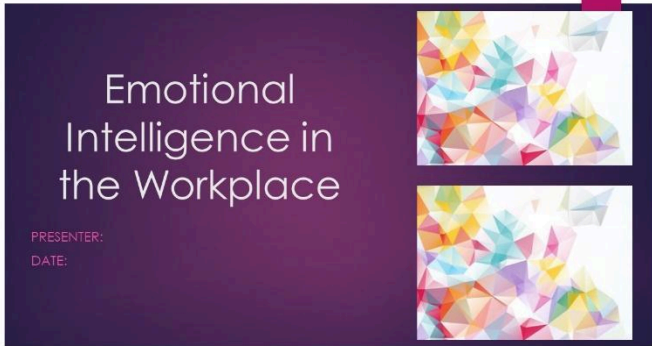




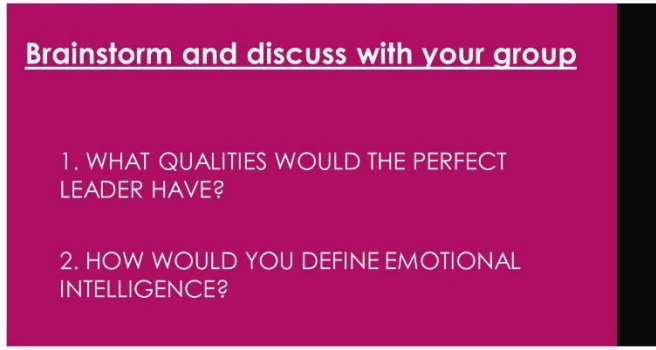
Producer:	<ul style="list-style-type: none"> • Slide 13 and slides 29-34 will be done in breakout rooms. Collaborate with the Facilitator to decide if participants should be put into specific groups or if the groups can be chosen at random. Each breakout room should have 4-6 people in it depending on how large the group is. • A word cloud generator (mentimeter or something similar) will need to be ready to use on slide 4. • A poll will need to be ready for use on slides 17-21. Participants will choose their answer on the poll for each question. I suggest slido, mentimeter, or something similar.
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Facilitator:	<ul style="list-style-type: none"> • This guide was developed for the purposes of delivering this course via Zoom, but it can also be used for classroom training with the following considerations: <ul style="list-style-type: none"> ◦ Breakout room activities will need to be adapted to fit the classroom environment.
	<ul style="list-style-type: none"> • This session contains two breakout room activities, where participants will need to be divided into groups of 4-6. Collaborate with the Producer about whether you feel those groups should be formed a certain way or if the Producer can make them at random.
	<ul style="list-style-type: none"> • Open the PowerPoint file associated with this guide
	<ul style="list-style-type: none"> • Share the PowerPoint application.
	<ul style="list-style-type: none"> • Some key talking points and questions are included in this guide but be prepared to add your own commentary and questions as well.
	<ul style="list-style-type: none"> • Aim towards generating a response from the learner(s) at least once every five minutes; this will keep learners engaged and will encourage them to follow along closely. Examples of these types of responses have been noted using ASK


Session 1		
Slides	Approximate Timing	Summary
1-4	16-20 min	Introduction
5-13	24-33 min	Components and Benefits of Emotional Intelligence
14-24	36-53 min	Verbal and Nonverbal Communication Skills



25-35	22-26 min	Managing Relationships with Others
36-40	12-13 min	Overcoming Obstacles and wrap up
Total:	110-145 minutes (1 hour 50 min – 2 hours 25 min)	




Slide#) Duration	Slide	Facilitator Notes	Producer Notes
1) Less than 2 min.		DO: <ul style="list-style-type: none"> – Welcome learners – Introduce yourself – Remind learners that that the session will be recorded and will be available for their review 	DO: <ul style="list-style-type: none"> – Check for facilitator readiness SAY: <ul style="list-style-type: none"> – Greet early learners as needed, letting them know the session will begin shortly – Please remind everyone that they should remain muted unless called upon – Also, to use the raise hand icon if they have questions


2) <1 min	 <p>Training Overview</p> <ul style="list-style-type: none"> Introduction Components and Benefits of Emotional Intelligence Verbal and Nonverbal Communication Skills Managing Relationships with Others Overcoming Obstacles Tools to Gain Control Summary and Wrap up 	<p>DO:</p> <ul style="list-style-type: none"> – Introduce what this training will cover (review list on powerpoint) 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat
3) <1 min	 <p>Learning Objectives:</p> <ul style="list-style-type: none"> #1 Apply effective techniques for communicating and managing relationships with others. #2 Recognize techniques to develop and increase your own emotional intelligence #3 Identify common obstacles and how to address them. 	<p>DO:</p> <ul style="list-style-type: none"> – Review objectives. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat
4) 12-15 min	 <p><u>Brainstorm and discuss with your group</u></p> <ol style="list-style-type: none"> 1. WHAT QUALITIES WOULD THE PERFECT LEADER HAVE? 2. HOW WOULD YOU DEFINE EMOTIONAL INTELLIGENCE? 	<p>DO:</p> <ul style="list-style-type: none"> – Review Questions and allow 7 minutes for discussion <p>Do:</p> <ul style="list-style-type: none"> - Create a word cloud with responses for each question and have it visible to participants. - Note frequent responses that seem to pop up. (allow 5-8 minutes for this) 	<p>Do: Have a word cloud generator (mentimeter) ready for the facilitator to use to input responses from groups.</p>

5) 5 min		<p>DO:</p> <ul style="list-style-type: none"> – Play this video clip that introduces what emotional intelligence is and why it's important in the workplace. – 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
6) <1 min		<p>DO:</p> <ul style="list-style-type: none"> - Review the list. This provides an overview of the components, but you will delve deeper into each component starting with the next slide. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
7) 2-3 min		<p>EXPLAIN:</p> <ul style="list-style-type: none"> – Self-awareness is identifying and understanding not only your own emotions, but how they affect other people – Self awareness includes knowing your own strengths and weaknesses; knowing when to ask for help or defer to someone else who has more knowledge in a given area. <p>ASK:</p>	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

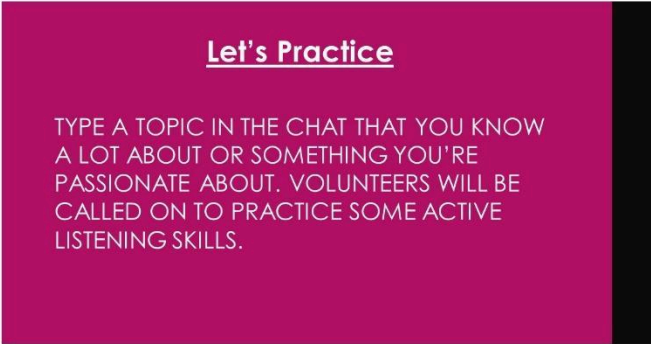

		<ul style="list-style-type: none"> - Ask participants to reflect on their own self awareness. Ask them to type a number 0 to 5 in the chat to rank how self aware they feel they are (0 = no self awareness; 5= extremely self aware). 	
8) 2-3 min		<p>Say:</p> <ul style="list-style-type: none"> - Visualize a person in your life (or who you've known in the past) who seems to react quickly to situations and often overreacts. Someone who seems to have mood swings. <p>Do:</p> <ul style="list-style-type: none"> - Look for head nods or answers of yes to the questions before explaining those people exhibit more self regulation skills. <p>ASK:</p> <ul style="list-style-type: none"> - Ask participants to share an emoji if they have a person who matches this description pictured in their mind. - <p>Explain:</p> <ul style="list-style-type: none"> - Self Regulation is about controlling impulsive behaviors, managing your emotions in healthy ways, following through on commitments, and adapting to changing circumstances 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

<p>9) 3-5 min</p>		<p>Do:</p> <ul style="list-style-type: none"> - Play this video clip (showing the definitions, synonyms, and word origins for the word empathy) and highlight the information as it shows. <p>EXPLAIN:</p> <ul style="list-style-type: none"> - Empathy is being tuned in to others emotions, and understanding how they're feeling or what they're thinking. <p>Ask:</p> <ul style="list-style-type: none"> - Why might this be important if you're in a leadership position? (make sure to note that it can improve interactions with coworker and lead to more effective communication and collaboration) 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
<p>10) 2-3 min</p>		<p>EXPLAIN:</p> <ul style="list-style-type: none"> - The difference between intrinsic and extrinsic motivation. <ul style="list-style-type: none"> • Intrinsic motivation comes from within (purpose, values, vision for the future) • Extrinsic motivation is driven by external rewards (\$, social media likes, praise from others) - People with high EQ have intrinsic motivation 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

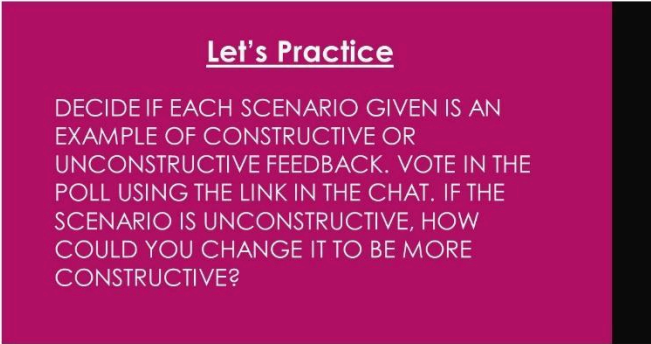
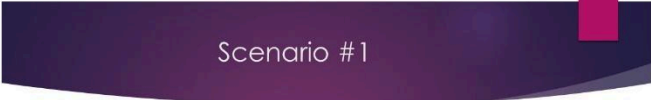
<p>11) 1 min</p>		<p>Say:</p> <ul style="list-style-type: none"> - People with strong social skills know how to interact appropriately with other people. They can communicate (both verbally and nonverbally), build relationships, and maintain friendships effectively. - You'll delve into communication more in just a couple of slides 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
<p>12) 1-2 min</p>		<p>Do:</p> <ul style="list-style-type: none"> - Highlight that being emotionally aware can lead to strong interpersonal relationships, less stress at work, and happier employees - Note some of the other items on this graphic as additional benefits. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
<p>13) 7-10 min</p>		<p>Say:</p> <ul style="list-style-type: none"> - Tell attendees they will have 5 minutes to discuss the following 2 questions in their breakout rooms. - Tell them to choose 1 representative from their group to recap their group's answers/discussion when they return from the breakout room. 	<p>Do:</p> <ul style="list-style-type: none"> - Put participants in breakout rooms in groups of 4-6. <p>Do:</p> <ul style="list-style-type: none"> - Drop into the breakout rooms to make sure everyone is on track and answer any questions.

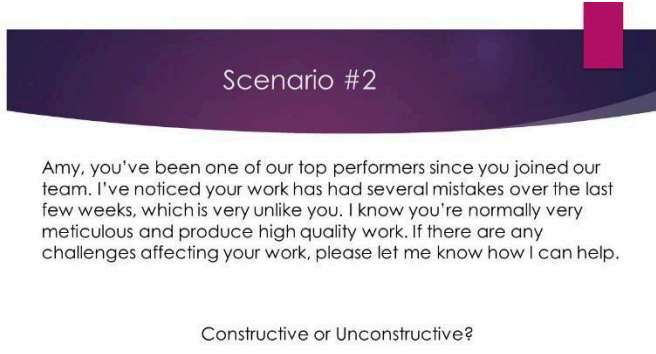
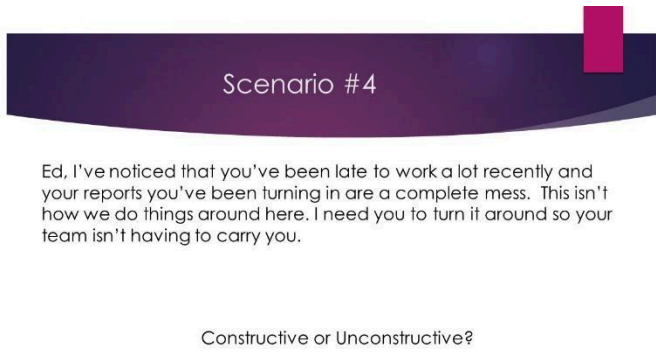
		<p>Do:</p> <ul style="list-style-type: none"> - Drop into the break out rooms to make sure everyone is on track and answer any questions. <p>Discuss:</p> <ul style="list-style-type: none"> - Group responses after they return to the whole group session from breakout rooms. (allow 2-5 min for this) 	
14) 5-10 min	 <p>Verbal Communication</p> <ol style="list-style-type: none"> 1. Consider your audience 2. Active Listening 	<p>Explain:</p> <ul style="list-style-type: none"> - Communication is a key aspect of social skills. Verbal communication in particular has several aspects to consider. <ul style="list-style-type: none"> ● Consider your audience. Not everyone has the same background or knowledge ● Make sure to explain information in a way easily understood by anyone. ● Take culture and personality into consideration (you would speak to a close friend very differently than a company CEO). <p>Say:</p> <ul style="list-style-type: none"> - Active Listening is another aspect of verbal communication 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.



		<p>Ask:</p> <ul style="list-style-type: none">- What is Active Listening? Why is it important? <p>Do:</p> <ul style="list-style-type: none">- Have participants offer their own definitions/understanding of what active listening it and then discuss before delving in further (remind them they can raise their hand or drop their answer into the chat). <p>Say:</p> <ul style="list-style-type: none">- Active Listening is important to building rapport and relationships, and ensuring you understand the other person's message or needs.- Some active listening techniques include:<ul style="list-style-type: none">● Focus on what the other person is saying rather than what you plan to say next.● Ask clarifying questions● Wait until the other person finishes speaking before responding.● Remove any potential distractions.● Avoid making judgements.	
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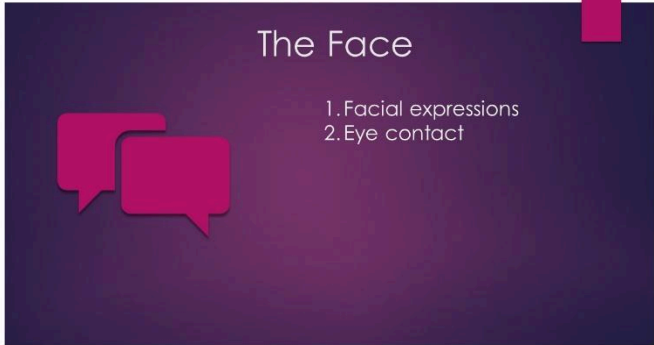
<p>15) 10-11 min</p>		<p>Do:</p> <ul style="list-style-type: none"> - Ask participants to type a topic they know a lot about or are passionate about in the chat. - Tell them you will choose a few topics that seem interesting and ask them to talk more in depth on it. - Tell them you'll ask for volunteers to practice active listening and paraphrase what they spoke about as well as ask a relevant question at the end. <p>Discuss:</p> <ul style="list-style-type: none"> - What techniques participants used to actively listen. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor chat.
<p>16) 3-4 min</p>		<p>Say:</p> <ul style="list-style-type: none"> - Your tone plays a crucial role in how a message is delivered and received, and can affect how your audience engages with you. <p>Demonstrate:</p> <ul style="list-style-type: none"> - How different tones can give a different impression <ul style="list-style-type: none"> ● flat and monotone tone gives the impression your uninterested ● warm and friendly tone with a smile can come off more positive. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

		<ul style="list-style-type: none">- You could demonstrate and have audience try to identify the impression it gives. <p>Say:</p> <ul style="list-style-type: none">- Next is constructive vs. Unconstructive feedback.- Constructive feedback comes from a place of caring.<ul style="list-style-type: none">● It uplifts and builds on an individual's strengths and abilities.● It includes specific examples and offers suggestions.● Might offer possible solutions.- Destructive feedback tears down someone's confidence and makes them feel terrible about their work.<ul style="list-style-type: none">● Focuses on upsetting and ridiculing someone.● Isn't specific.● Doesn't provide solutions.● Decreases morale and performance over time.	
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17) 1 min	 <p><u>Let's Practice</u></p> <p>DECIDE IF EACH SCENARIO GIVEN IS AN EXAMPLE OF CONSTRUCTIVE OR UNCONSTRUCTIVE FEEDBACK. VOTE IN THE POLL USING THE LINK IN THE CHAT. IF THE SCENARIO IS UNCONSTRUCTIVE, HOW COULD YOU CHANGE IT TO BE MORE CONSTRUCTIVE?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Review directions on the slide. - Tell them there will be a link to a poll in the chat where they can choose their answer. <p>Do:</p> <ul style="list-style-type: none"> - Call on volunteers to give their ideas on how an unconstructive feedback scenario could be changed to make it more constructive. Discuss with the group. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat. - Put a link to the poll in the chat.
18) 3-5 min	 <p>Scenario #1</p> <p>Emily, your work has been a mess lately. You're normally one of our top performers. I have no idea why you're making so many mistakes recently, but I really need you to get it together. I don't have time to go behind you to fix everything and make it usable. I need you to stop bringing the team down.</p> <p>Constructive or Unconstructive?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Read scenario #1 - Have participants vote in the poll with their answer (constructive or unconstructive). - This scenario is unconstructive; monitor understanding based on poll results. <p>ASK:</p> <ul style="list-style-type: none"> - This scenario shows unconstructive feedback. - How could you change this to be more constructive? <p>Do:</p> <ul style="list-style-type: none"> - Call on volunteers to see what their responses are (monitor for understanding). 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.



































<p>19) 2-3 min</p>	 <p>Scenario #2</p> <p>Amy, you've been one of our top performers since you joined our team. I've noticed your work has had several mistakes over the last few weeks, which is very unlike you. I know you're normally very meticulous and produce high quality work. If there are any challenges affecting your work, please let me know how I can help.</p> <p>Constructive or Unconstructive?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Read scenario #2 - Have participants vote in the poll with their answer (constructive or unconstructive). - Check (poll results) to see if the participants are identifying the scenario correctly (constructive) 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
<p>20) 2-3 min</p>	 <p>Scenario #3</p> <p>Tom, I've noticed you've been turning in assignments late which is unlike you. I know you're usually very reliable and prompt with deadlines. I wanted to check in with you to see what challenges you might be having and figure out how I can best support you.</p> <p>Constructive or Unconstructive?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Read scenario #3 - Have participants vote in the poll with their answer (constructive or unconstructive). - Check (poll results) to see if the participants are identifying the scenario correctly (constructive) 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
<p>21) 3-5 min</p>	 <p>Scenario #4</p> <p>Ed, I've noticed that you've been late to work a lot recently and your reports you've been turning in are a complete mess. This isn't how we do things around here. I need you to turn it around so your team isn't having to carry you.</p> <p>Constructive or Unconstructive?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Read scenario #4 - Have participants vote in the poll with their answer (constructive or unconstructive). - Check (poll results) to see if the participants are identifying the scenario correctly (unconstructive) <p>ASK:</p> <ul style="list-style-type: none"> - This scenario shows unconstructive feedback. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

		<ul style="list-style-type: none"> - How could you change this to be more constructive? <p>Do:</p> <ul style="list-style-type: none"> - Call on volunteers to see what their responses are (monitor for understanding). 	
22) 1 min		<p>Say:</p> <ul style="list-style-type: none"> - Body language is how you communicate without words. - Hand gestures, facial expressions, and how you hold yourself speak volumes about your true thoughts and feelings. - Common forms of body language include posture, positioning of arms and legs, facial expressions, and eye contact. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat. - Monitor for raised hands
23) 3-5 min		<p>Say:</p> <ul style="list-style-type: none"> - Posture can indicate your level of interest in whatever you're participating in. - Sitting up straight (open posture) indicates you engaged and interested whereas hunching or slouching (closed posture) can indicate lower interest and more aloofness. <p>Explain:</p> <ul style="list-style-type: none"> - Positioning of arms and legs can also reveal a lot. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat. - Monitor for raised hands.

		<ul style="list-style-type: none"> ● Crossing your arms or legs can be a self protective gesture, show defensiveness, or convey distaste ● Pulling shoulders back, with hands on hip and puffing out chest is an aggressive stance. ● Hiding hands can show deceptiveness or anxiety. ● Tapping, bouncing, or fidgeting can show boredom, frustration, or anxiety. 	
24) 3-5 min		<p>Explain:</p> <ul style="list-style-type: none"> - Signals often come from the mouth but can be so quick and minor they often go unnoticed. - Common mouth signals include: <ul style="list-style-type: none"> ● Lips <ul style="list-style-type: none"> o Biting – worry or anxiety. o tightened (pursed) – condescension or disapproval. ● Corners of mouth <ul style="list-style-type: none"> o Turned slightly up – receptiveness or happiness. o Turned slightly down – 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat. - Monitor for raised hands.

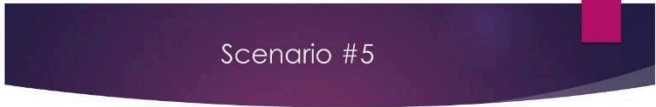


		<p>disappointment, worry, sadness.</p> <ul style="list-style-type: none"> ● Covering mouth – could be to hide an emotional reaction, but many people perceive this to show dishonesty (not proven to be true but it's common belief) <p>Explain:</p> <ul style="list-style-type: none"> - Eye contact (or lack of) can also be revealing. <ul style="list-style-type: none"> ● Direct Eye Contact – shows interest, attention, confidence, and honesty. ● Avoiding Eye Contact – shows discomfort, distraction, deception. ● Rapid blinking – discomfort, distress, or dishonesty ● Slow blinking – conscious effort to hide feelings. 	
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<p>25) < 1 min</p>		<p>Say:</p> <ul style="list-style-type: none"> -All of the elements we've discussed so far (particularly communication and social skills) impact your ability to manage relationships with others. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
<p>26) 2 min</p>		<p>Say:</p> <ul style="list-style-type: none"> - Building rapport is crucial to managing your relationships with others. So how do we do that? - Maintain integrity so others know they can trust you. - Get to know the basics (name, pronouns, etc) and ask questions about their life (hobbies, background, family). Find commonalities, if possible, to connect. - Offer them help with a project or task (this promotes collaboration and is a good way to get the ball rolling on building a relationship) - Show gratitude – a thank you goes a long way. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

27) 1 min	<div><h3>Respond, don't React</h3><div><div><p>Reacting is immediate, emotional, and impulsive.</p></div><div><p>Responding is taking a pause, being analytical and intentional in your response.</p></div><div><p>Choose your words</p></div><div><p>Be mindful of your tone</p></div></div></div>	<div>Say:<ul style="list-style-type: none">- Choosing your words and considering your tone goes a long way in determining how your message is received.- Remember to respond, don't react.</div>	<div>Do:<ul style="list-style-type: none">- Monitor the chat.</div>														
28) 1-2 min	<div><div><h3>Responding vs. Reacting</h3><p>What's the difference?</p></div><div><table><tr><th colspan="2">Responding vs. Reacting</th></tr><tr><th>Respond</th><th>React</th></tr><tr><td> Deliberate</td><td> Impulsive</td></tr><tr><td> Delayed</td><td> Immediate</td></tr><tr><td> Use Reason and Emotion</td><td> Full of emotion</td></tr><tr><td> YOU ARE IN CONTROL You are in control of the situation.</td><td> OUT OF CONTROL The situation is in control of you.</td></tr><tr><td> Out of love and respect</td><td> Out of emotions and fear</td></tr></table></div></div>	Responding vs. Reacting		Respond	React	 Deliberate	 Impulsive	 Delayed	 Immediate	 Use Reason and Emotion	 Full of emotion	 YOU ARE IN CONTROL You are in control of the situation.	 OUT OF CONTROL The situation is in control of you.	 Out of love and respect	 Out of emotions and fear	<div>Do:<ul style="list-style-type: none">- Highlight the differences on the slide between responding and reacting.<ul style="list-style-type: none">• Responding comes from a good place of concern/respect whereas reacting does not.• Responding is delayed and deliberate; reacting is immediate and impulsive.• When you respond you're in control and using reason; whereas when you react, you're out of control and driven by emotions.</div>	<div>Do:<ul style="list-style-type: none">- Monitor the chat.- Monitor for raised hands</div>
Responding vs. Reacting																	
Respond	React																
 Deliberate	 Impulsive																
 Delayed	 Immediate																
 Use Reason and Emotion	 Full of emotion																
 YOU ARE IN CONTROL You are in control of the situation.	 OUT OF CONTROL The situation is in control of you.																
 Out of love and respect	 Out of emotions and fear																

<p>29) 12-15 min</p>	<p><u>Let's Practice</u></p> <p>DISCUSS EACH SCENARIO WITH YOUR GROUP. DECIDE IF THESE ARE EXAMPLES OF RESPONDING OR REACTING. IF THESE SHOW REACTING, HOW SHOULD YOU RESPOND INSTEAD?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Explain the directions before sending participants to break out rooms to discuss. Make sure they know they will have about 7 minutes to discuss. - Drop-in to breakout rooms to check in on discussions and monitor understanding. <p>After the breakout room return to whole group:</p> <p>Discuss:</p> <ul style="list-style-type: none"> - Group responses to each scenario and possible responses for the “reaction” scenarios. 	<p>Do: Send participants to break out rooms in groups of 4-6. Make sure they can view slides 30-34</p> <p>Do:</p> <ul style="list-style-type: none"> - Drop in to break out rooms to check in on discussions and answer any questions
<p>30)</p>	<p>Scenario #1</p> <p>During a team meeting, a colleague criticizes an idea that your proposed. You become defensive, raise your voice, and become engaged in a heated argument with your colleague. You dismiss their feedback without considering its validity. Your reaction clearly creates tension with the rest of the team.</p> <p>Reaction or Response?</p>	<p>Discuss: (post break out rooms)</p> <ul style="list-style-type: none"> - This is a reaction. What would a better response have been in this scenario? 	<p>Do:</p> <ul style="list-style-type: none"> - Drop in to break out rooms to check in on discussions and answer any questions

31)	<div data-bbox="312 136 963 241"> <p>Scenario #2</p> </div> <p>Your supervisor assigns you a project with a tight deadline, despite your already heavy workload. You take a moment to acknowledge their request and express your concerns calmly and respectfully. You approach the situation by discussing your current workload, highlighting the potential impact on existing projects, and proposing possible solutions.</p> <p>Reaction or Response?</p>	<p>Discuss: (post break out rooms)</p> <p>This is a response.</p>	<p>Do:</p> <ul style="list-style-type: none"> - Drop in to break out rooms to check in on discussions and answer any questions
32)	<div data-bbox="312 563 963 669"> <p>Scenario #3</p> </div> <p>You discover that a team member has taken credit for your work in a meeting with higher ups. You angrily confront them, accuse them of stealing your ideas, and publicly humiliate them in front of other staff.</p> <p>Reaction or Response?</p>	<p>Discuss: (post break out rooms)</p> <p>This is a reaction. What would a better response have been in this scenario?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Drop in to break out rooms to check in on discussions and answer any questions
33)	<div data-bbox="312 992 963 1097"> <p>Scenario #4</p> </div> <p>During a team meeting, your coworker accidentally spills coffee on your presentation slides. You immediately yell at them and berate them before storming out of the meeting. You continue to express your anger openly and make derogatory comments about your coworker's abilities even after leaving the room.</p> <p>Reaction or Response?</p>	<p>Discuss: (post break out rooms)</p> <p>This is a reaction. What would a better response have been in this scenario?</p>	<p>Do:</p> <ul style="list-style-type: none"> - Drop in to break out rooms to check in on discussions and answer any questions

34)	 <p>Scenario #5</p> <p>A client sends an email expressing dissatisfaction with a deliverable you worked on. You begin by acknowledging the client's feedback and thanking them for their input. You then thoroughly examine their feedback and analyze areas for improvement before offering assurances their concerns will be addressed. You outline a place to rectify the issues raised, propose potential solutions, and offer to meet to discuss the matter further.</p> <p>Reaction or Response?</p>	<p>Discuss: (post break out rooms)</p> <p>This is a response.</p>	<p>Do:</p> <ul style="list-style-type: none"> - Drop in to break out rooms to check in on discussions and answer any questions
35) 5 min	 <p><u>Discussion Time!</u></p> <p>THINK OF A TIME YOU REACTED TO A SITUATION RATHER THAN RESPONDED. WHAT HAPPENED? HOW WOULD YOU HANDLE THAT DIFFERENTLY LOOKING BACK ON IT?</p>	<p>Discuss: (post break out rooms)</p> <ul style="list-style-type: none"> - Ask for volunteers to share their response to this. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
36) < 1 min	 <p>Overcoming Obstacles</p>		<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

37) 1 min	 <p>Recognizing and Admitting failure</p> <ol style="list-style-type: none"> 1. Apologize 2. Take accountability 3. Take steps to fix the problem 4. Learn from the experience 	<p>Say:</p> <ul style="list-style-type: none"> - Recognizing failure is usually easy for most people but admitting failure (when you're the one failing) is much harder. - So, what should you do when you fail? <p>Do:</p> <ul style="list-style-type: none"> - Review the key points on the slide. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.
38) 2 min	 <p>Disagree Constructively</p> <ul style="list-style-type: none"> ▶ Pick your battles ▶ Use active listening ▶ Don't make it personal ▶ Offer a solution/look for common ground ▶ Compromise when necessary 	<p>Say:</p> <ul style="list-style-type: none"> - We won't always agree on everything, so when we disagree, we should do so constructively. <p>Do:</p> <ul style="list-style-type: none"> - Highlight the points on the slide. - Elaborate on the following: <ul style="list-style-type: none"> ● Don't make it personal – focus on behavior and events rather than personality. ● Look for common ground – focus on where you agree, shared interests and/or desired outcome. 	<p>Do:</p> <ul style="list-style-type: none"> - Monitor the chat.

39) 3-4
min



Say:

- These are just a few tools to help you gain control and develop your own emotional intelligence.

Do:

- Highlight the items on the slide.
Elaborate on the following.
 - Identify triggers – so you can be proactive in developing a plan to deal with them when you encounter them.
 - Journaling – helps you slow down and get all your thoughts down on paper. It allows you to reflect and build more self-awareness.
 - Breathe – there are many breathing techniques that can help. One technique is box breathing (demonstrate and have participants try).
 - o Breathe in counting to 4 slowly.
 - o Hold your breath for 4 seconds.
 - o Slowly exhale for 4 seconds
 - o Repeat as necessary.
 - o You might demonstrate and have participants

Do:

- Monitor the chat.

		practice box breathing.	
40) Less than 1 min		Say: <ul style="list-style-type: none"> - Review objectives of what participants should have learned. <ul style="list-style-type: none"> • What emotional intelligence is and the important role it plays in relationships. • How to develop and increase their own emotional intelligence • Techniques to better communicate and manage relationships with others 	Do: <ul style="list-style-type: none"> - Monitor the chat.
41) 5 min		Do: <ul style="list-style-type: none"> - Have participants reflect on what was covered today by answering the questions. - Monitor the chat for responses and understanding. 	Do: <ul style="list-style-type: none"> - Monitor the chat. - Monitor for raised hands.