



REAL EQ[®] Managing Emotion to Improve Results[®]

Course Objectives

REAL EQ is structured around the four distinct components of EQ: **Personal Awareness, Personal Management, Interpersonal Awareness, and Interpersonal Management.** This course is designed to be held from 8:00 am until 5:00 pm, allowing intermediate breaks and an hour for lunch.

The “awareness” sections deal with *knowledge* that is essential for anyone desiring improve their emotional intelligence. The “management” sections offer *skills* that are important for improving participants’ emotional intelligence when dealing with their own emotions and the emotional reactions of others.



Introduction

Objective: To define what emotional intelligence is, outline the research that identifies the benefits of being more emotionally intelligent, and review and debrief the EQ Self-Assessment participants complete before attending the class.

Personal Awareness *Do You Know What is Going On With You?*

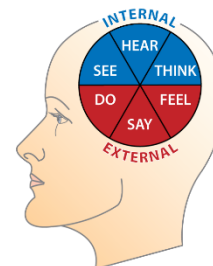
Objective: To understand how one’s thinking creates emotional reaction and the resulting outcomes.

This section deals with how we think and perceive information by exploring the Process of Perception. The concept of mental models is introduced as well as the brain physiology that is responsible for the creation of our emotional reactions. Participants



learn how a negative emotional reaction is the result of an individual’s perception of personal violated values. Participants identify some of their own emotional triggers or “hot” buttons—situations and individuals that cause them to reaction emotionally.

The section includes exercises that help individuals to further identify their emotional triggers and the brain traps that hinder their thinking processes. Participants learn the difference between taking what we call the “high road” versus the “low road” in their thinking. This section concludes with identification of common mindsets that hinder effective interactions with others. Finally, participants explore some of their own mindsets and evaluate how those mindsets may impact their performance and interactions with others.



Personal Management
Can You Manage Your Emotions?

Objective: To learn a number of personal skills that will increase individual EQ.

Skill #1:
Distinguish Data from Interpretation

Participants learn to separate their emotions from the thinking that created those feelings. They learn to seek for evidence that usually gives rise to their thinking. In the absence of evidence, they learn to challenge the thinking that created their emotional reaction by distinguishing data from their interpretation.

Skill #2: SEED Your Thinking

This skill provides participants with a model for challenging the accuracy of their thinking and gives an opportunity to challenge the accuracy of some conclusions they have previously drawn. SEED is an acronym for **S**urface Your Thinking, **E**xamine Your Accuracy, **E**xplore Your Understanding, and **D**ecide Your Action. Participants apply this process to an emotional situation in which they were involved in order to more effectively manage similar reactions in the future.

Skill #3: Shift Your Emotions

Participants experience how their emotions literally change the accuracy of their thinking and the stories they tell. They have an opportunity to shift their feelings during a real-time role play.

Skill #4:
Use Movements to Change How You Think and Feel

This section focuses on the science of movement and how brain function is affected by physical movement and body positioning individuals use to express themselves. By adopting simple changes in body movement, participants learn how to



change their feelings while increasing their mental capacity to think and solve complex problems. The skill of “Power posing” is introduced.

Skill #5:
Change Your Words to Change Your Feelings

This skill deals with how our words become the feelings that we experience. By changing the words we use to describe a person or situation, we can change the feelings and nonverbal behavior that we associate with a particular event. Changing the way we speak about people and situations literally changes the way we react to those situations. Participants learn to identify the negative words they use and how changing those words will change their feelings. **Note:** The materials in this section also include a list of 10 other skills participants may use to develop their skills.

Interpersonal Awareness
Can You See What is Going On?

Objective: To learn how people’s thinking influences what they feel, say, and do.

Participants learn how to recognize how the “undiscussables” of others typically are on display by how people act, the words they use, and the emotions they display. All these elements of nonverbal behavior—with their head, eyes, hands, mouth, torso, arms, and feet—show up as “resistance signals” people display which have previously gone unnoticed or undetected. Participants engage in a video exercise that helps them recognize the “UNs” and other resistance signals. Participants learn to observe, identify, and explore the feelings, words, and actions that others use and the meaning behind those behaviors. The meaning body language is also explored.



Interpersonal Management
Can You Manage the Emotional Reactions of Others?

Objective: To learn skills that help participants manage the emotions of others and defuse defensiveness that may be present between individuals.

Skill #1: Recognizing EASE

This section teaches a model for understanding the components that are present in any emotional or defensive situation. (EASE is an acronym for **E**go, **A**im, **S**taories, and **E**motion.) Participants learn this model and how to use it to defuse the emotion present in an interaction and then proceed to uncover the meaning that is often hidden behind the emotion.

Skill #2: Identify Positive Values

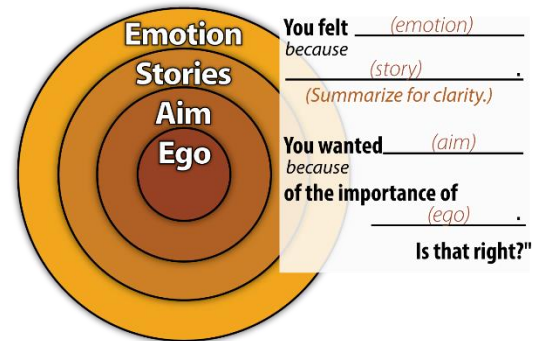
Because there will always be people who complain and blame others, it is important to understand the positive values that are hidden within the negative statements of others. This skill helps participants listen to complaints and blaming in a different way—with the intent of identifying the positive values that are hidden behind a negative statement. Participants learn to identify the positive values that others perceive to be violated and expressed as a negative emotional reaction. This section includes a video exercise to sharpen participants’ ability to use this skill.

Skill #3: Ask Questions to Defuse Defensiveness

Participants learn to ask questions to help them defuse an emotional reaction. This is accomplished by reflecting an emotion, gaining access to the person’s story, identifying the person’s AIM or intention, and discovering their ego needs or personal values. Participants practice using these questions by a real-time role play to experience the power of using questions more effectively.

Skill #4: Clarifying EASE

Participants learn to use the EASE model to summarize and demonstrate their understanding of the other person and what is important to them in a particular situation.



Skill #5: Identify the “Why” behind “What”

Often when individuals are engaged in conflict, they end up arguing over objectives (the “whats”) in a situation rather getting to the “whys” or values hidden behind the “whats.” Clarifying what is most important by identifying the values that are driving the emotional reaction makes it easier to resolve conflict. Participants learn to surface and explore the values hidden in an emotional interaction which is the basis for resolving conflict in heated situations.

Summary and Action Plan

Participants review all the skills and develop a personalized action plan that they will immediately implement back at their workplace.



