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CHAPTER

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A Theory-Based, Practical Approach to Emotional Intelligence Training: Ten Ways to Increase Emotional Skills

Imagine you have traveled to a place that was inhabited by Sneetches, the whimsical characters invented by Theodor Geisel, otherwise known as “Dr. Seuss.” When you arrive in the land of Sneetches, you quickly discover that there are two different types of creatures: those with “stars upon thars” and those with no stars upon their bellies. In our version of the Seuss tale, the no-star Sneetches are those that *only* value facts and tangible forms of data in their decision making and shun the use of emotion in making decisions. The star-bellied Sneetches *only* value emotion in their decision making and have little regard for numbers, analysis and rationality.

If you were to become a Sneetch, which kind would you be? Which sort of Sneetch is the smarter, more intelligent Sneetch? Emotion Sneetches or non-emotion Sneetches? In fact, it is rather difficult to imagine how either of these two types of creatures would perform in our world, or in theirs, because our daily decision making combines both logic and emotion. Some of us may lean more toward logic and data, and may be construed as being “cold” or “overly rational.” And others lean toward both expressing and valuing emotions, and may be construed as being “overly emotional.”

Discussions about emotions and especially about emotional intelligence (EI) often pit extremes against one another – an all-emotion Sneetch versus a pure-logic Sneetch. Yet, EI is not about being illogical or overly emotional, it is about the intelligent use of emotions and utilizing the

information contained in emotions to make effective decisions. A person who you may consider to be an emotional person, conveying sadness, anger, and happiness on a regular basis, does not necessarily equate to an emotionally intelligent person. Conversely, a person who may not overtly express those emotions may be emotionally intelligent.

Emotions can evoke a behavioral response, even when one is unaware of the emotion. Our understanding and expression of emotions can move from the subconscious to a level of consciousness where we ultimately realize we have the skills to understand and manage emotions.

Emotions may be largely unconscious and may drive behavior, unaided by much logic or reasoning. Unfortunately, such emotional behavior can be impulsive and inconsistent with what people actually value. For example, many individuals push others away even though they are in need of emotional support from other people. Given the apparent downsides of emotion, one may choose to rely entirely on reason and ignore emotions. Unfortunately, research shows that disregarding emotions can lead to bad decision making.^{1,2}

If you do not recall how Seuss' story concludes, the star-bellied Sneetches and no-star Sneetches discover that neither holds the key to a happy life. Simply, they need each other. Our chapter will hopefully bring you to the same conclusion: effective decision making and action require both rationality and emotion.

Chapter Goals

Our main goal for writing this chapter is to increase the readers' EI knowledge and skills in a fairly easy to understand, logical, and engaging format. We will do this by incorporating activities throughout the chapter, outlining learning outcomes, and understanding the different abilities required to use emotions intelligently. The reader will have the opportunity to examine case studies and practice EI developmental exercises. While this chapter is designed for use in individual development, the skilled facilitator can readily adapt the exercises for use in group settings.

First we must lay some ground work regarding the definition of the ability model of EI, learn what good and not so good EI behavior looks like, and discuss the importance of what it takes to acquire new information to ultimately enhance our behavior to use emotions intelligently. It is our desire that those people who read this chapter are left with a framework regarding the ability model of EI, are motivated to learn these skills, and can immediately find application of this knowledge from the information and activities presented in this chapter.

□ Ability-Based Emotional Intelligence Development

Laying the Groundwork

Emotional intelligence is defined as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.”³

The modern field of EI saw its first scientific publication in 1990 and is still relatively new. Its developers, Mayer and Salovey, and through later collaboration with Caruso, have enhanced the ability model and created a process model of EI which they call an “emotional blueprint.”⁴ The four abilities proposed by Mayer and Salovey are (1) the ability to accurately perceive emotions and to express emotions, (2) the ability to generate emotions and use them to help you solve problems, (3) the ability to understand the causes of emotions and their progressions and combinations, and (4) the ability to manage emotions so as to have them enhance decision making. In turn, the Emotional Blueprint turns this hierarchical model into a process model where emotions are first identified or perceived, the emotions are used to influence attention and thinking, we attempt to understand emotional causes and transitions, and we manage the emotions so as to act intelligently with, and on, the data in these emotions.

Emotional intelligence is both *intrapersonal* and *interpersonal*. Intrapersonal is EI within ourselves: how we take in and process emotional information affecting our individual thoughts and behaviors. Interpersonal is EI that occurs when two or more people interact. There is also an influencing aspect of interpersonal EI, which we will discuss later in the chapter.

We recognize that the ability model of EI at times may seem like logical, common sense. However, there is beauty in its simplicity. Using the framework that emotions contain highly valuable information, those people who are able to understand how to harness that information achieve better relational outcomes than those who are not able to use EI. We discuss these areas because in order for someone to want to learn how to use a new skill, it had better be something that can help immediately enhance your life.

Learning Skills and Personal Payoffs

So what is the payoff for learning how to use emotions intelligently? As you are beginning to explore EI and determine if this is something that is

worthy of your time and energy and perhaps the time and energy of others, it is important to understand what we know about EI. Why is this important? It is important because we have good recent data which suggest that EI is related to performance in a wide variety of areas that impact you both now and in years to come. Team functioning, leadership effectiveness, and improved communication have all been found to be related to EI.⁵⁻⁷ Unlike other skills that you may or may not use often, EI is something that you will use on a daily basis.

Lastly, a large part of laying groundwork is a focus on you, the learner. We have included a self-check activity, which is designed to have you examine how you best learn a new skill. The old adage comes into play, “you can lead a horse to water, but you can’t make it drink.” Finding out what makes that individual thirsty (motivated) enough to drink the water (learn the new skill) is key in getting this new information absorbed and ultimately what begins to impact and change our behavior.

Excellent guidelines exist for effective teaching and learning.⁸ Specific, best practices for EI training have also been proposed.⁹ We propose a few learning principles to guide EI skills training: assessment, guided experience, transfer, ongoing support, and follow-up evaluation.

Assessment

“Why should I be here?” is a question we all ask when we receive any sort of training. It is a good question, and one that good training should address through the wise use of assessments during the training. Good assessment includes time to debrief. It is for this reason that group training sessions often are not the appropriate place for EI ability assessments, given that there is usually insufficient time and privacy to adequately debrief participants.

Guided Experience

“Experience is simply the name we give our mistakes” – Oscar Wilde. Contrary to what many consultants claim, experience itself is a very poor teacher. The reason is that we often learn the wrong lesson from an experience. Uncorrected and unguided experience simply serves to reinforce false beliefs or ineffective behaviors. Consider, for example, the person who continually mis-identifies emotions in others. Although the target people may display nonverbal signals of confusion or disagreement, the observer fails to read, or correctly read, this feedback. Thus, incorrect emotion rules are being reinforced. Therefore, emotionally intelligent training employs experiential exercises that are based on our model, and have adequate participant debriefing so that the lessons can be learned

and applied correctly to the learner's world. Case studies and role plays are essential EI skill development tools.

Transfer

Case studies and role plays need to be drawn from the participants' world. This is a relatively easy principle to satisfy through the use of brief, critical incident interviews, or simply by asking people for situations when they were at their emotional worst or emotional best. Participants can also work on a current, difficult situation during the training sessions.

Ongoing Support

You can teach a great deal in a few hours, in a day-long session, or during residential training programs. But what is critical to EI skills training is some ongoing support or coaching. Simple e-mail reminders can be an effective means of keeping the training in front of participants over time. Individual coaching and/or group "refresher" training is also extremely effective.

Follow-Up Evaluation

Did it work? It is a question that researchers ask all the time regarding training but consultants rarely address. That goes for our work, as well: although we always include an evaluative component to training proposals, often clients are just not interested, other than to distribute a rating scale on how much participants got from the training session. A behavioral-based follow-up evaluation is imperative to assess whether a transfer of learning has occurred. In addition, measuring the degree and type of impact regarding the change in behavior on a particular area is essential in the follow-up evaluation.

Emotional Intelligence Training: A Disclaimer

Following the scientist-practitioner model is not easy. As researchers, we are fully aware of the limits that our current knowledge places on our claims. We cannot make wild claims for the efficacy of our training. We have a good deal of anecdotal evidence suggesting that EI skills training is beneficial. We feel confident that these exercises, and our other training techniques, provide people with valuable insights and learning. But we must point out that teaching or enhancing skills may not result in actual increases in measured EI. That is, we make a distinction between one's level of actual EI as measured by an objective assessment such as the

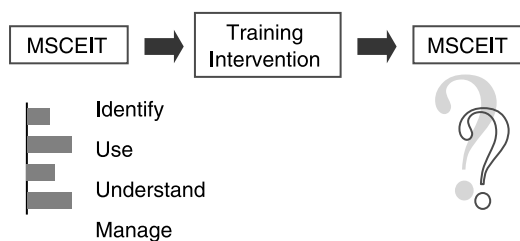


FIGURE 3.1 What would happen to MSCEIT scores after a training program?

Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT), and one’s everyday EI skills and strategies. As Figure 3.1 illustrates, what exactly would happen to your level of EI, as measured by our objectively-scored ability test of EI, the MSCEIT, if you participated in a rigorous EI-development program? Several research studies are underway to examine this question, but currently we cannot say for certain. Nevertheless, we are writing this chapter because we believe that EI skills training can, and should, be conducted. That is, MSCEIT scores, per se, may or may not increase after a training intervention, but good EI training is likely to have other, positive outcomes, such as enhanced relationships and more frequent prosocial behaviors. Moreover, some individuals may possess a moderate to high EI ability and not actually apply that ability. An EI training program can teach participants how to best apply their individual EI abilities.

Each of the exercises in this chapter is designed to be not just read, but implemented. Transfer of training only occurs if you practice these skills in your environment and apply the learning to your life.

☐ Ability-Based Emotional Intelligence Development Exercises

Exercise 1: Learning Styles and Payoffs

Learning Outcomes

- Assess and analyze your past behavior of learning new skills.
- Forecast your personal payoff to use EI.
- Uncover the personal motivation to develop EI.

Step 1 Instructions

Answer the following three questions about the personal importance of EI to you.

1. Why is EI important to you? Consider . . . What personal importance can you find in EI?
2. How do you intend to use this information?
3. What do you think your personal top three payoffs will be by learning how to use emotions intelligently?

Step 2 Instructions

Answer the following questions regarding how you learn information.

1. When was the last time you learned a new skill? *The skill could be home crafting, tiling, computer software, etc. . . .*
2. What was the skill?
3. What motivated you to learn how to acquire this new skill?
4. What process did you go through to acquire this new skill?
5. What was the most difficult process of learning and using the new skill?
6. What was the easiest part of learning and using the new skill?
7. Looking back, what was the payoff for you to use this new skill? *The payoff could be financial, a sense of pride, accomplishment, helping another, etc.*

Conclusion to Exercise 1

The importance of Exercise 1 is to draw the conclusion that EI is something that we use on a daily, in fact hourly, basis and learning how to improve these skills is as valuable and perhaps even more valuable as other skills that we have learned. For example, if you recently learned how to lay down ceramic tiles you went through the arduous process of learning and perfecting this new skill. You may have used it to tile your kitchen and bathroom and perhaps those of friends or family – if you are really good at it. The skill was useful to help you complete projects. However, you have not needed to use this skill much over the past few months. Unlike tiling, we need to employ our emotional skills each and every day as we take action on our emotions and logical data. It might be worthwhile, therefore, to spend some time developing these critical emotional skills, and then putting them to good use.

Determining what the individual payoff or worth that EI is to you helps to understand its significance in learning this skill. Coming to the realization that you will be using these skills quite often will likely motivate you to want to learn the information and enhance your emotional behavior.

Exercise 2: Basic Emotional Self-Awareness

Learning Outcomes

- Learn an easy method for representing moods and emotions you are experiencing.
- Learn how to track your emotions.

EI Skill: Identify Emotions

Answer these few self-assessment questions prior to beginning this exercise in order to establish greater awareness of this EI skill. Select the answer – a, b or c – that best describes you.

1. Awareness of feelings
 - a ☐ I am always aware of how I feel
 - b ☐ I am often aware of my feelings
 - c ☐ I do not pay much attention to my feelings
2. Express my emotions
 - a ☐ My emotional expressions always allow *others* to understand how I feel
 - b ☐ Can show some of my emotions
 - c ☐ Not good at expressing my emotions
3. Read other people's emotions
 - a ☐ Always know others' emotions
 - b ☐ Often pick up on others' emotions
 - c ☐ Mis-read people's emotions
4. Read subtle, nonverbal emotional cues
 - a ☐ Can read between the lines and always pick up on how the person feels
 - b ☐ Often read nonverbal cues such as body language
 - c ☐ Do not pay much attention to this

Add up your a, b and c responses and record them. Simply, the more “a” responses you have, the more likely it is that you view yourself as emotionally aware and expressive. Read this section to help you better leverage the skills you might possess in emotional identification. If you have more “c” responses, work on this exercise to enhance your skill confidence.

Instructions

As basic as it might seem, the place to begin with clients who need to enhance their identification of emotion in self and others is to teach

them that emotions exist and to pay attention to emotions. There are simply a large number of people who do not *look* for emotions, do not notice even the most obvious of clues that are displayed nonverbally or verbally.

How, then, do we begin to discuss a concept such as emotions to a client who might be extremely logical, analytical, and concrete?

- Emotions exist.
- Emotions contain data or information about how you and others are functioning.
- Clues to emotions exist in the world.
- Some emotion clues are easy to spot; others are fleeting and much more subtle.
- Check your perceptions against the context, other clues, with other people, or with the person you are trying to get a better read on.

Mood Meter

To begin the process of asking the question, “how am I feeling,” we suggest the use of a very basic tool: the Mood Meter. It is a two-dimensional representation of various feeling states: energy level (from low to high) and emotion (unpleasant or negative to pleasant or positive), each on a ten-point scale. This Mood Meter is shown in Figure 3.2.

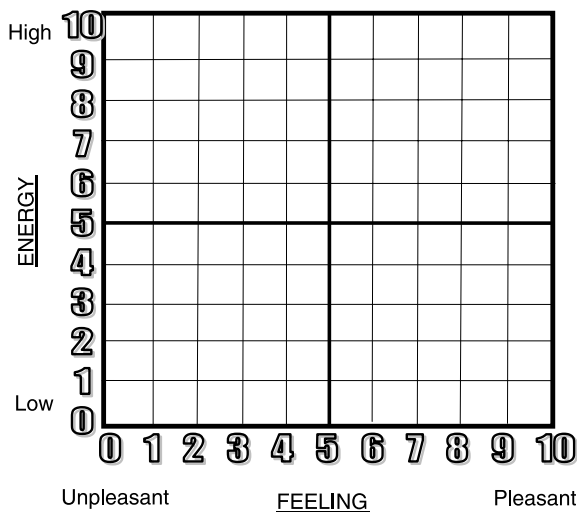


FIGURE 3.2 Mood Meter.

Conclusion to Exercise 2

When a client is ready, it can be helpful to begin to teach a basic form of emotional literacy by matching the energy–emotion grid to emotion or feeling words. We have done this in Figure 3.2.

Once awareness of your own moods and emotions is being enhanced, it is helpful to learn the emotion clues that signal others' emotional states. Although it can seem like a more daunting task, this skill can be easier for some clients to learn than can self-identification of emotion.

Exercise 3: What Does EI Behavior Look Like?

Learning Outcomes

- Understand the four-step Emotional Blueprint.
- Apply the Blueprint to two personal situations.

EI Skill: Identify, Use, Understand, Manage Emotions

Answer these few self-assessment questions prior to beginning this exercise in order to establish greater awareness of this EI skill. Select the answer – a, b or c – that best describes you.

1. I process strong emotions . . .
 - a ☐ In order not to exaggerate or minimize them at all times
 - b ☐ Much of the time
 - c ☐ So as to minimize them and control them
2. I can change a bad mood when required
 - a ☐ Almost always
 - b ☐ Often
 - c ☐ Rarely
3. I stay open to my emotions
 - a ☐ Almost always (for all basic emotions)
 - b ☐ At times
 - c ☐ Rarely
4. My emotions help me to make *better* decisions
 - a ☐ Almost always (for all basic emotions)
 - b ☐ At times
 - c ☐ Rarely

The “a” responses suggest that you are open to emotions, even though you might not find them welcome visitors. This is a key to EI, as emotions contain valuable data about you and the environment. The “c” responses

suggest that you are closed off to emotions, or certain emotions at certain times. As a result, you may not have the complete picture.

Instructions

First, read through the two examples of the intelligent and unintelligent use of emotions, and then answer the questions to help you better understand your approach to problem-solving.

Intelligent EI Use

An example of an emotionally intelligent person is Kris. Kris is a nurse who works in a very busy office and is running almost twenty minutes behind seeing her six-year-old patient Alysha. Alysha is scheduled to get a shot. Alysha is accompanied by her mother and waiting in the exam room.

Kris knocks on the door, opens the door, and immediately apologizes for the delay. Kris notices that Alysha is grasping the edge of the exam table with white knuckles and sees that she is scared. She glances over at Alysha's mother and her mother seems fairly content. The mother says "She is just getting a shot today, right?" Kris says, "Yes we will be doing that today." The mother then says "She has done so well with her shots in the past, she is such a trooper."

Kris notices that Alysha is growing more apprehensive and addresses Alysha. She says "So, Alysha, how do you feel about getting this shot today?" Alysha replies with a quivering low voice, "Not so good." Kris says "Why is this shot different then the ones you had in the past? Your Mom says you typically do well." Alysha answers, "Some kids at school were saying the shots this year can make you really sick and die."

Kris then went on to assure Alysha that this particular shot she was getting was not the shot the other kids were talking about and she would be safe receiving the shot. Kris calmed Alysha down and changed Alysha's initial scared emotional state to one that was more accepting.

Kris had a few pieces of information that she picked up on to determine that Alysha's behavior was not that of a normal six-year-old receiving a shot. In fact, if Kris had not taken the time to pick up and address Alysha's emotional behavior and simply chose to administer the shot, Alysha may have become even more terrified after she received the shot. Kris was able to have Alysha leave the doctor's office, although sore in the arm, much calmer than when she went into the office.

The Emotional Blueprint is used to break down how emotions were used intelligently in the above situation. Kris first accurately identified that Alysha was grasping onto the exam table and determined that Alysha

was scared. Kris was also able to use what the mother said about her daughter usually being a “trooper” to infer that something had changed between the last shot and this shot.

At the moment before the shot, Kris made the decision to ask Alysha how she felt about getting the shot. Kris knew that having her young patient feeling scared was not normal and Kris wanted to try to calm the young child down. Kris also realized that administering the shot without asking her young patient how she felt was not right. When Alysha replied “not so good” and proceeded to give Kris the reason why she was afraid of the shot, Kris was able to effectively manage the situation with a good outcome for herself, Alysha, and her mother.

Analyzing the Kris example using the Emotional Blueprint gives a better perspective of the four major areas and the information included in those areas.

- *Identify Emotions* – Kris accurately identified that Alysha was scared by recognizing facial expression, body language, and tone of voice.
- *Use Emotions* – Kris could empathize with the scared emotion Alysha was experiencing, and could relate to the apprehension that Alysha felt.
- *Understand Emotions* – Kris knew she needed to move her patient from a scared emotional state to a more relaxed emotion. She did not want to have her patient become more scared or terrified.
- *Manage Emotions* – Kris chose to acknowledge the emotional information that was displayed and questioned Alysha on how she felt about her shot. She continued to manage Alysha’s emotions by assuring her that she would be fine after receiving the shot.

Not So Intelligent EI Use

The obvious choice for Rachel was to go to the Hartt School of Music. Barring that, of course, she should attend the school of music at the University of Connecticut. The decision was based upon irrefutable logic, backed up by a detailed weighted probability model in an Excel spreadsheet. The spreadsheet included almost two dozen critical decision criteria, such as quality of the faculty, residence hall availability, location, graduation rates, course listings, and student body diversity. Each of these factors was given an importance weight. Next, both Rachel and her father evaluated each of the schools she applied to on each of these factors; they compared their ratings and discussed the discrepancies.

The results were clear, but her father wanted to make sure that the results were not due to a fluke in the weights they assigned to each factor, so he also looked at minimum cut-off scores, “must-have” criteria, and a

few other decision-making models. While the rankings changed slightly over these multiple methods, there were two clear top choices. Then Rachel dropped the illogical bombshell: she was accepting the offer in Boston, a school ranked much lower on the list, no matter how you sliced the results. Her father concluded that either there was something clearly wrong with her decision making or she did not understand the impressive and elegant evaluation system he had devised for her. He called her to ask “What factor is missing from the list?” and “How did you come up with Boston?” He was truly mystified. “Everything is in the list, and I agree with all of our ratings and numbers,” Rachel replied. “But I just *liked* Boston the best.” Her father was aghast. After all, the whole point of the logical approach to college decision making was to avoid these subjective judgments. He asked her, “Was the weather that nice the day you visited, or was the tour guide especially friendly?” He was reminded that they had trudged through drifting snow the day of the campus visit and that the tour guide was spectacularly uninformed. Now, he began to be quite concerned about Rachel and her irrational behavior.

But was it irrational? Was her decision an intelligent decision, or one based on unreliable feelings? It is true that her decision was emotion-based, but also that it was an intelligent decision. It is also true that the father’s decision-making process was faultless from a logical, rational point of view – and, his decision was also quite wrong (although we hesitate to call it an unintelligent decision). The father’s decision-making process was incomplete – it did not include data that can be obtained from one’s feelings. Rachel’s feeling that Boston was a place where she could be challenged, learn, and enjoy was hard to quantify, and anyway, asking a question about how a school decision “feels” would not fit into a logical decision-making model. Her feeling that the decision was the right one was based on a number of factors, and her internal review of logical factors supported the wisdom of this feeling. That is, Rachel did consider whether the positive feeling she got in Boston was due to some extraneous, non-data driven factor, and she wisely and correctly concluded that it was not.

The dad in this story failed to consider, or to integrate, the data of emotions in his decision-making process. Perhaps he simply did not trust his feelings, or his daughter’s, or perhaps he was unaware of the overall feelings-based evaluation of various schools. Either way, this is an example of an emotionally unintelligent decision. It is interesting to note that several years after this college decision was made Rachel is indeed thriving in the environment she selected, and her father claims that he will not repeat his logical error the next time.

Activity Questions and Conclusions to Exercise 3

Consider a decision you made recently which ended up being a *bad* decision. The rational data you had available supported your decision, but you felt somewhat uncomfortable about the decision. However, you ignored your gut feeling and went with the logical decision. It turned out that this was also the *wrong* decision. Answer the following questions about this situation:

1. What was the situation?
2. What were the feelings you experienced?
3. Were you aware of these feelings at the time?
4. If so, what did you attribute them to, or how did you manage them?
5. In retrospect, what were the feelings suggesting?

Next, consider a decision you have made which was a *good* decision, one where you went with your gut feel, much as Rachel did in the story above, and answer the same set of questions.

1. What was the situation?
2. What were the feelings you experienced?
3. Were you aware of these feelings at the time?
4. If so, what did you attribute them to, or how did you manage them?
5. In retrospect, what were the feelings suggesting?

One aspect of managing emotions is to be able to stay open to feelings, even though they might be unwelcome. If emotions contain data, then it will often be foolhardy to ignore such data.

Exercise 4: An Emotional Blueprint Case Study

Learning Outcomes

- Identify the four components of the Emotional Blueprint.
- Learn how emotions impact our behavior and decision making.
- Understand how EI is a balance of both facts and emotion.

EI Skill: Identify, Use, Understand, Manage Emotions

Answer these few self-assessment questions prior to beginning this exercise in order to establish greater awareness of this EI skill. Select the answer – a, b or c – that best describes you.

1. I pay attention to hunches, instinct, or gut feel
 - a ☐ Almost always

- b ☐ Often
 - c ☐ Rarely
2. I am aware of how my emotions influence me
- a ☐ Almost always
 - b ☐ Often
 - c ☐ Rarely
3. My hunches pay off
- a ☐ Almost always
 - b ☐ At times
 - c ☐ Rarely
4. Uncomfortable feelings lead me to review my conclusions and decision-making process
- a ☐ Almost always (for all major decisions)
 - b ☐ At times
 - c ☐ Rarely

Do you “go with your gut feel” or do you rely on logic and reason? It may not be smart to go with your instinct if your instinct is wrong. Thus, “a” responses indicate that you go with your gut feel, but they do not necessarily mean that this is a good thing! However, the “c” responses often point to a lack of emotional insight.

Instructions

Read the case study and answer the questions at the end of the study.

Larry is a detective who is in court waiting to have his case called by the District Attorney. While Larry is waiting in the courtroom he is watching a different case being discussed. Although Larry soon realizes that the case being argued before him is part of his police district, he is unfamiliar with the specific details of this case. But as he is hearing the attorneys discuss the case with the judge, Larry has a gut feel that some members of the department he belongs to do not have all the facts gathered to present to the court, and that this lack of knowledge could impact the integrity of the case and the outcome. Larry also senses that there is more to this story than is being shared by his fellow officers.

The case he is hearing involves several teenagers who were accused of assault and battery on another teenager. The case seems fairly straightforward when the father of the alleged victim stands up and calmly says “Your honor, I would like to speak, may I?” The judge grants permission to the father and the father quietly addresses the court: “This is not just typical kids fighting. Your honor, my son was targeted and beat up because he is gay. I believe that this is a hate crime.” The judge rules that

the case be continued pending the collection and presentation of additional information. Larry, the observing detective, immediately walks over to the District Attorney and says “If there is anything I can do to help further investigate this case, please let me know and I will take care of it.”

Case Study Questions

Step 1. Answer the following five questions in this case study.

Step 2. Fill in each of the blanks below the questions with what you have learned about Larry’s story and the Emotional Blueprint.

1. What do you think motivated the detective to address the district attorney?
2. What was the detective likely feeling when he heard the case before him?
3. What do you think were the detective’s goals for addressing the District Attorney?
4. Do you think the detective’s actions may help to produce a positive outcome in this case?
5. If the father had not stood up and presented his information, would this have affected the detective’s actions?

Like many of the cases we present, this case is based on a true story, so we can share with you what actually occurred and what the real answers are.

1. The detective was motivated for two reasons. The facts of the case were not pulled together properly and he was moved by the father’s statement regarding his son.
2. The detective said he was surprised at the information the father presented and felt sympathetic to the father and the victim. He also felt that there was injustice because the case was not given a thorough investigation to present all the necessary facts for a proper case hearing.
3. Larry wanted to participate in getting this case presented properly.
4. Yes! Compiling the facts that were missing will help to have all the information be heard.
5. Yes! Larry stated he would not have approached the District Attorney if the father had not stood up and so calmly expressed what he believed had happened to his son.

Conclusion

Larry acted on the emotional and factual information that was presented before him at the trial. The goal of this activity is to see the relevance of

both logical data and emotional data and apply this story to the Emotional Blueprint. By Larry's own admission, given the facts alone of the weak case, he would have not have involved himself. Unknowingly, Larry went through the steps of the Emotional Blueprint.

Larry knew that the facts of the case were not adequately compiled. However, the pure facts, or in this case lack thereof, were not motivating enough for him to get involved. He further elaborated that it was the father's tone of voice, spoken so calmly and with strong conviction, that inspired him to approach the District Attorney. He said the emotion he felt while the father was speaking was proud. He was proud of the father because he felt the father was taking a huge normative social risk by letting the courtroom know of his son's sexual orientation.

Exercise 5: Emotional Experiences

Learning Outcomes

- Assess our emotional tendencies for greater self-awareness.
- Increase emotional understanding.

EI Skill: Use Emotions

Read each question and then select the answer – a, b or c – that best describes you.

1. Can generate an emotion
 - a ☐ Yes, for *all* basic emotions
 - b ☐ For many emotions
 - c ☐ Rarely, or with difficulty
2. Influence of emotions on my thinking:
 - a ☐ Emotions always focus me on what is important
 - b ☐ Emotions have some impact on me
 - c ☐ Emotions distract me
3. I feel what others feel . . .
 - a ☐ Almost always
 - b ☐ Usually
 - c ☐ Rarely
4. When someone describes a powerful emotional event . . .
 - a ☐ I feel what they feel for *all* emotions
 - b ☐ My feelings change a bit
 - c ☐ My feelings generally stay the same

Are you the emotional, sensitive type, or the tough, John Wayne sort of person? The more "c" responses you gave yourself, the more you lean

toward the John Wayne style. There is a time and a place for the steely-eyed stare of a John Wayne, but in many interpersonal situations it helps to feel for others, to “get inside their heads” in order to better understand their perspective.

Instructions

Listed below are ten behaviors. Consider each item and indicate the frequency with which you experience each of these behaviors.

Never	Once a Year	A Few Times Each Year	Monthly	Weekly	Daily	Several Times Daily
1	2	3	4	5	6	7

1. Clenched jaw and may feel warm or hot _____
2. Warm and balanced feeling _____
3. Open mouth and eyes wide _____
4. Sneer and thinking self superior _____
5. Head to one side, leaning forward _____
6. Use finger and point out flaws in others _____
7. Sigh and feel as if you have had enough, possibly shut down

8. Open and agreeable, feel warm and light _____
9. Heart beats faster, cool feeling in body, and negative thoughts

10. Feel “blue,” sluggish, and easily get down _____

Conclusion to Exercise 5

This list links various emotions to feeling states. Some of us are more aware of our physical feelings, and are more accurate reporting feelings than we are emotions. That is, when asked how we “feel,” we struggle for the exact emotion term. Reflection and greater awareness come about when we are not asked to label the emotions experienced, but instead to label the physical sensations and feelings. We may also not acknowledge or access certain emotions which may be uncomfortable for us. Some people shy away from happiness and others may not use or want to use anger. This activity helps us first to see the behavior of that emotion and then correctly label the emotion. Learning how to manage emotions involves being open to emotional information. The next activity helps us

to gain further self-awareness of our typical emotional lens versus the emotional lens we would like to convey or use.

Exercise 6: Feelings and Emotions

Learning Outcomes

- Match physical feelings to their correct emotion label.

EI Skill: Use and Understand Emotions

Again, quickly read each question and then select the answer – a, b or c – that best describes you.

1. I feel things deeply
 - a ☐ Almost always
 - b ☐ Usually
 - c ☐ Rarely
2. I can describe my feelings and emotions
 - a ☐ Almost always
 - b ☐ Usually
 - c ☐ Rarely
3. My range of feelings is
 - a ☐ Extremely broad and deep
 - b ☐ Broad
 - c ☐ Somewhat limited
4. I have a wide range of feelings
 - a ☐ Very much
 - b ☐ Somewhat
 - c ☐ No, not really

Some of us feel things deeply, but not for the full range of emotions. The “a” responses indicate that you feel a wide range of emotions. If this describes you, the following exercise can help you to leverage this ability. Those of us endorsing “c” responses can use the exercise to push beyond our existing feelings-based limits.

Instructions

Return to the list of ten behaviors. Only this time, try to come up with the emotion term that best describes these feelings. Do this on your own. If you struggle trying to come up with a one-word descriptor, take your best guess. If you still are having trouble, then refer to the list below for help. We will give you the answers later in the chapter.

Clenched jaw and may feel warm or hot _____
 Warm and balanced feeling _____
 Open mouth and eyes wide _____
 Sneer and thinking self superior _____
 Head to one side, leaning forward _____
 Use finger and point out flaws in others _____
 Sigh and feel as if you have had enough, possibly shut down _____
 Open and agreeable, feel warm and light _____
 Heart beats faster, cool feeling in body, and negative thoughts _____
 Feel "blue," sluggish, and easily get down _____

Helpful Hints: Possible Emotion Terms:

Anger
 Annoyance
 Contempt
 Disgust
 Excitement
 Fear
 Happiness
 Interest
 Rage
 Sadness
 Surprise

Conclusion to Exercise 6

This activity helps us to begin to correctly label the emotion associated with that behavior. Expanding our emotional vocabulary is a key component in learning how to use emotions intelligently. The Answer Key is given in Figure 3.3. Let us see how many you got right!

Answer Key

1. Anger
2. Content
3. Surprise
4. Contempt
5. Interest
6. Anger
7. Frustrated
8. Happy
9. Fear
10. Sadness

FIGURE 3.3 Exercise Answer Key.

Exercise 7: Energy of Emotions

Learning Outcomes

- Understand causes of basic emotions.
- Learn how emotions impact thinking and behavior.

EI Skill: Understand Emotions

Try this set of four questions before starting the next exercise.

1. My emotional vocabulary is . . .
 - a ☐ Highly differentiated and rich
 - b ☐ About average
 - c ☐ Not very large
2. My understanding of why people feel the way they do usually yields . . .
 - a ☐ Excellent insights
 - b ☐ Some insight
 - c ☐ Some missing pieces
3. My emotional what-if thinking yields . . .
 - a ☐ 100% accurate prediction of actions
 - b ☐ At times able to predict feelings
 - c ☐ Tend to not project how people will feel
4. When I try to determine what causes emotions, I . . .
 - a ☐ Am able to understand the causes of all basic emotions
 - b ☐ Usually link the emotion to a cause
 - c ☐ Sometimes make the connection

It is difficult to understand something if you lack precise terms. Complex emotional vocabulary and accurate emotional what-if analyses, indicated by “a” responses, are necessary for emotionally intelligent decision making.

Background

Have you ever wondered why when you are in a really good mood and feeling alive and energetic you can suddenly get angry when something bothers you? Emotions follow rules and emotions also have patterns of energy. For instance, when one is experiencing low energy, emotions in this low-energy category include contentment, sadness, or even boredom.

So, getting back to our question. You are in a happy and energetic mood and something bothers you, let us say you feel as if something completely

and totally unfair had happened right at the moment you were so happily experiencing that positive emotion. You suddenly become angry and start raising your voice to that poor unsuspecting person who delivered you the upsetting news. At that point, you realize, “wait a minute . . . I wasn’t in a bad mood, why am I now so angry?”

Blame it on the rules of emotions and your high energy level. It takes energy to be angry and it takes energy to be excited and happy. Let us take another example of when you are in a happy mood. You are joyously going about your day, feeling tremendous, and you decide you want to go outside for a jog. You change into your workout clothes, put on your sneakers, and before you leave you turn on the television to catch a glimpse of the weather forecast before your jog. Then you suddenly see on the television that a devastating natural disaster has occurred and may have killed hundreds of people. You are shocked by the news and soon you become tearful as you watch the reporter interview people who cannot find their missing loved ones. At this moment, you are likely to be sad.

Your energy level is not the same as it was before you saw the television report. Prior to the report, you were positive, happy, feeling energetic, and ready for a workout. After seeing the devastating news, your energy has down-shifted and now you find you have little energy to go for that jog.

It is important to recognize the process of emotions and that emotions follow rules. By better understanding these rules, we can more effectively navigate through what is often perceived as muddy waters or soft skills.

Emotional Causes, Thinking, and Behaviors

One of the most instructional of graphics is the one based upon Plutchik’s¹⁰ circumplex model of emotions. We have adapted that graphic in Figure 3.4 to illustrate the six basic emotions, three levels of intensity for each emotion, an exemplar of each emotion expression, and the influence that the emotion has on thinking. This graphic helps to illustrate that many different emotions exist, that combinations of certain emotions form other emotions, and illustrates the intensity or energy level of emotions compared to each other. For example, happy is similar to joyous, but the emotion of joy is at a higher intensity or energy level than is happy.

We take this work a step further and clarify how feeling a certain emotion affects our thinking, which then impacts our behavior and describes the cause of that respective emotion. The chart opposite helps to emphasize this area.

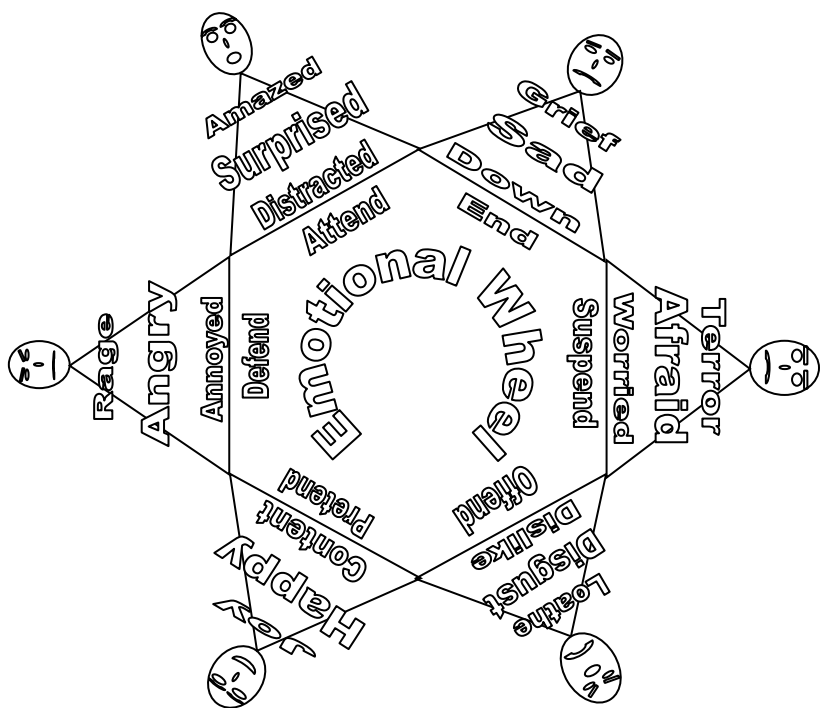


FIGURE 3.4 Basic emotions, influence on thinking, level of intensity, and facial expression.

Instructions

Review the chart below to understand emotions, causes, and the physical and thinking behavior associated with those emotions.

Emotion	Cause	Physical Behavior	Thinking Behavior
Sad	Lost something	Slow and facial expressions turned downward	Low motivation
Happy	Gained something	Energetic and facial expressions turned upward	Open to new ideas, agreeable
Angry	Something unfair	Clenched teeth and sharp eyebrows	Negative and unpleasant thoughts
Surprised	Something unexpected	Open mouth, wide eyes	Thinking is halted for a brief moment
Afraid	Possible threat	Trembling, staying in place	Consider ways to exit the situation or protect self
Disgusted	Something unpalatable	Wrinkled nose	Reject whatever it is that creates the emotion

Now, take a few minutes to complete the chart for yourself. In other words, consider what makes you feel sad, or the last time you felt sad. What caused this emotion? How did you behave when feeling sad? And how did the experience of this emotion influence your thinking?

Emotion	What Causes You to Feel This Way?	Your Physical Behavior	Your Thinking Behavior
Sad			
Happy			
Angry			
Surprised			
Afraid			
Disgusted			

Conclusion to Exercise 7

Charts or tables are an effective way to explain and view information. However, they are not necessarily a good way to ensure that the learner has actually worked through the material to comprehend and process the information presented in the chart. The following activity helps the learner to think through the causes, physical sensations, and thoughts associated with certain emotions. This can also heighten a learner’s level of self-awareness.

Exercise 8: Emotional Lenses

Learning Outcomes

- Learn about the impact of emotional filters, or emotional lenses.
- Understand our individual emotional lenses by analyzing the sequence of emotions, causes, and behavior.

EI Skill: Manage Emotions

Reflect on these four questions before starting the next exercise.

1. I can tell what irks people
 - a ☐ All the time for most people
 - b ☐ Most of the time
 - c ☐ Some of the time
2. I perceive when others’ perceptions are clear or mistaken
 - a ☐ All the time

- b ☐ Most of the time
 - c ☐ Some of the time
3. I understand what motivates others' behavior
- a ☐ All the time
 - b ☐ Most of the time
 - c ☐ Some of the time
4. I am aware of how people's moods impact them
- a ☐ Always
 - b ☐ Usually
 - c ☐ Often

"Insight" can mean many different things. In this case, "a" responses indicate that you have a developed sense of emotional insight; "c" responses suggest that you are not sure about your insight into how people feel, and what motivates or affects them.

Background

An interesting way to look at how emotions affect our thinking is to consider a colored lens over your eye. Each different color represents an emotion, as shown in Figure 3.5. Let us call these emotional lenses. Emotional lenses are the lenses that we have in our mind and feel in our body that cause us to view situations in a particular way. Sometimes these emotional lenses are helpful and accurate and other times they are harmful and off target to the situation at hand.

To illustrate this point, imagine a ring of different colored lenses. Each colored lens represents an emotion. The red lens represents anger, the blue lens sadness, the yellow lens happiness, and the orange lens concern. This next part will take some visual imagery. When the lens is put in front

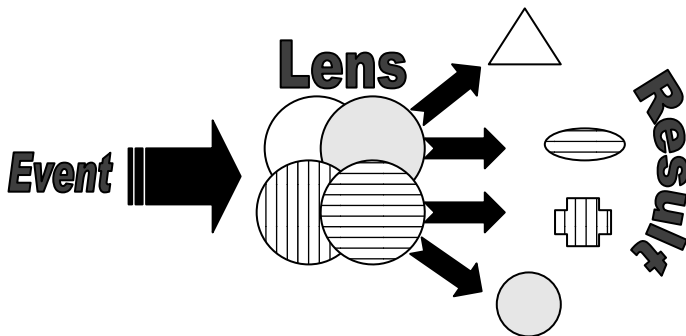


FIGURE 3.5 Emotional lenses.

of your eye you feel that emotion and you also think in accordance with that emotion.

Let us take two people, Sammy and Maria. Sammy has experienced a great deal of tragedy in a short period of time and she is down and out. As a result she has not gone out of her way to reach out to her close friend Maria. Sammy's lens is blue, which is sadness. Her friend Maria has a red lens of anger. Maria is upset because Sammy has not contacted her in a few weeks. As a result Maria wrote Sammy a letter in which she let out her angry feelings towards Sammy.

A few questions are important to ask. Are Sammy's feelings justified? Are Maria's feelings justified? Does Sammy or Maria have a tendency to lean toward certain emotions and not others? Let us assume that Sammy's feelings are justified; the recent tragic events in her life would put anyone in a sad mood.

Figure 3.6 outlines the different stages experienced by Sammy and Maria. They are not feeling the same emotion, which is affecting their ability to successfully communicate and ultimately maintain their good friendship.

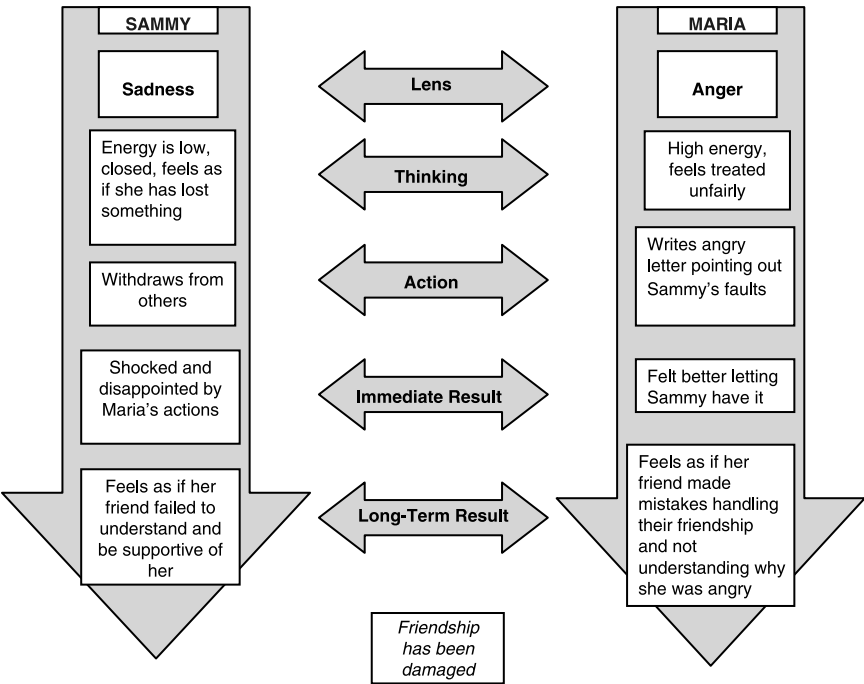


FIGURE 3.6 Emotional lenses for Sammy and Maria.

Now consider an alternative emotional lens and see how the situation between Sammy and Maria plays out. Keep in mind, Maria's emotional lens is now no longer one of "anger" but of interest or concern because Sammy has not contacted her in an unusually long period of time. Figure 3.7 shows the alternative ending to this situation.

Conclusion to Exercise 8

Exercise 8 serves three main purposes. The first is to have the learner understand the impact of emotions and behavior through a visual chart of Sammy and Maria's emotions and actions for a particular situation. The second is to recognize that by having the emotional lens of anger change to a different emotional lens of concern yields different results. The third is to have the learner analyze an especially challenging situation by creating a similar flow chart and through creating this chart the learner can determine which emotional lens is best to use for their challenging situation.

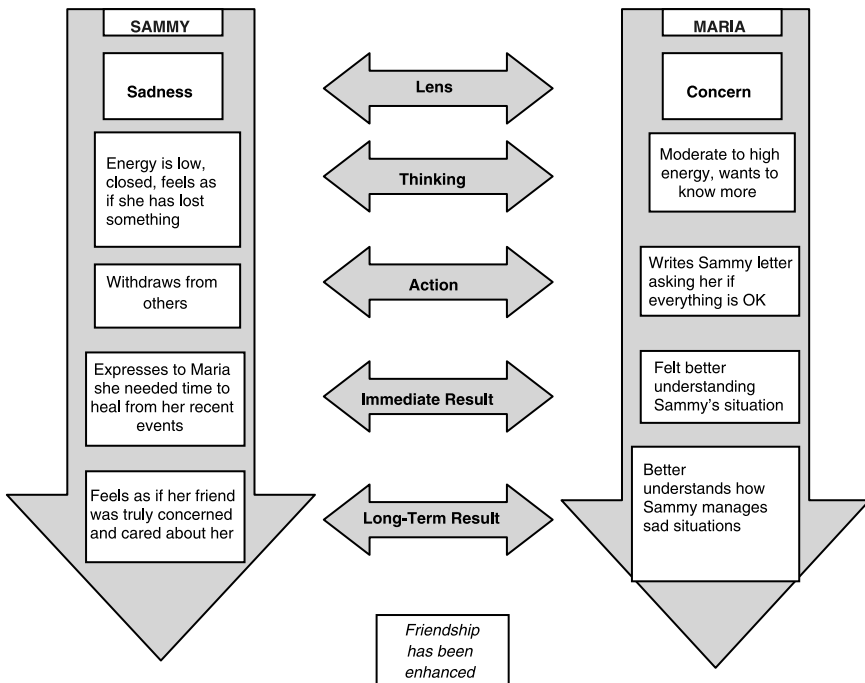


FIGURE 3.7 Alternative emotional lenses for Sammy and Maria.

Exercise 9: Emotion Lens Personal Application

Learning Outcomes

- Understand the process flow of emotional information and its impact on thinking and behavior.
- Increase self-awareness by applying the emotional lens exercise to a personal situation.
- Better gauge emotional tendencies for yourself and others.
- Learn to use specific emotions to match situational outcomes.
- Begin to manage and forecast relational outcomes by using EI.

EI Skill: Manage Emotions

Reflect on these four questions before starting the next exercise.

1. I know what “sets me off”
 - a ☐ All the time
 - b ☐ Most of the time
 - c ☐ Some of the time
2. My perceptions are typically unclouded and clear
 - a ☐ All the time
 - b ☐ Most of the time
 - c ☐ Some of the time
3. I understand what motivates my behavior
 - a ☐ All the time
 - b ☐ Most of the time
 - c ☐ Some of the time
4. I am aware of how my moods impact me
 - a ☐ Always
 - b ☐ Usually
 - c ☐ Often

We can understand other people, but do we understand ourselves? Selecting “a” responses to this set of questions indicates that you feel you know yourself. Selecting more “c” than “a” responses indicates otherwise. If you are more of a “c” person, attend carefully to this next exercise.

Instructions

Step 1. Consider a recent conflict situation with a friend, colleague, co-worker, employee, supervisor, etc., where the outcome of the interaction was not what you would have wanted and may even have left you or the other person feeling poorly. Use Figures 3.8 and 3.9, as well as the questions below, to help guide you through this activity.

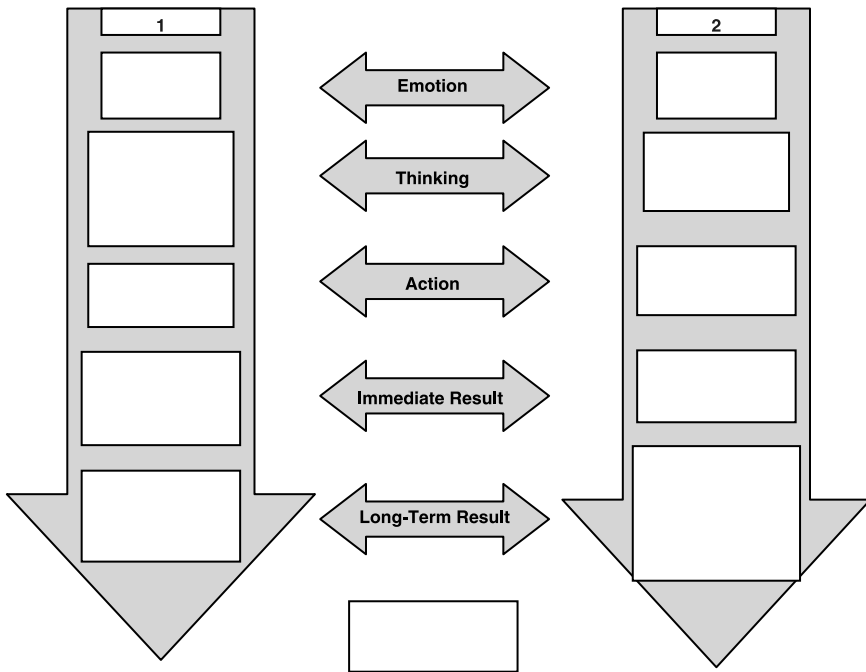


FIGURE 3.8 Emotional Lens Personal Application.

1. Describe the nature of the situation.
2. Who was involved?
3. Identify the emotional lenses used by the participants in the conflict.
4. Describe as well as possible the other individuals involved.
5. How did emotions impact your thinking?
6. How did emotions impact the other individuals' thinking?
7. What was the result?

Step 2. Now, let us consider your ideal result. Answer the following questions and use Figure 3.9 to learn how to manage the situation for the ideal result.

1. What is your ideal result?
2. What emotional lenses need to change for you and perhaps the other person to produce this result?
3. What is the emotional payoff and payoff in general for this ideal result?

Conclusion to Exercise 9

The goal of this exercise is to take a real and personal situation and outline the process steps from beginning to end to see how the emotional lenses

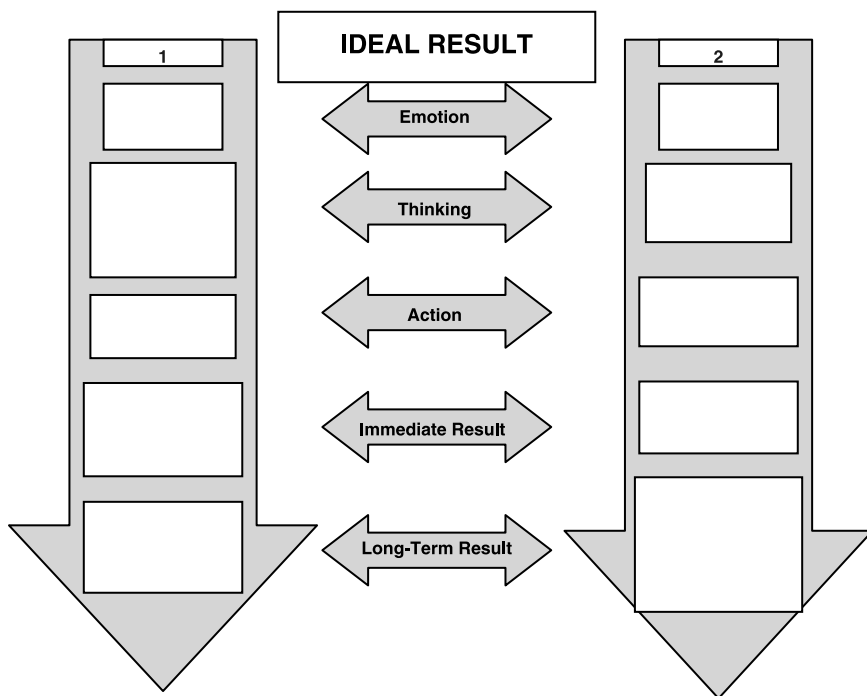


FIGURE 3.9 Emotional Lens Personal Application: Ideal result.

of the individuals involved affect the outcome of the situation. Different emotional lenses affect how we take in information, process that information, and subsequently act on the information. By being open and adjusting your emotional lens, you may be able to obtain different and more desired results.

Exercise 10: Transforming; Influencing, and Using EI

Learning Outcomes

- Learn what emotions generate the best modes of thinking.
- Understand how to better access your personal emotional range to influence others.
- Manage your emotions.

EI Skill: Use and Manage Emotions

Reflect on these four questions before starting the next exercise.

1. I know how moods influence thinking and behavior
 - a ☐ All of the time for all basic emotions
 - b ☐ Most of the time
 - c ☐ Some of the time
2. I match my mood to the task at hand
 - a ☐ All the time
 - b ☐ Most of the time
 - c ☐ Some of the time
3. My moods help me
 - a ☐ All the time
 - b ☐ Most of the time
 - c ☐ Some of the time
4. I get people into the “right” mood
 - a ☐ Always
 - b ☐ Usually
 - c ☐ Often

Moods influence thinking. That can be smart, or not, depending upon what sort of mood, and whether it enhances the thinking you need to engage in or not. The “a” responses assume that you know how moods and thinking interact, and how to match the right mood to the right task.

Background

How do we move from one emotional state to another? How do we know what emotions to feel that produce the best outcome for situations? How do we influence others to achieve our desired results? The last part of the chapter is dedicated to transforming and using EI. Now that we have the basis of information that emotions impact our thinking and behavior and that different emotional lenses produce different outcomes, we can begin to transform ourselves to influence others and use emotions interpersonally.

When you truly “feel” an emotion, there is a physical change that occurs in your body. As a result, your facial expression may change, your tone may change, body posture may change, and a person’s thinking is altered. If we are to influence others, then we need to get the “influencees” thinking differently also by having the other person feel the targeted emotion we would like for them to experience. After all, the definition of influence is “to affect the nature, development, or condition of; modify.” Being able to modify the emotions of others is a crucial component of knowing how to utilize emotional information.

Influencing others – an example

Kevin is a hard working, smart, analytical, and meticulous engineer for a high-tech company. Kevin wants to convince a friend of his to start a new business venture. Although Kevin’s friend, Paul, is even more analytical than Kevin and not much of a risk taker, Kevin decides he will approach Paul while they are about to engage in one of their favorite pastimes. Kevin realizes that he needs Paul to be open to hearing about this opportunity and does not want Paul to ask him all the details of the business plan as he does not have the full details around the plan just yet. Kevin plans on addressing Paul during the drive to the football stadium.

Kevin decides he wants Paul to be excited about the opportunity. If he can get Paul excited about the concept of the new business venture and less focused on highlighting all the many risks to start a business, then he might have a shot at engaging Paul. Kevin also realizes that he himself needs to feel the excited emotion and to approach Paul in an enthusiastic manner. The mood is already set to be positive as they are en route to the football stadium and they always have a great time driving to the game together.

The example of Kevin illustrates that he had a specific goal in mind with Paul. He wanted Paul to be enthusiastic about entering into a new business venture. He knew that if he approached Paul during work hours, he would likely go into the many reasons why the business would not work, versus approaching him when he was in a light and jovial mood. Kevin’s next step with Paul is to feel the enthusiasm about the business venture as he explains it to Paul and have Paul also feel the enthusiasm. Influencing others can also be labeled as emotional contagion. Emotional contagion is when we feel an emotion and influence others around us for them to also feel that respective emotion.

The following chart, adapted from Reference 4, helps to illustrate how emotions can be used for influencing others.

Step / Process	What It Is	Helpful Ways to Feel
<i>Idea Generation</i>		
“Blue-Sky” Thinking	What if you had no restraints?	Happy
Brainstorming	Use associations that rise with certain objects	Happy
<i>Idea Evaluation</i>		
Fault Seeking	Consider possible problems, and what <i>could</i> go wrong	Somewhat afraid
Goal Matching	Match the goals of the project to features of the idea	Neutral mood

Step / Process	What It Is	Helpful Ways to Feel
<i>Idea Selection</i>		
Checklist	Assign weight to each aspect of the goal and each idea	Neutral mood
<i>Implementation</i>		
Group Consensus	Get buy-in from team	Happy and interested
Develop Action Plan	Specific steps, resources, timing, and responsible party	Interested
Take Action	Begin implementation	Happy and excited
Follow-Up	Monitor progress, make adjustments, stay on task, and achieve the desired outcome	Negative mood to evaluate possible issues. Happy and positive mood to stay motivated and overcome anticipated and unanticipated obstacles

Instructions: Getting YOU in the Mood!

Step 1. Listed below are four emotions. Think of a time when you felt these emotions. The goal is to have you go back and actually feel these emotions. Take one emotion at a time. Use these questions/guidelines to assist you.

1. Think of what led up to you feeling that emotion.
2. Describe the sights, sounds, energy, in the experience.
3. Describe the situation in full detail as if you are preparing yourself to tell the story to another individual.

Emotions

1. Enthusiastic
2. Interested
3. Apprehensive
4. Trusting

Getting THEM in the mood!

Can you influence another individual to have them feel a certain emotion?

Step 2. Use your personal situation in Exercise 9 and answer the following questions.

1. What is your desired outcome?
2. What emotional state do you need to be in?

3. What state do you want the other person to be in?
4. What can you do to bring yourself in that state?
5. What can you do to influence the other person to be in that state?
Think of statements, questions, and consider the environment and the typical emotional mood of the person.

Conclusion to Exercise 10

The final aspect of using emotions to influence others is to actually have the other person feel the emotion. This requires an understanding of what emotions are, how they impact thinking, and the self-awareness necessary for us to be genuine in correctly identifying our own emotional state. Knowing what puts you and others in the mood is a great start; actually putting yourself and others in those states is the transformational aspect of EI.

A little emotional planning can go a long way. Sometimes the feelings and emotions we bring to a situation are helpful, and sometimes they are not. You can opt out of that situation if the mood is not just right, or you can try to change the mood to better match the needs of the situation.

Conclusion

The goal of these activities was to have the learner become more aware of how they learn new skills, to become more familiar with the role of emotions, to gain new insight and self-awareness in their own emotional tendencies, and to apply EI analysis to a personal challenge. The outcome of these exercises should be that you acquire or enhance a few of your emotional skills, but such learning involves more than merely reading these exercises; learning and change require effort, so you actually need to implement these exercises, on a number of occasions, over a long period of time. Some of the ideas may work for you, and others may not. You may have dismissed some of the exercises after a cursory scan, but if so we ask that you return to that exercise and give it a try. Some person, somewhere, has benefited from each of these exercises in this chapter, and so perhaps you will too. That mild discomfort you felt when you read the exercise might be a clue, a hint, a bit of data. The data may suggest that this is an area that will stress you, but also challenge you. (Of course, that uncomfortable feeling can also result from a poor piece of writing, or a faulty instructional design, but let us stick with the first causal factor.)

The key to emotional intelligence is realizing that there is a balance of logic and emotion. We need to have a clear realization that we, in fact, can

use emotions intelligently. This takes knowledge about emotions, self-awareness, and the motivation to want to change our thinking, which will change our behavior.

This chapter began with the story about two types of Sneetches: emotion-based Sneetches and logic-based Sneetches. Neither sort of Sneetch is preferred over the other, and both perspectives are important to consider. A blending of the two Sneetch approaches yields EI behavior. However, this analogy applies only to our view of the role of emotions in thinking, rather than to the actual way that humans are wired. Instead, perhaps we are more like Dorothy in *The Wizard of Oz* who possesses all she needs to return home to Kansas but is unaware of this power.

Acknowledgments

Some of the exercises and assessments were adapted from other sources, including our one-day EI training workshops. Thanks to Josh Freedman for the Dr. Seuss reference.

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