware of one's own strengths and weaknesses and knowing their impact on our lives. An accurate view of one's strengths and weaknesses is important to avoid overextending oneself.



## Gap Analysis

We can sometimes be unaware of certain strengths and weaknesses that we have, thus it is important to get other opinions to help us re-evaluate ourselves and create a more accurate self-assessment.

### 1. Write down some of your strengths and weaknesses

### 2. Ask people who know you well to do the same.

Preferably, gather feedback from various sources across different areas of your life (Examples: friends, fellow teachers, department heads, vice-principals).

### 3. Compare your self-assessment with others' assessment of you.

- See if you can find any commonalities between the two.
- Look through the strengths and weaknesses that you did not identify.
- Think about whether they add value in describing you.

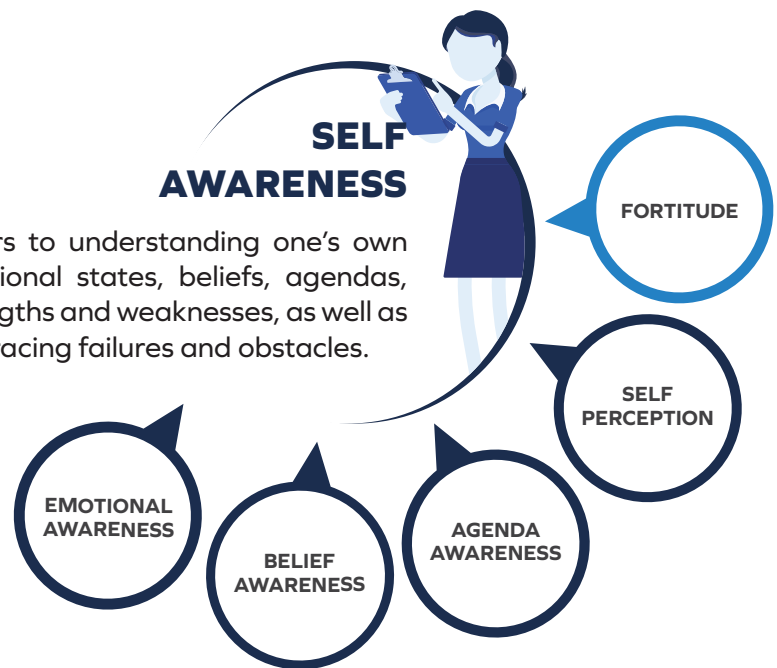
### 4. Reassess your strengths and weaknesses

Using the various accounts, redraft your self-assessment and see if it describes you even better now.

Hopefully through this exercise, you will be able to create a better profile of your strengths and weaknesses.

## Fortitude

Fortitude implies the acceptance of failures and obstacles as part of the journey towards success. Taking setbacks in stride and finding ways to overcome or work around them gives you the tenacity to learn from your mistakes.



## Examining Self-talk

We all have an inner-voice which reflects our opinions and thoughts about the world, especially ourselves. When faced with obstacles, that voice often holds us back with negative thoughts and opinions of our ability to overcome challenges.



### Counteract Negative Thoughts

The next time you face a negative situation:

1. Write down your negative thoughts
2. Search for evidence that challenges these negative thoughts
3. Write down the evidence
4. Replace your negative thought with new, more balanced thought



### Practice Positive Thinking

Opportunities for success can slip you by if your self-talk is negative. Hence:

1. Expect success and embrace opportunities
2. Do not imagine yourself failing/unable to succeed
3. Find less harsh perspectives

# SELF MANAGEMENT

Refers to one's ability to exercise control over their inner state, emotions and impulses, while taking action to improve their personal situation.

**INNER  
CONTROL**

**SELF  
CONFIDENCE**

**DECISIVENESS**

**INITIATIVE**

**SUCCESS  
DRIVE**

## Inner Control

Inner control is the mastery of one's own inner situation. It is the ability to effectively manage one's emotions, thoughts, and behaviours, particularly when facing problems or times of pressure. Inner control goes beyond mere awareness, as it is the ability to restrain strong emotions and impulses that arise.



## Improving Self-Control

### 1. Reflect upon a recent incident where you lost control over your emotions.

Identify and record the incident in your journal by answering these questions:

- **Who** were the people involved?
- **What** did each of them do? Did they appear to be in control of their emotions?
- **How** did you act and how did you feel at that moment?
- What happened right after, were the outcomes *desirable or undesirable*?

### 2. Think about actions that calm you down, and behaviours that have previously helped you to remain in control in other situations.

Examples: taking a deep breath, closing your eyes, counting to 10 slowly

Make a note if certain methods help you calm down better than others, as well as incidents where you managed to regain control.

Review your journal whenever you feel the need to revisit certain ideas or events.

Let those around you know that you are working on this aspect and enlist their help. You can get your close friends to remind you of your coping methods when they sense an episode coming.

Ask them to keep a look out for your progress and provide feedback on how you are doing every month.

## Self Confidence

Having self-confidence means believing in one's own ability to excel and succeed. Having confidence that we can solve our problems and achieve our goals helps us to remain emotionally stable and able to engage in long-term planning. Self-confidence has an element of self-assurance in terms of our own capabilities as well.



Refers to one's ability to exercise control over their inner state, emotions and impulses, while taking action to improve their personal situation.



## Building on Success



### Step 1: Past Success

- Start by looking at what you've already achieved in your life so far.  
Example: being selected to go for a competition, firmly expressing your opinion in class for the first time or making a difference to someone else's life.
- Make a list of these successes and identify, as much as you can, the conditions that led you to achieving them. You can ask yourself the following questions as a guide:
  - What were the strengths that you tapped on?
  - What were the obstacles you managed to overcome?
  - What were your weaknesses, and how did you manage them?



### Step 2: Current Success

- Apply your identified strengths, weaknesses, and good practices to current problems that you may be facing. Determine the limits of your abilities by looking at your strengths and weaknesses. Also, take note of areas where you might be weaker in and may require more time to complete.
- Keep adding successes to your list as you achieve them and use the lessons you learnt from each of these to continue pursuing more goals.

## Decisiveness

Decisiveness allows us to decide and act in a timely manner. People who have control over their emotions find it much easier to make firm and timely decisions. They can capitalize on opportunities promptly, stick to their choices, and make rational, clear decisions.



## Rational Decision-Making

Recall a decision you made that was largely driven by emotion or impulse and answer the following questions:

- Were others directly or indirectly involved in your decision making?
- If so, did they persuade you through emotional means?
- Could you have better considered the weights that you placed on various options?

If you answered yes to any of them, you have been a “victim” of emotional influence!

While not necessarily bad, blindly following our emotions when making decisions can result in irrational choices. To minimize our reliance on emotions when making decision, a framework can be used to objectively assess the various options that we have. Here is a simple 6-step model, **IDEEAS**, to making more decisive decisions:

### IDEEAS For Decisiveness

- |          |  |
|----------|--|
| <b>I</b> | Identify the decision criteria: What are the important considerations?             |
| <b>D</b> | Define the problem: What is the desired outcome?                                   |
| <b>E</b> | Evaluate weights to the criteria: Which considerations are worth more than others? |
| <b>E</b> | Expand the alternatives: What are your different options?                          |
| <b>A</b> | Assess the alternatives: Consider the outcomes that your options can give.         |
| <b>S</b> | Select the best alternative: Choose the best one based on your criteria!           |

## Initiative

Taking initiative is the act of actively seeking to make a positive difference instead of waiting for the problem to worsen or someone to intervene. Taking practical action to solve problems and improve difficult situations is a hallmark of the emotionally intelligent.



## Spotting Opportunities

Taking initiative often starts with noticing something that needs working on before others do.

Perhaps the class or activity management lacks a systematic approach to decision making, or something can be done to make the class a better learning community.

Keep your mind open to potential areas of improvement in the school. Ask yourself some questions:

- What are some of the common goals the school has?
- Is there anything that can be done better to achieve these goals?
- Are there any problems in the way we work?

After spotting opportunities, all you have to do is to step right up and work on it.

If you are unsure of how you can contribute, or whether it is appropriate to make the changes, speak to someone in a better position to assist you.

A senior teacher, department head or vice-principal can help you.



## Success Drive

Planning and working towards achieving goals to better one's life is the core tenet of success drive. People high in this aspect tend to be forward-looking, do careful planning of future actions, and often feel the need to challenge themselves. Because working towards our goals requires both cognitive and emotional effort, careful management is required to keep ourselves adequately driven.

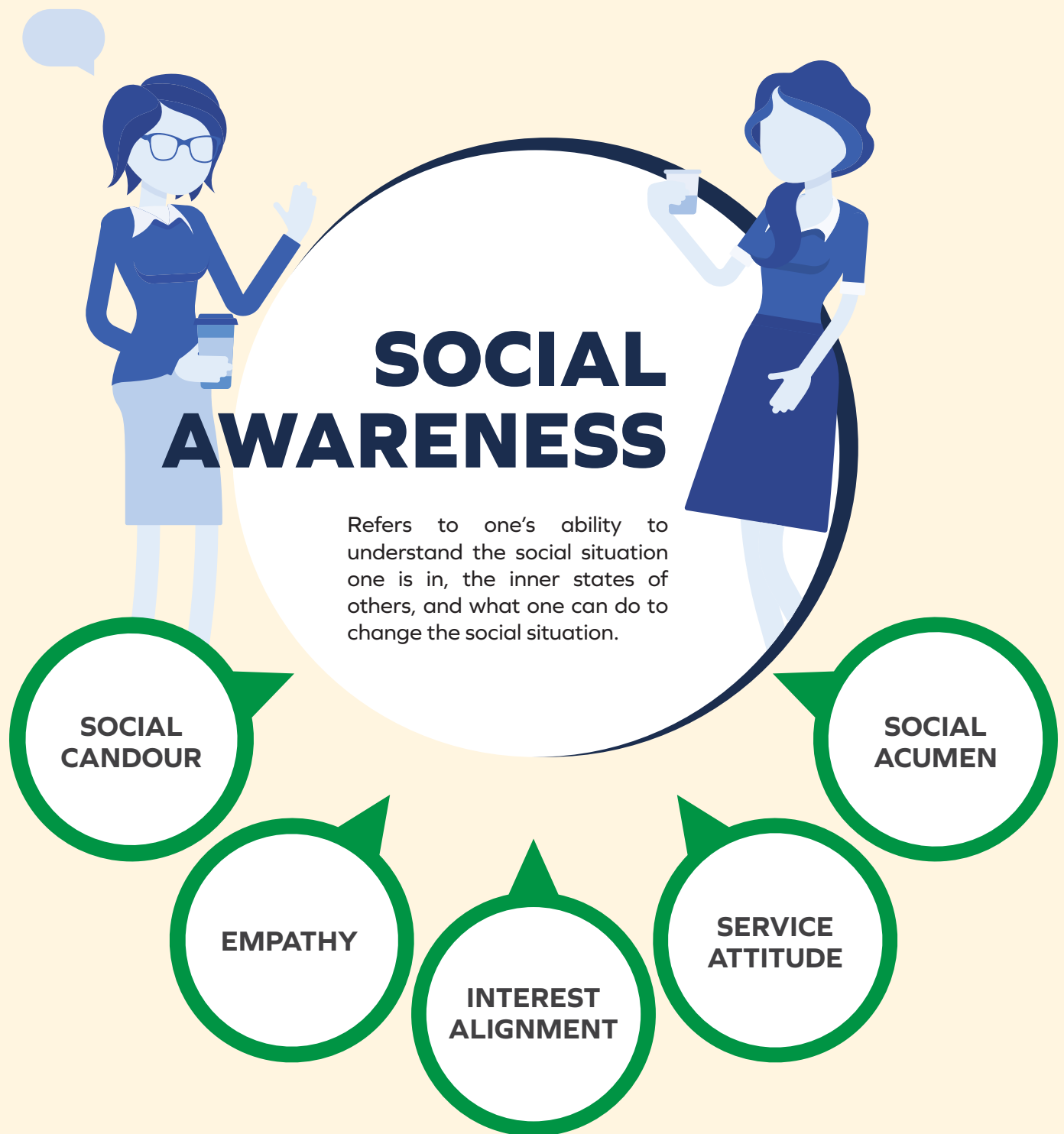


## SMART Goal Setting

Set SMART goals for areas of life which are important to you. These goals help you to keep your targets in sight. You may want to set goals for yourself regarding your students, your department or the school.

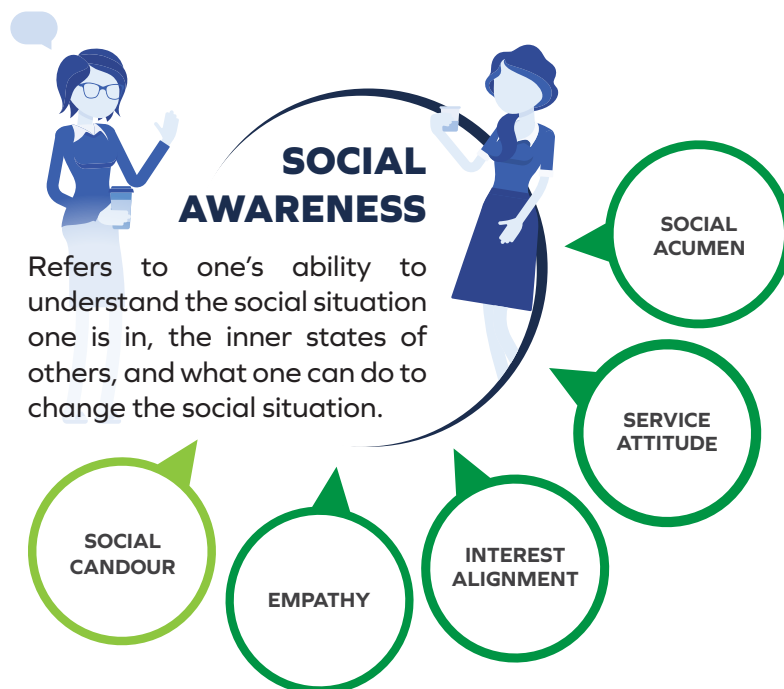


In addition to setting the goal, you should also come up with an action plan that will enable you to work towards each goal. Adjust your action plan to best suit your ability in accomplishing your goals.



## Social Candour

Having social candour means being able to acknowledge and express our own true views, agendas and value in a socially appropriate manner. In social situations, we often need to present our thoughts and words in a manner that is appropriate to the context. By being truthful yet diplomatic, we can demonstrate maturity and mastery over social situations.



## Being Tactful

Being tactful means having a knack for saying the right thing at the right time. Developing tact will allow you to give well-intentioned feedback to others without sounding too rude, engage with your teachers appropriately, and improve your communication in general. Tone, word choice, body language, and emotional control are all essential components of tactful communication.



### Strategies To Develop Your Act

#### 1. Be fair and respectful when communicating with others.

Differences in opinion can and should be expressed politely and respectfully. Empathize with their position by understanding that everyone is different and may see things in completely different ways.

#### 2. Choose your words carefully and use the right tone.

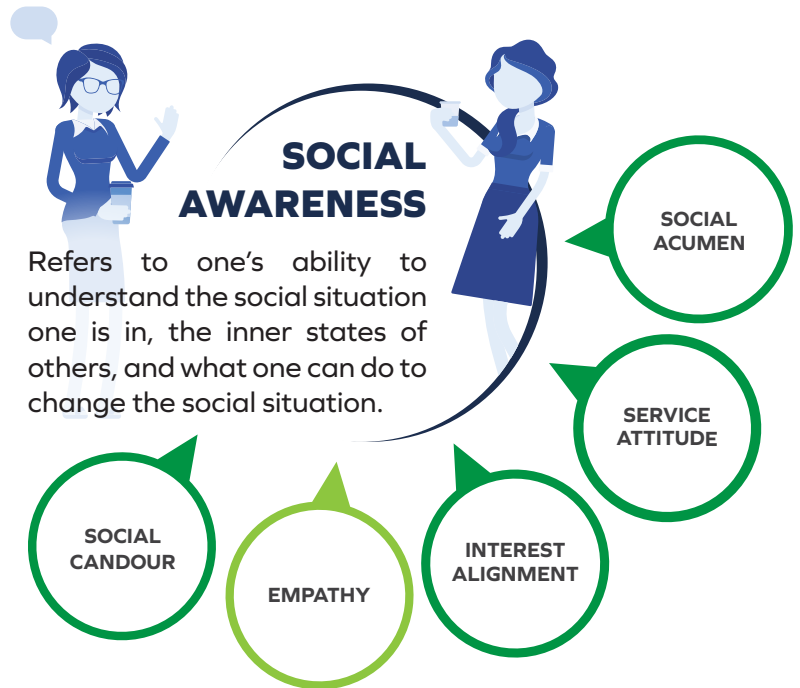
Being true to yourself does not mean you must aggressively push your agenda. Avoid using excessive emotional language and bring up your opinions in an honest, firm manner. Consider cushioning your words with phrases like "I appreciate your opinion" before outright putting someone down.

#### 3. Control your emotions

It can be difficult to communicate with tact when you feel angry or upset. Do not let your emotions overwhelm you. Take a moment to calm down and disengage from your emotions, before continuing conversation. If you feel like you might lose control, simply avoid engaging in further discussion.

## Empathy

Empathy refers to the ability to connect both mentally and emotionally with others. Any definition of emotional intelligence includes the important ability of being able to understand and sympathize with others' feelings, thoughts and situation. Being aware of these things can guide us to respond or react in a more appropriate manner.



## Perspective Taking



### Past Conversations

- 1. Recall a recent conversation you had and attempt to perspective-take the other party's thoughts and feelings.**

It would probably help to highlight more emotionally-charged or opinion-laden portions of the conversation.

- 2. Further explore these thoughts and feelings. Based on what you know about the person, try to come up with possible reasons for what he/she said.**

If they are comfortable with it, discuss with him/her about their thoughts and feelings. Check to see how close your assessment and understanding is.



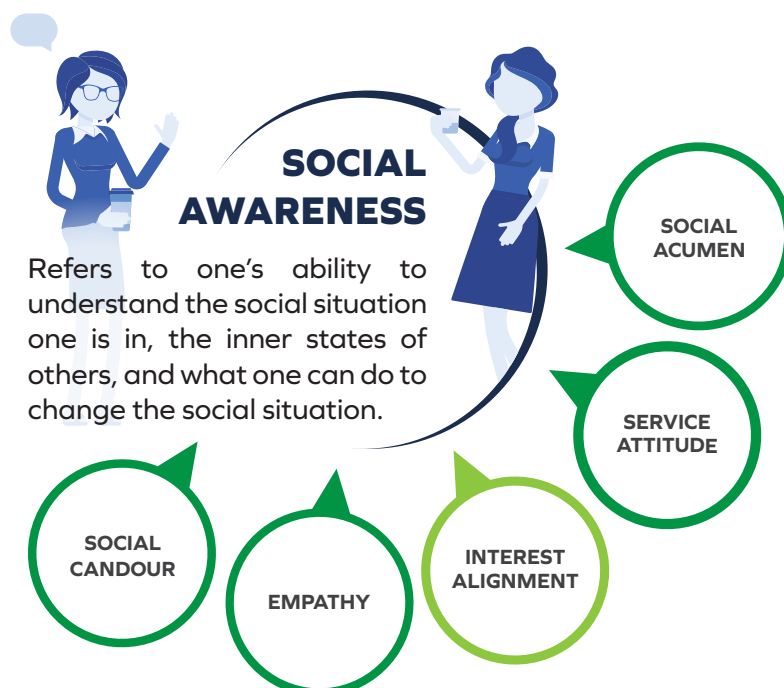
### Future Conversations

You can also actively perspective-take during real time conversations to better understand others' opinions, thoughts and reasons as they speak.

You might not fully agree with everything they say, but through greater understanding, you can hopefully learn to acknowledge and validate other's opinions and why they may have good reason to hold them.

## Interest Alignment

Ensuring that one's interests are aligned with others. An essential part of successfully maintaining positive relationships is to ensure that what we do not only benefits ourselves, but also those who we are partnering with. Balancing most, if not all, parties' interests and benefits is crucial to interest alignment.



## Develop a Win-Win Mindset

A win-win mindset is about finding an outcome that works for both you and your partners.

Win-win sees life as a cooperative arena where agreements or solutions are mutually beneficial and satisfying, as opposed to a competitive one.

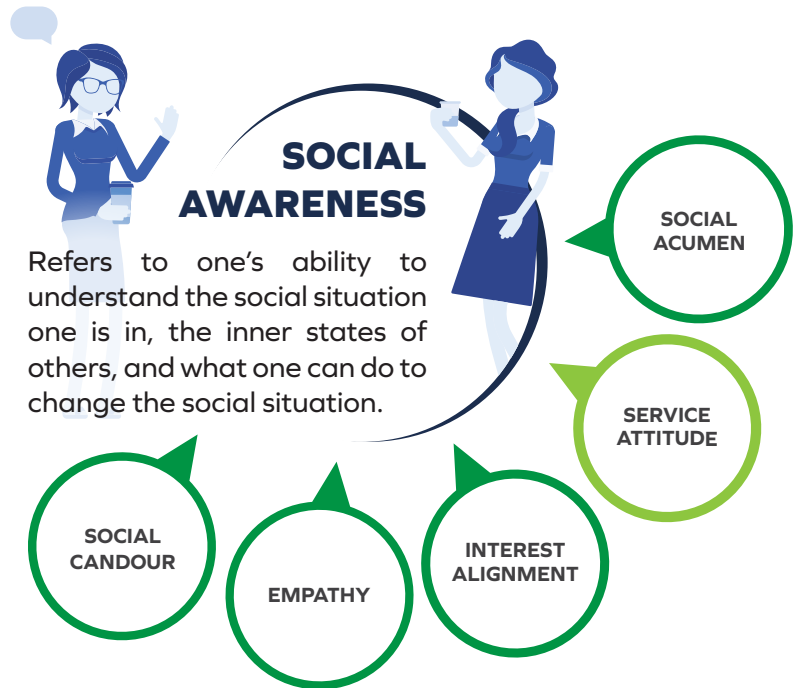
You will need to:

- **Acknowledge** differences and disagreements in your relationships.  
*It is through working out these disagreements that a common solution can be derived.*
- **Detach** emotions from the issue since negative emotions often get in the way of cooperation.  
*Being upset, angry, or anxious can make you say things you might later regret.*
- **Set** a win-win goal by having a mentality that believes there is plenty for everyone.  
*Someone doesn't have to lose in order for others to gain.*
- **Listen** actively and express your ideas and feelings maturely  
*Give and ask for feedback on ideas, approaches, and behaviours.*

Ultimately, come up with a way of moving forward that is acceptable and beneficial to both parties. It may not be 100% satisfactory to both sides, but as long as both parties can willingly and happily commit to it, it's fine.

## Service Attitude

Service attitude refers to the attitude of helping others to make the world a better place. Being willing to place the well-being of others above your own personal interest requires inner strength and emotional maturity.



## Serving School and Students



### Serving with the Right Attitude

There are many ways to serve others by helping them. The following are some suggestions in a few common areas:

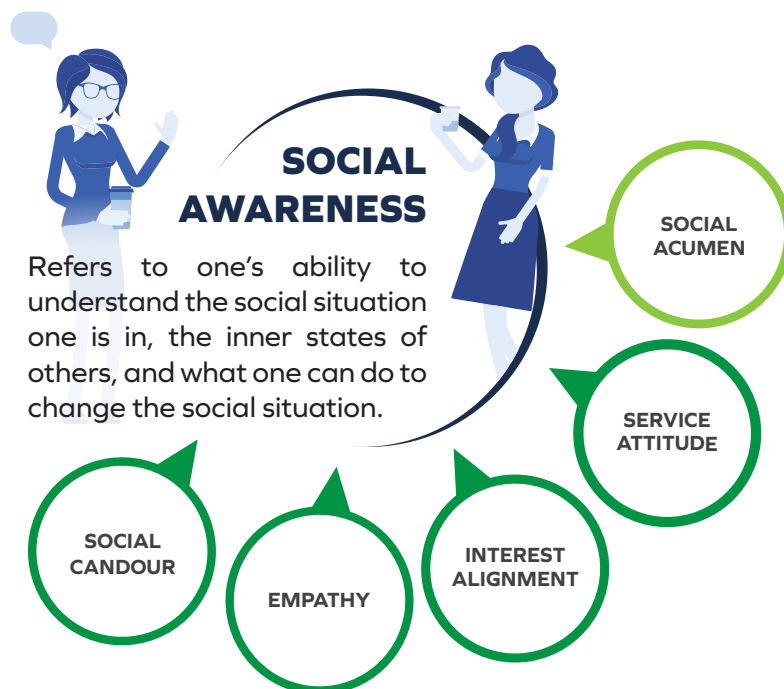
1. **Students:** If you want to make a difference in your students' lives, you must be willing to go that extra mile and put in the effort to do better.  
*Example: Meet your students after school to find out what issues they might face and how best to address them.*
2. **Parents:** Give parents peace of mind and assurance that their children are well looked after in school by keeping them apprised on what is happening.  
*Example: Keep them updated about their children's progress outside of Parent-Teacher Meetings and contact the parents as and when issues arise.*
3. **School:** If there's something that can be done better, be proactive and take initiative to give suggestions on how the school can improve.  
*Example: You feel the school canteen can be improved and propose to the school that healthier food alternatives should be sold in the canteen.*

**"If there is a good will, there is great way."**

- William Shakespeare

## Social Acumen

Social Acumen is a sense of knowing who to look for and how to get the support to facilitate one's goals. Knowing who can best help with one's goal, and how to persuade them to help, are important emotional intelligence skills. Building a strong social network and being able to tap on it are essential when it comes to navigating our highly social environments.



## Who You Gonna Call?

Most people feel like they do not have a sufficiently strong or large social network they can tap on, but this activity will help you to figure out just how far your social reach really is.



### People You Know

Your network encompasses everyone you know, and these are a few areas to look at:

1. Family and close friends.
2. Colleagues
3. Experienced teachers
4. Trusted colleagues



### Knowing Why You Contact People

Knowing who to go to for what kind of help is a key aspect of emotional intelligence. Think of the people in your network who can help you in each of these areas below:

- **Information.** When you need facts and data related to your job that are not widely available, who can you approach?
- **Advice.** If you need the experience and perspective of someone more senior than you, who can you go to?
- **Solving Problems.** If you face a problem you cannot solve, who in your network has faced a similar problem and can help you?
- **Emotional Support.** When you are stressed, upset, or angry, who can you turn to for reassurance and comfort?

# SOCIAL MANAGEMENT

Refers to one's ability to manage relationships with other people, develop the potential of others and getting them to work together to achieve a common goal.



**CHANGE  
CATALYST**

**MENTORSHIP**

**BRIDGE  
BUILDING**

**TEAM  
BONDING**

**TEAMWORK**



## Change Catalyst

Through initiating or managing change, those with this competence challenge the status quo, enlist others in the pursuit of change, and model the change expected of others. Being able to work effectively with change and to help others embrace change are important assets in this ever-changing world.



Refers to one's ability to manage relationships with other people, develop the potential of others and getting them to work together to achieve a common goal.

## Leading Change



### Opportunities for Change

Take the initiative to spot opportunities for change around you. Look out for better ways to do things: be it in the classroom, club activities or improve the general operations of the school.

Example:

You think that the classrooms should be more conducive and comfortable for group discussions. You suggest that each classroom should have beanbags or a carpet for the students to sit in a circle on the floor on.



### Initiating Change

Getting people to accept the changes you implement can however be difficult. Most people prefer to stick to the status quo, especially if it does not cause them too much trouble.

Inspiring change in others requires that they see and feel the impact of your actions, as well as buy into the optimistic picture that you have of the future.

#### **Points to Note:**

1. Explain to others the benefits of your proposed change
2. Show your enthusiasm and keenness in your proposal
3. Look for people who support this change
4. Outline an action

## Bridge Building

Bridge building aims to create common ground for everyone, bringing people together even if they disagree on many areas. Conflict resolution has a role to play in bridge building, particularly in aspects that involve bridging disagreements. When encountering people of very diverse backgrounds and mind-sets, the ability to mediate differences and create harmony is essential.

Refers to one's ability to manage relationships with other people, develop the potential of others and getting them to work together to achieve a common goal.



## Finding Common Ground

One way to build bridges between people is by emphasising commonalities. Commonalities exist even between the most different of individuals.

It can be difficult for teachers to find the time to interact and get to know each other better. Seek opportunities whenever you can to be with other teachers in your school. On those occasions, are there opportunities for you to take on a project together? What are some common areas of interest or possibilities for discussion?



### Projects

If there are causes that you feel strongly about, perhaps a calamity which you want to help with, find other teachers to initiate charity drives or emergency relief trips.

*Examples: Relief trip to Tibet, aid the construction of schools in Timor-Leste*



### Interests

Find out if there are other teachers who like similar hobbies as you and explore opportunities to pursue these hobbies together.

*Examples: Form a cycling team, plan fishing trips*



### Discussions

Get to know other teachers who can work with you to promote a cause or issue amongst teachers in the school.

*Examples: Gender Equality, Students with Learning Disabilities*

## Teamwork

Teamwork means being able to work with different people to achieve a common outcome. Effective teamwork requires us to adjust our work styles to that of our team mates and pay attention to our team members' emotions, thoughts and beliefs. Teamwork makes the dream work!



## Fostering Team Positivity

Positivity is a booster of team performance. Keep the team happy and motivated!

### 1. Look Out for Each Other

Roles and responsibilities should be evenly distributed in the group. As a team member, look out for signs of dissatisfaction or overwork in other members - help them if you can, else inform your leader.

### 4. Respect Others' Contributions

Clarify what others mean instead of relying on your own assumptions. Give practical and objective feedback, providing realistic points for improvement. Avoid playing the blame game and putting others down.



### 2. Avoid Unnecessary Conflict

Make it clear that issues should be raised in a constructive manner and discussed with the rest of the group to find a solution. Complaints behind others' backs only spread dissatisfaction without resolving the problem.

### 3. Giving Recognition

Show appreciation for your teammates from time to time. Take some time to celebrate when members achieve significant progress. Simple words or actions of gratitude can go a long way. e.g. Notes of encouragement, small gifts, welfare packs, etc.

## Team Bonding

Being able to build and hold a team of people together with a common identity. It is essential to create a sense of belonging for people in a team, and to help any team member who feels left out to be part of the team. Team bonding is not restricted only to those in leadership positions, any member of a group can play their part in making the team more close-knitted.



## Building Common Identity

Establishing a common identity can be useful for team bonding by creating a sense of inclusiveness among members. Two ways of creating this shared connection are to:



### Set Team Goals

A common goal allows everyone to align their own goals and interests with their department or other working groups in the school, generating a strong sense of purpose.

Write down team goals and regularly revisit them together. Make improvements for goals that have not been met.



### Share Experiences

Shared experiences can act as the basis of developing group identity based on shared values and beliefs.

Team-building exercises and shared projects are some methods that can help foster group mentality and create common topics between members.

## Common Identity

## Mentorship

Mentorship is the ability to develop people around oneself, so that they become better. Each of us can go beyond our personal development and use our experiences to help others improve upon their own strengths and weaknesses. Being a good mentor requires a keen sense of others' development needs in order to bolster their abilities.



## Experience Being a Mentor

The best way to develop a skill is to practice it. In this case, find a mentee who could benefit from your experience and knowledge in a specific field. It could be a formal or informal relationship, depending on your preference and the types of mentorship programmes that are available in your school or community.



### Beginning your Mentorship

A good way to start is by mentoring someone who has less experience, for example a junior teacher in your school. Each session can be conducted informally.

The goal should be to share your experiences and perspectives with the junior teacher to take on larger roles in the group. Help them shift their beliefs when facing issues and guide them on how to deal with the challenges they face more effectively.



### Improving your Mentorship

During each informal meeting:

- Review what your mentee has done since the last meeting.
- Provide your opinions, as well as any feedback you have.
- Then discuss with your mentee what potentially can be done to improve effectiveness.

## What's Next?

Completing this guide is by no means the end of your journey to becoming more emotionally intelligent, there will always be more for you to explore and do. Additionally, activities in this guide can always be revisited should you feel the need to.

### Consider:

- Reading online articles
- Watching online lectures such as TED talks
- Attending workshops or coaching sessions
- Making the activities in this guide more challenging and personal





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