

Getting the Most from This Resource

PURPOSE

There is a growing appreciation for the power of emotional intelligence and the role it plays in life success, both at home and at work. One of the most encouraging aspects about emotional intelligence is that it can be learned and improved. Instead of being a static trait, emotional intelligence is comprised of competencies and skills that can be enhanced over time. Almost everyone can become better at recognizing and managing their emotions, at applying their increased awareness and improved behaviors more effectively to a greater range of situations, and at enhancing their interactions with others in individual and team situations. They will achieve greater success as a result. The purpose of this book is to help leaders, teams, organizations, and the skilled professionals who work with them to take advantage of the opportunities in improving leader and team emotional intelligence.

AUDIENCE

This book is designed for anyone who wants to help others improve their emotional intelligence: coaches, trainers, facilitators, HR professionals, supervisors, and other leaders responsible for helping people achieve their best will find exercises to guide their work. Most exercises are effective for individual clients as well as teams and groups. Whether written with an individual or a team focus, many of the exercises can be easily modified so that they meet the developmental needs of team leaders, of individuals in a coaching session or group training, of individual team members desiring to build skills to take back to the team, and of intact teams.

The exercises can serve as valuable contributions for those offering open trainings for individuals or teams interested in developing competencies in emotional and social intelligence, improving relationships, expanding their career development opportunities, and building life skills. Additionally, the exercises can be useful in clinical applications with clients where the focus includes developing emotional intelligence to achieve therapeutic goals.

ASSESSMENTS

Emotional intelligence does not have to be formally assessed before one can set goals for improvement. Professionals wanting to help their clients learn how to better manage their emotions, improve their decision making, more effectively influence others, or enhance team performance can turn immediately to any page in this book and find exercises that will help them do so.

For those practitioners who are considering the use of assessments to measure their individual clients' or teams' emotional and social functioning, several resources in this book will be of assistance. The exercises are developed specifically to enhance the emotional intelligence factors that are measured by two powerful assessments: the *Emotional Intelligence Skills Assessment* (EISA), which measures individual emotional intelligence according to five skill areas, and the Team Emotional and Social Intelligence (TESI) assessment, which measures team emotional intelligence according to seven skill areas. These assessments identify a combined twelve key areas of functioning, and this book presents exercises that correlate to those twelve key

competencies. More is written about these competencies and the two assessments throughout this book, including in the next chapter on assessments you might use. Moreover, at the beginning of each skill covered in Parts Two and Three is an overview of that particular skill. You will also learn more from descriptions in the individual exercises.

Many who use assessments with their clients understand the power of administering multiple assessments. No one instrument can measure everything about a person. Incorporating a variety of perspectives helps create a more complete picture. Assessment results that combine to highlight clear themes and patterns in clients' functioning provide greater understanding for clients. This deeper cognitive awareness also helps generate the emotions essential to successful personal development—hope, motivation, encouragement, to name just a few—that lead to greater achievement.

The exercises in this book, therefore, also link to competencies measured by other assessments. Readers who use or are considering the use of assessments in addition to the EISA or TESI will find that the exercises provide opportunities for developing competencies measured by a number of other instruments, particularly the Emotional Quotient Inventory® (EQ-i®) and its 360-degree version, the EQ-360®; the *Leadership Practices Inventory* (LPI); the Myers-Briggs Type Indicator® (MBTI®); Emergenetics®; and the Fundamental Interpersonal Relations Orientation-Behavior® (FIRO-B®). These assessments are described in Chapter 2 and are followed by a cross-referenced matrix that assists in identifying which exercises link to which competencies in the assessments. For example, learning to be more expressive is a frequent client goal. The skill of expressiveness is a facet within the extraversion dimension of the MBTI, a behavioral component in Emergenetics, and linked to other skills in the EISA, TESI, EQ-i, LPI, and FIRO-B. You will find ways to build expressiveness in Exercises 8.1, 9.1, 9.2, and 10.1 (and others) in this book and that can be done in conjunction with the assessment of your choice.

HOW THIS BOOK IS ORGANIZED

This book is organized into three parts. Part One, Developing Emotional and Social Intelligence with Individuals and Teams, is described above. It contains information about the EISA and the TESI, an overview of the five

other widely used assessments named above, and the matrix linking every exercise in this book to the competencies measured by all seven of these assessments.

Part Two, *Exercises to Use in Developing Emotionally Intelligent Leaders and Individuals*, is built upon the organization of the EISA. Five sections each begin with an in-depth description of one of the five EISA factors—Perceiving, Managing, Decision Making, Achieving, and Influencing—and are followed by experiential exercises designed to develop those skills.

Part Three, *Exercises to Build Emotionally Intelligent Teams*, is based on the seven emotional and social competencies of the TESI. Seven sections each begin with an in-depth description of one of the seven TESI skills—Team Identity, Motivation, Emotional Awareness, Communication, Stress Tolerance, Conflict Resolution, and Positive Mood. These sections are then followed by experiential exercises designed to develop the team's skills in these areas.

The Appendix provides an extensive vocabulary of feeling words. Be sure to consult this list frequently. Sample emotion words are offered in many of the exercises. You can substitute different words that work better for your context by referring to the Appendix.

Also included is a Resources list, which identifies some of the many places you may find additional useful information.

GUIDELINES FOR FACILITATORS

Preparation and Selection

Emotional intelligence competencies frequently build upon and interact with each other; therefore many of the exercises in this book will provide opportunities for clients to develop a number of related emotional intelligence skills. However, each exercise is designed to target one particular skill. It is valuable for practitioners to understand emotional intelligence before identifying competencies, choosing exercises, and leading individual and team clients in exercises that will help them enhance these skills. Here are some suggested steps for facilitators:

- Read applicable materials to educate yourself on the area you will be addressing. You'll find some ideas in the Resources list and the References at the back of the book.
- Review the appropriate sections in Part Two and Part Three to better understand the emotional intelligence skill on which you might be asking your clients to focus.
- Review results from other administered assessments, if any, to help identify additional competencies that might correlate with the EISA and TESI competencies in Parts Two and Three.
- Refer to the cross-referenced matrix in Chapter 2 to identify the exercise(s) you might want to use.
- Find the potential exercises you identified from the cross-referenced matrix. Review the purpose, thumbnail, outcome, audience, estimated time, and facilitator competency information to help you identify the best exercise(s) for your situation. The paragraphs below provide more details about each section in the exercises so that you will know where to look quickly to find the information to determine whether the exercise is appropriate for your needs.
- Review the exercise more thoroughly to confirm that it is appropriate for you and your clients.
- Ensure the room size and table arrangements are conducive to the type of exercise you will be leading.
- Gather needed materials and make sufficient copies of any reproducible participant handouts that are included in the exercise. Full-size versions of the handouts are available at www.pfeiffer.com/go/marciahughes (password: training)

Exercise Format

The exercises in Part Two and Part Three follow the same format. The first sections of each exercise—Purpose, Thumbnail, and Outcome—explain the following:

- Purpose answers WHY you would select the exercise to use with your clients;

- Thumbnail tells you HOW participants will engage with the instructional material to generate the learning experience and how much time should be allowed for the exercise; and
- Outcome explains WHAT desired results can be achieved.

The exercises and the supporting website (www.pfeiffer.com/go/marciahughes) contain reproducible handouts that you may copy for your participants.

The Audience section indicates whether the exercise is written with an individual or team focus or can be adapted to work with both. The clients may be intact teams, team leaders, individual team members desiring to build skills to take back to the team, individuals working with a coach or team leader, or a group of individuals such as in leadership development training. Most of the exercises can be used for a variety of client groups and situations.

The Facilitator Competencies section indicates what level of skill the practitioner needs in order to successfully conduct the exercise. This level will generally also reflect the level of sophistication of the learning experience for the participants. If participants' skills tend to be less developed in an area, starting with an easier exercise will likely provide better results.

There are five levels of facilitator skills identified:



Easy



Easy to Moderate



Moderate



Moderate to Advanced



Advanced

The Materials section in each exercise lists all materials needed to conduct the exercise, including participant handouts. These handouts are shown at the end of the exercise; full-size versions are also available on the website for the book.

The Time Matrix provides an outline of the key actions within each exercise and a time estimate for how long each exercise will take to complete. These estimates are just a guideline. Times may vary depending on the size and nature of the team. When working with an individual, some exercises may take even longer, as the more intimate setting may encourage a deeper discussion.

The Instructions section provides step-by-step details for the successful facilitation of the exercise. This section is written with the assumption that the practitioner has general skills in leading exercises but not specific knowledge about the actual exercise. Where appropriate, some exercises include suggestions for “stretch goals” for situations with clients who are ready for more growth opportunities.

Feedback and Reflection

Providing direct feedback, sometimes referred to as debriefing, is one of the most important phases of the exercises. It gives participants the opportunity to reflect on and synthesize their experiences and to share what they have learned. It challenges them to develop additional emotional intelligence skills, as they will need to focus on their emotional response to what has happened in order to participate in the discussion. Taking time to reflect is one of the best opportunities for introverts to be heard and is essential for anyone who truly wants to integrate the learning opportunities.

Every exercise has been designed to generate an emotional experience for all participants. The discussions that you will be facilitating during and after the exercises are therefore crucial because that is where much learning, understanding, practicing, and integration of new skills will take place. Your thoughtful inquiry regarding participants’ emotional response to the exercise(s) will challenge them to develop additional social and emotional intelligence skills such as team motivation, communication, conflict resolution, and stress tolerance as they work to articulate their experience

with the exercise(s). We also suggest you check other resources to build your understanding of the topics, such as *A Coach's Guide to Emotional Intelligence* (Terrell & Hughes, 2008). Your job as the facilitator is to ask thought-provoking questions and to create the safest environment possible for these discussions to happen, including periods of silence that will encourage even the quietest participants to share.

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