

Emotional Intelligence

Module Name	Emotional Intelligence
Components Covered	• Wheel of Life • Understanding Emotions and Emotions Management • Decoding Emotions by Analyzing Speech, Body, and Face • Managing Emotions • What Self Awareness Really Is and How to Cultivate It • Resilience • Motivation
Prepared For	Level 2
Brief Description of the Module	The following module is designed designed to help individuals understand and manage their emotions, improve self-awareness, cultivate resilience and increase motivation. The program then delves into the complex world of emotions, exploring what emotions are, how they are triggered and how they can impact an individual's life. Participants will learn how to decode emotions through analyzing speech, body and face, and will practice managing their own emotions in various scenarios. The module also focuses on self-awareness, defining what it is and providing practical exercises to help individuals cultivate a deeper level of self-awareness. Participants will learn how to understand their strengths, weaknesses and triggers, and how to use this knowledge to improve their emotional intelligence. Resilience and Motivation have also been carefully integrated focusing on internal and external drivers and finally creating the KFC JINGLE.

- Divide participants in 4 groups of 5-6 participants depending on the number of participants.
- EXPLAIN that they, in teams, have to ensure their balloons are flying up in the air continuously for 5-minutes. Each balloon represents a customer and must be given best service to keep it flying high.
- Allow 7-minutes for teams to discuss how many balloons, i.e. customers; they plan to manage. They will receive n+1 balloons, i.e. at least one more balloon than the number of people in their team. Encourage them to take the challenge and plan to have more balloons.

- Introduce the scorecard and how their performance will be measured.
- Issue balloons to each team and note the number of balloons they have taken on the scorecard under the heading ESTIMATE.

Fly high – scorecard

TEAM	ESTIMATE	ACTUAL	FOUL
1			
2			
3			
4			

- Teams to select a supervisor who is to supervise the next team - not their own team.
- ASK the supervisor to stand at a spot in a large empty hall. The team to be supervised is to place their balloons at the feet of the supervisor and form a circle slightly away from the supervisor.
- When the facilitator starts the time by blowing the whistle, the supervisor is to throw one balloon at a time into the circle until all balloons are given out. At this point, the circle can be broken.
- Each team member in their circle is to keep their balloons afloat for 5 minutes and prevent them from falling on the floor. Anyone can help another team member keep up their balloon/s. No one can hold a balloon in their hand at any time.
- If a balloon bursts, any team member can ask the facilitator for another balloon and inflate it to keep the number of balloons intact.
- Supervisor to note the number of fouls, i.e. number of times balloons fall on the floor. Only the supervisor can pick up the balloon from the floor and hand it back to the group.
- The moment the 5-minutes end and the facilitator blows the whistle, the supervisors to make a mental note of the balloons that are afloat and report this number to the facilitator to write on the scorecard under ACTUAL along with the number of times the balloons fell to the ground, during the 5-minutes, under FOUL.
- WINNING CRITERIA: The team with the largest number of balloons afloat at the time the exercise ends, i.e. maximum number of customers have been served; AND the least amount of fouls.
- Supervisors are to present their experiences regarding how the team they were supervising performed - what were their strengths; what challenges did they face; did they have a plan; was there team cohesion etc.?
- Teams are invited to comment on their performance as well.

DEBRIEF

- How did each team member adjust when some of their members were in trouble with their balloon dropping on the floor?
- What changes did each team make to compensate when a member had to inflate a new balloon in the middle of the 5-minutes?
- How did effective teamwork contribute to keeping all balloons in the air?
- How did teamwork enable its members to keep all functions of the operation working (all balloons in the air)?

Step 1: Introduction

The experience of an emotion is reflected by changes in speech, body, and face. For example, a person who experiences joy may speak loudly, make a lot of gestures, and use positive words like “beautiful” and “exciting”. An overview of the aspects of our speech, body, and face that are commonly influenced by our emotions is provided in Appendix A.

Inform the participants that In this exercise, you are going to practice “reading” other people’s emotions. Reading others’ emotions involves analyzing their facial expressions, as well as the way in which they are talking and moving.

Appendix A gives an overview of these three characteristics of emotional expression.)

Step 2: Create groups of four

Divide your group of participants into smaller groups of four.

Step 3: Assign roles

Inform your participants that they will each be assigned a role. There are four different roles per group:

the speaker,
the face decoder,
the body decoder,
the speech decoder.

Hand out the role descriptions shown in Appendix A to each participant. (Note that every group member will receive all four role descriptions because the role descriptions include scoring forms.)

Ask each group of four to read the role descriptions, and then organize who will play each role amongst themselves. The three decoders use the form in the role description to write down their observations. The four roles are as described:

- The speaker. The speaker selects one emotion (see the list of emotions described in the speaker role description in Appendix A) and talks about a time when he or she experienced this emotion quite strongly. The speaker should not mention the emotion he or she has chosen, as the job of the observers is to guess the selected emotion.

- The face decoder. The face decoder carefully observes the speaker’s facial expressions to decipher the emotion being spoken about. For instance, are the speaker’s eyes opened wide in surprise, or drooped down in sadness?

- The body decoder. The body decoder carefully observes the speaker’s bodily movements to decipher the emotion being spoken about. For instance, how is the speaker using his hands to gesture while speaking, and what is his posture like?

- The speech decoder. The speech decoder carefully observes how the speaker is talking in order to decipher the emotion being spoken about. The speech decoder focuses on both verbal and non-verbal characteristics of speech. For instance, what kind of words is the speaker using (i.e., strong, bold, positive, negative), and how is the emotion reflected in the pitch, loudness, and speed of the speaker’s way of talking?

Scoring	
Words	
Pitch	
Volume	
Rate of speech	
Other	
The speaker's emotion is:	

Appendix C Emotions list

Emotions list	
Anger	fury, outrage, wrath, irritability, hostility, resentment and violence.
Sadness	grief, sorrow, gloom, melancholy, despair, loneliness, and depression.
Fear	anxiety, apprehension, nervousness, dread, fright, and panic.
Joy	enjoyment, happiness, relief, bliss, delight, pride, thrill, and ecstasy.
Interest	acceptance, friendliness, trust, kindness, affection, love, and devotion.
Surprise	shock, astonishment, amazement, astound, and wonder.
Disgust	contempt, disdain, scorn, aversion, distaste, and revulsion.
Shame	guilt, embarrassment, chagrin, remorse, regret, and contrition.

1. Your boss tells you that you may be laid off at the end of the month.
2. You view a particularly beautiful sunrise or sunset
3. Airline employee informs you that your flight home after a weeklong conference has been cancelled.
4. The person ahead of you in the grocery store online sees that you have only a couple of items in graciously says please go ahead of me
5. Tomorrow you will give a report on your department work to the organizations executive team
6. You are in a fast-food restaurant when you see an elderly person slip and fall. You rush to the persons side call for emergency help and stay to comfort the person until help arrives.
7. Traffic slows to a crawl on the freeway, and you know you will be at least an hour late for your evening shift.

Inform participants that these are general behaviors that showcase our PREDICTIBILITY. The key takeaway from this concept is to increase one's Emotional Intelligence by becoming more aware of one's typical responses in various situations. This can be achieved by asking oneself "How predictable am I?" and observing one's emotions. By being more self-aware, one can choose to modify their responses to build better relationships and gain better outcomes in interactions with others. The exercise "My Typical Responses" involves reflecting on various situations and writing down one's typical feelings and related questions to gain further self-awareness.

There are several ways to increase self-awareness and modify responses to build better relationships and improve outcomes in interactions with others:

1. Practice mindfulness: Mindfulness can help you become more aware of your thoughts, emotions, and physical sensations, allowing you to better understand your typical responses in different situations.
2. Keep a journal: Writing down your experiences and emotions can provide insight into your typical responses and help you identify patterns in your behavior.
3. Seek feedback: Ask people who know you well for honest feedback on your behavior. This can provide valuable information on your typical responses and areas for improvement.
4. Engage in self-reflection: Regularly take time to reflect on your thoughts, feelings, and behaviors. Ask yourself questions such as "Why did I react that way?" and "What could I have done differently?"
5. Try new approaches: When faced with a situation that typically elicits a negative response, try a new approach. For example, if you tend to become angry when dealing with a difficult co-worker, try to stay calm and approach the situation with empathy.
6. Seek professional help: If needed, consider seeking the help of a therapist, coach, or counselor who can provide additional guidance and support as you work to increase your self-awareness and modify your responses.
- 7.

By following these steps, one can become more self-aware and learn to modify your responses, leading to better relationships and outcomes in your interactions with others.

- Strong emotional reaction
- Sudden onset
- Post-episode realization that the reaction was inappropriate

“HOT BUTTONS” - AMYGDALAE TRIGGERS

“Hot buttons” are part of every person’s emotional make-up. They are the triggers for an amygdalae hijack. When they are switched “on,” your body goes into fight or flight, you shut down, and you want to withdraw or attack. It feels like you are cornered, you focus on one small aspect of what is happening, and you are likely to say things that are less than helpful, or you may simply clam up, afraid to hear what could come out of your mouth.

WHAT ARE YOUR HOT BUTTONS?

What situations or people push your hot buttons—those emotional triggers that can push you to react in unproductive ways? Your “hot buttons” can be pushed by your boss, your colleagues, your employees, and by customers or clients, your spouse, your children, your friends—even a complete stranger.

Sometimes you know immediately that one of your hot buttons has been pushed, but sometimes you may know that you feel bad but are not quite sure why. By identifying your hot button situations and anticipating how you will feel in a particular interaction, you can prepare yourself and manage your reactions.

Do any of the following leave “you feeling angry or upset?”

A person who...

- Is overly dramatic
- Is often sarcastic
- Complains a lot
- Takes all the credit
- Keeps things to himself
- Uses or steps on other people to get ahead
- Is not trustworthy
- Does not ask for information or opinions
- Puts on an act with the boss
- Is blunt and even brutal in speaking his or her opinions
- Often explodes in anger
- Is inconsistent—nice one day, explosive or angry the next
- Preaches about a particular religion, political stance, or philosophy
- Always arrives late to meetings
- Almost never meets deadlines

Here, divide participants into trios and give them 15 minutes to discuss and come up with answers for the following two questions:

1. Do you recognize the amygdalae hijack in any situations that you have been in? Have you experienced this phenomenon? Have you observed it in someone else? Identify 3 stories