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EQ 1 The Critic

The Critic Handout

The chairperson should instruct participants to ignore or discount all team members' opinions except for the person seated two seats to their right. If that person says something, they should validate it and include it in their summaries. If anyone else says something, ignore it or discount it. It is not necessary to give a reason for ignoring or discounting something.

EQ 2 Know a Guy

Know a Guy Handout

Think about your social circle and the social circle of the people you know. Try to think of someone you may have access to who can help with the tasks below. "I know a guy/gal who. . . ."

- Could marry two people, legally, this afternoon.
- Could take you skydiving today.
- Would know a restaurant willing to open in the middle of the night and serve you and a dozen friends dinner, and whom to call to make that happen.
- Could introduce you to a U.S. senator.
- Knows the secret to fixing the fax machine when it stops working.
- Makes the perfect pot of coffee, every time.
- Could act as a translator for a client who speaks only Russian.
- Has the phone number for a locksmith memorized or stored in their phone (but no Googling!).
- Has, on her office or on his person, a flashlight and screwdriver.
- Could bake or talk you through baking a loaf of bread without looking at a recipe.
- Owns a working typewriter.
- Could copy files you desperately need off of a 5¼" floppy disk from 1992.
- Can order any office supply you need, no questions asked.

EQ 4 Fifteen Minutes

Fifteen Minutes Handout

Name someone who is famous for doing something. What did he or she do? Is it something you could do? Why did this person become famous? How did he or she respond to the fame?

Name someone who is famous for failing at something. At what did he or she fail? Is it something you could do? Why did this person get famous? How did he or she respond to the failure?

What would you like to be famous for?

What could you be famous for in your workplace?

How do you react at your wildest successes?

How do you react when you fail?

How would you feel if someone was better/more famous than you?

EQ 5 The Invitation

The Invitation Handout

FIGURE 5-1 An Example of an Invitation Handout



EQ 7 Facebook Feed

Facebook Feed Handout

FIGURE 5-2 Negative Nancy's Social Media Page



Negative Nancy

I don't even know why I bother sometimes, people are so stupid....



Negative Nancy

It is days like today that I just want to quit my entire life, or maybe just get a new job



Negative Nancy

I think my job is giving me an ulcer; maybe I'll call in sick again



Negative Nancy

Why can't I catch a break?



Negative Nancy

Didn't sleep well again last night. Definitely not going to be giving it my all today, not that anyone will notice anyway. . . .

EQ 8 Your TED Talk

Your TED Talk Handouts

My TED Talk Handout

1. My idea about my organization. . . .

2. Why is it important to my organization?

3. How can my organization benefit?

4. What do I want to convince others they should know about this idea?

5. What doubts do I have about this idea?

TED Talk Rating Sheet

Rater: Please rate the presenter on the level of CONFIDENCE he or she displays, not on the merit of the idea.

1. On a scale of 1 to 10, I would rate this person's overall level of confidence as:

2. Why did you rate the person as you did? Be as specific as possible.
 - a. At what moments did the presenter act confidently? Be as specific as possible.

 - b. At what moments did the presenter not act confidently? Be as specific as possible.

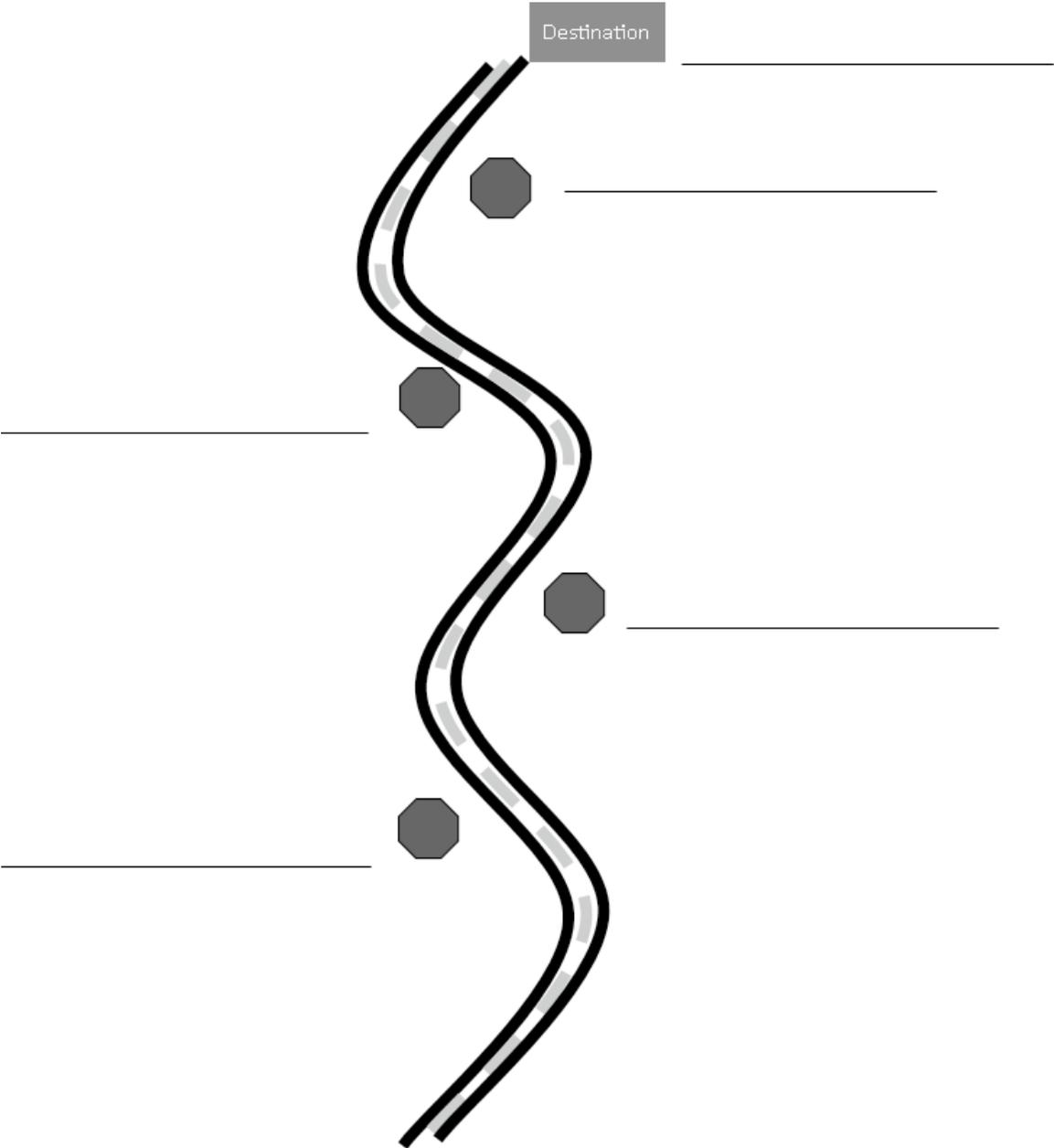
3. Offer two suggestions that would have improved your rating.
 - a.

 - b.

EQ 12 Finish Line!

Finish Line! Handout

Think about a difficult goal you achieved in your life. Write that goal on the destination line to the right in Figure 5-3. For each stop sign, write down steps you had to take for that goal to become a reality. You should also indicate any setbacks you encountered along the way. Think about times when you may have wanted to give up. Name some people who helped you continue. Next, think about a goal you would like to achieve, and write it at the end point of your trip. At each stop, write down small steps you need to take for that goal to become a reality. List people or resources that can help you if you get stuck.



EQ 14 To Talk or Not to Talk—That Is the Question

To Talk or Not to Talk—That Is the Question Handout

Instructions for “Nontalker”: During the first part of the activity, give your partner cues that you are attentive. Ask questions, lean in, nod, and give verbal recognition to comments. However, be sure that your partner is the focus of conversation. When the facilitator announces that you have two minutes left in the activity, give your partner subtle nonverbal signals that he or she is talking too much. Nonverbal signals can be removing eye contact, fidgeting, being distracted by other activities, tapping, or otherwise signaling that you have had enough.

EQ 15 Gumball

Gumball Handouts

Instructions for the Blue Gumball Team: Your job is to count all the blue gumballs in the machine that are visible or partially visible. There are quadrants across the gumball image. There may be more than one shade of blue gumball in the machine. It is critical to determine how many gumballs of each shade of blue are in each quadrant and are in the gumball machine as a whole.

Instructions for the Distractors: Your job is to try to ensure that the others in the room do not finish counting the gumballs. Interrupt them with questions, call out random numbers, and talk loudly to other distractors in the room. Do whatever it takes to make sure they don't finish!

EQ 16 What Do You Assign to the Pictures of Your Life?

What Do You Assign to the Pictures of Your Life? Handouts

Instruction Sheet for Group A: When you view the picture, use the following words or synonyms to shape your response to the question, "What do you think the person is thinking/feeling?"

Stressed

Demoralized

Upset

Overwhelmed

Sad

Worried

Fearful

Angry

Annoyed

Instruction Sheet for Group B: When you view the picture, use the following words or synonyms to shape your response to the question, "What do you think the person is thinking/ feeling?"

Happy

Excited

Content

Confident

Pleased

Inspired

Inquisitive

Playful

Imaginative

EQ 19 Last Name

Last Name Handout

1. What is something that you love talking about to others?
2. What is something you want to spend your spare time reading about, learning more about, or practicing more?
3. What is something that you are passionately interested in doing? Career or hobby—it doesn't matter.
4. What should your new last name be?
5. How will you tell others about your new last name?
6. How do you think they'll react?
7. Who do you think would volunteer to help you? Why would they do so?
8. Who do you think wouldn't support your name change? What could you do to convince them?

EQ 20 ROYGBIV

ROYGBIV Handouts

VIOLET: You are a VIOLET. VIOLETS don't like BLUES because BLUES act like they know everything. VIOLETS want to avoid BLUES at all costs. VIOLETS enjoy working with REDS or YELLOWS. They will volunteer to work with REDS or YELLOWS, but they will do what they can to stay away from BLUES.

BLUE: You are a BLUE. BLUES are allergic to YELLOWS and VIOLETS. When you are near a YELLOW or VIOLET, you have a severe allergy attack. Your allergy attack can be prevented if the YELLOW or VIOLET wears a hat. You prefer not to talk about your allergies. You don't feel comfortable asking YELLOWS or VIOLETS to wear hats, so the best thing to do is to avoid YELLOWS or VIOLETS so you don't have an allergy attack.

YELLOW: You are a YELLOW. YELLOWS are fiercely independent. They don't want to work with anyone. They find REDS or BLUES particularly annoying because REDS have headaches and BLUES have allergies. As a YELLOW, you are a hard worker and your philosophy is to work independently, get the job done and go home.

RED: You are a RED. REDS get severe headaches if they are near YELLOWS. Your headache can be prevented if the YELLOW holds a bottle of water. You prefer not to talk about your headaches. You don't feel comfortable asking YELLOWS to hold a water bottle, so the best thing to do is to avoid YELLOWS so you don't have a headache.

LEADER: You are the leader. Your job is to get your team to cooperate to form a rainbow. A rainbow consists of the following colors in this order: RED, ORANGE, YELLOW, GREEN, BLUE, INDIGO, and VIOLET. Your job is to get your team members to stand in a line in order of the rainbow colors. You have team members who are RED, YELLOW, BLUE and VIOLET. To make the color orange, you will need to get a YELLOW and RED to join arms. To make the color green, you will need to get a YELLOW and a BLUE to join arms. To make the color indigo, you will need to get a BLUE and a VIOLET to join arms.

COACH: You are the COACH. Your job is to help the leader determine the best approach to get people to cooperate. All communication to the team should come directly from the leader, but you can make suggestions to the leader based on what you know about the team members.

EQ 24 Reflection Errors—Part 1

Reflection Errors Handout—Part 1

Avoid these common reflection errors that can occur as we recall a situation. They are the things we tell ourselves about a particular incident or situation. Making these reflection errors can rob us of our development because we find reasons NOT to try to change our behavior.

- Rationalizing: "I had no choice...."
- Justifying: "Considering the situation, I was right to...."
- Focus on Intentions: "I didn't mean to insult...."
- Explaining: "Well, the reason I did this was...."
- Blaming: "If Joe hadn't _____, then I wouldn't have had to...."
- Psychoanalyzing: "He's just upset because he didn't get promoted...."
- Beating Yourself Up: "I'll never be a good leader...."
- Getting Angry All Over Again: "I'm so mad...."

Interview Question:

Tell me about a time when a project or job you were doing didn't go well. What happened? Describe it to me in detail.

Listen to the interview. Place a mark in the box if you hear any of the reflection errors. Jot down a couple of words to capture what you heard.

RATIONALIZING	JUSTIFYING	FOCUSING ON INTENTIONS	EXPLAINING	BLAMING	PSYCHOANALYZING	BEATING YOURSELF UP	GETTING ANGRY ALL OVER AGAIN

How to Improve Reflection

We can use several methods to assist us in our reflections.

- 1.** Reflect with the assistance of a mentor who can help us identify our reflection errors.
- 2.** Journal our reflections and then check our journal entries for reflection errors.

3. Ask key questions such as:

Q. How well did my interactions with others go today?

Q. How did others receive my actions?

Q. What did I do well today?

Q. What did I do that could be improved?

Q. What did I do that I should stop doing?

Q. What positive effect did I have on others today?

Q. What negative effect did I have on others today?

Q. What can I be proud of today?

EQ 26 Swing Set

Swing Set Handouts

Engineering Department

The overall goal of the Engineering Department is to concentrate on the parts and the key aspect of the design, based on the list of specifications determined by the client and which were received in the message below.

Dear Engineering Team,

We need a swing set designed for a new client. This is a bit of a rush, so please draw up your plans immediately and send them to Design so we can begin manufacturing as soon as possible. The requirements from the client are:

- U.S.-made steel frame supporting two or more swings.
- Each swing supports one child.
- Also include one slide.
- Each slide can handle one child.
- Length of slide should be 6 feet.
- Swing set should be 12 feet long.
- The swing set should be able to handle three children at any time.
- Swing chains should ensure that children's fingers cannot be caught.
- Weight capacity per swing/slide: 100 lbs.
- Maximum weight capacity: 430 lbs.
- Minimal assembly required.

Instructions: Sketch a drawing of the swing set to show design, including relevant information for the Manufacturing Department. When the timer buzzes, walk over to the Design team and show them your drawing. You'll want to keep your copy of the sketch to provide the engineering specifications to manufacturing, but the design team will also need to see your specs so it can determine colors and packaging requirements.

Design Department

The goal of the Design Department is to focus on the colors and the ability to ship the final product to the customers (broken down into flat boxes and designed to be assembled with everyday household tools). The designers receive the message below from their upper management team.

Dear Design Team,

We have an exciting opportunity to work with a new client on a swing set project. If we receive this contract, our company's products will be showcased throughout the state. It is important that we focus on using our corporate colors to identify the product as ours, so green and blue should be featured. We'll also want to make sure that shipping costs are minimized, so we have to think about how we can pack the product as efficiently as possible and make it easy for our end customers to assemble once they receive it.

Instructions: Sketch a clean copy of the swing set featuring key elements of the design. The Marketing Department will need to see your sketch to determine the most important features for its presentation. You'll need to

keep your sketch, though, to provide to the Shipping Department so it knows how many items can fit on each truck.

Marketing Department

The goal of the Marketing Department is to focus on the features that will appeal to the end customer. The department received the following information from its management team.

Dear Marketing Team,

Once you've seen a copy of the new swing set design, develop a list of the key features for the Sales Department. Spend time thinking about what the customer really wants from the swing set and how we can meet those needs. Create a list of top advantages for the Sales team to present to the customer.

Instructions: Based on the design team's sketch, create a list of the top advantages and selling points that the sales team can present to the customer. The Design team will need to keep its sketch to begin ordering supplies, but don't hesitate to give your list to the Sales team.

Sales Department

The goal of the Sales Department is to close a contract with the State's school system, which wants to purchase new swing sets for all elementary schools but must comply with a requirement that the materials used are made in this country. If that information is not in the marketing plan, the organization will lose the contract. The Sales team receives the following message from its management team.

Dear Sales Team,

Your customer has provided a very specific list of requirements with which your teams must comply. The customer's number one concern is that the product is made from a majority of U.S. products. If this fact is not in the Marketing team's presentation, we will not get the work. However, it was included on Engineering's list of requirements, so you should be sure it will be mentioned in the presentation.

Instructions: View the Marketing team's presentation and determine if you've made the sale.

EQ 27 Restaurant Reviews

Restaurant Reviews Handouts

Behavior Cards

Interrupt each time someone speaks.

Tell the next person to talk that her idea is stupid.

Put your feet up on the table or check your cellphone and act bored.

Tell everyone in the group that you don't care, this is stupid, and try to get others to quit.

Get up and leave the room (come back in less than 30 seconds, but don't tell others where you are going or when you'll be back).

Offer to take a turn (or start, if necessary) writing the list of restaurants for the group. Maintain the list.

Give positive feedback to the group—"That list is really great."

Tell the next person who talks that he has a good idea.

EQ 29 Academy Award

Academy Awards Handouts

The Dirty Dozen

No matter how good we become at observation, if our rational thinking is flawed, our interpretations will be flawed as well. Erroneous beliefs and prejudices in our thinking will thus hinder us from living our intentions. These are called “rational hijackings” because they render our rational brain useless. The Dirty Dozen are examples of flawed thinking.

1. Needing Approval: “Everyone I work with must approve of me at all times.”
2. Making Mistakes: “I must prove thoroughly competent, adequate, and achieving at all times.”
3. Changing Others: “I have an obligation to change others who act unfairly or obnoxiously.”
4. Catastrophize: “When I am very frustrated, treated unfairly, or rejected, I have to view things as awful, terrible, horrible, and catastrophic.”
5. Others Cause Misery: “My emotional misery comes from external pressures that I have little ability to change.”
6. Worry, Fret, and Fear: “If something seems dangerous or fearsome, I must preoccupy myself with it and make myself anxious about it.”
7. Avoidance: “It’s easier to avoid facing difficulties and self-responsibilities than to do something about it.”
8. The Past: “My past remains all important and because something once strongly influenced my life, it has to keep determining my feelings and behavior.”
9. Unrealistic Expectations: “People and things should turn out better than they do, and I must fix them.”
10. Competition: “My worth can be measured by competitive situations.”
11. Source of Problems: “The people and conditions in my life are the source of my problems.”
12. Negativity: “Certain occurrences or events are negative by nature.”

Role Cards

Actor 1, Needing Approval: “Everyone I work with must approve of me at all times.”

Challenger 1: Try to convince your partner to go ahead with an idea that is contrary to what others in the group like.

Actor 2, Making Mistakes: “I must prove thoroughly competent, adequate, and achieving at all times.”

Challenger 2: Try to convince your partner that he does not have to be competent at a certain thing. Let him know it is okay to not be perfect.

Actor 3, Changing Others: “I have an obligation to change others who act unfairly or obnoxiously.”

Challenger 3: Point out someone who acts obnoxiously and commiserate on how you are unable to change people and that some things are just unfair.

Actor 4, Catastrophize: “When I am very frustrated, treated unfairly, or rejected, I have to view things as awful, terrible, horrible, and catastrophic.”

Challenger 4: Point out that at times unfair things happen, but they’re just life, they happen sometimes, and it is not the end of the world.

Actor 5, Others Cause Misery: "My emotional misery comes from external pressures that I have little ability to change."

Challenger 5: Try to convince your partner that happiness/unhappiness comes entirely from within each person.

Actor 6, Worry, Fret, and Fear: "If something seems dangerous or fearsome, I must preoccupy myself with it and make myself anxious about it."

Challenger 6: Try to convince your partner that there is no sense in worrying about something.

Actor 7, Avoidance: "It's easier to avoid facing difficulties and self-responsibilities than to do something about it."

Challenger 7: Try to convince your partner to confront something that she may find difficult and do something about it.

Actor 8, The Past: "My past remains all important, and because something once strongly influenced my life, it has to keep determining my feelings and behavior today."

Challenger 8: Try to convince your partner that things that happened previously do not need to influence his life, and that he is making a choice to continue to focus on that thing.

Actor 9, Unrealistic Expectations: "People and things should turn out better than they do, and I must fix them."

Challenger 9: Point out that your partner has no power over how most other people or things turn out and no obligation to fix anything or correct other's mistakes.

Actor 10, Competition: "My worth can be measured by competitive situations."

Challenger 10: Try to convince your partner that she does not have to be the best at things, or even better than most.

Actor 11, Source of Problems: "The people and conditions in my life are the source of my problems."

Challenger 11: Try to convince your partner that some things are within your control and that there are some problems that he could fix just by changing his outlook.

Actor 12, Negativity: "Certain occurrences or events are negative by nature."

Challenger 12: Try to convince your partner that some events are only events and do not have positive or negative connotations assigned to them.

Instructions for the Actor: The challenger is going to try to convince you to do something. Use the actor card assigned to you to convince the challenger that you shouldn't participate in the activity the challenger is proposing. Be firm in your voice and don't give in. (Do not share these instructions with the challenger.)

Instructions for the Challenger: Try to convince the actor to do what is listed on your role card. The roles are vague so that you can fill out the details of the activity yourself. If the actor doesn't want to go along with your plan, do your very best to convince him and work to overcome any obstacles that may prevent him from participating. (Do not share these instructions with the Actor.)

EQ 30 Judgment Day

Judgment Day Handout—Working Remotely Scenario

Employee 1: You work on a remote team. Your boss is in another location. You have seen your boss in person three times in the past three years. The two of you communicate almost exclusively by email, and only very rarely by telephone. You are extremely busy on a small portion of a large-scale project—dubbed Project A—that has widespread implications for your organization. You heard through one of your colleagues (Employee 2) that the project was in trouble. You also heard that the budget for your project was being cut. You know that Employee 2 recently met with the boss via conference call. He has met with the boss on several occasions. Your boss sent you an email today wanting a clear update on your activity on the project for the past three months. You send him updates weekly in a report format. Generally you do not hear anything back regarding the updates. Two weeks ago, he responded to your weekly update with an email in which he said he wanted more information on a particular item in the report. You sent him more information and haven't heard back from him. Your work requires you to get information from Employee 2 on a regular basis. Although Employee 2 answers you, his answers are often delayed. Sometimes you have to note in your weekly reports that you are behind on some aspect of the project due to these delays. You know that Employee 2 is working on a cross-functional local team and you wonder why you haven't been asked to take on similar responsibilities.

Leader: You are the leader of a remote team. You have responsibility for team members in seven states. You have a limited travel budget to visit your team members or to pull your team members together. You believe most members of your team are very competent, and your philosophy is to stay out of their way. Your boss has tapped you to design an organizational change that will require drastic changes on an important project that your remote team is working on. The change is extremely confidential, and you are not permitted to discuss it with your team. You believe that Employee 1 may be a good resource to lead a new initiative in the changed organization. Employee 1 always gives you weekly updates that are thorough and informative. Employee 2 gives you updates that are very limited. You have asked him for more information, but you get only limited response to your needs. On several occasions you have reached out to talk to Employee 2 and he never seems available when you call. You are concerned that Employee 2 won't have the skill set required in the new structure. One skill set will be a special certification on XYZ. You wanted to signal to Employee 2 that there may be a problem, so you hinted that the project may not continue as it has in the past, due to budget constraints.

Employee 2: You have been working on a very large remote project—dubbed Project A. Your boss is in another location. You have only seen him three times in three years. You send him weekly updates on your work progress. Lately, your boss has been asking for more information on just about everything. There is a three-hour time difference between you and your boss, who has a habit of calling when you are not available. When you try to call him back, more often than not, the boss is in a meeting. This past year has been particularly challenging. You have been pulled in a lot of different directions at the local level. Your local office has physically moved its location. You were responsible for the cross-functional team that led every detail of the physical move. In addition, you are now working on another cross-functional team at the local level that has you in meetings all day. You've also been working on a special certification. By the end of the month, you'll be certified on XYZ. The training has been intense. It's required hours of preparation and study. However, you're happy that you've been working on it and that it's almost completed. Although you've mentioned the cross-functional teams to your boss, you don't include the details of them in your weekly reports because the boss just wants to know about the activities focused on Project A. You recognize that sometimes Employee 1 needs information from you, but he isn't always able to get it as timely as possible because you've been juggling so many extra duties. You have noticed that Employee 1 has much more detail in his reports. You expect to be able to deliver to that same level once you are finished with your certification.

EQ 31 Let's Go!

Let's Go! Handouts

Team A Instructions

When thinking about planning a vacation spot, be open minded and do not immediately jump to a place you'd like to go. Instead, use the following process:

Step 1: Focus on identifying your interests in a vacation. Be specific about the interest without immediately naming a location.

For example: I am interested in being near water. I am interested in golf. I am interested in hiking. I am interested in good food.

Step 2: Clarify the interests of everyone in the group.

For example: Let me understand: You'd like to be near any body of water. Is there a particular watersport you're interested in, or is it just being near the water?

Step 3: Confirm the understanding of the interests.

For example: So the interests of everyone in the group are being near a body of water, playing golf, hiking, and so on.

Step 4: Start suggesting locations. At this point you can be specific about the places and explain how each of the interests could be met by the locations.

Step 5: Try to resolve any concerns so that everyone's interest is met.

Step 6: Set the location for your vacation.

Team B Instructions

Each person on the team should conceive of a specific vacation spot. Then, you should convince your team to go to a specific vacation spot that you love. Try to convince the members how special the specific city, town, or spot is, including the specific activities, restaurants, museums, etc., that make the place special.

EQ 32 A Wondering Mind or a Plan for the Future?

A Wondering Mind. . . Daydream Your Future Autobiography Handout

Part 1—Freeform Daydreaming

Record at least one of your future-focused daydreams per day for two weeks. In addition, record the reason this idea appeals to you. Future-focused daydreams place us in the future doing or interacting in a certain way. For the sake of this exercise, just record or focus on daydreams related to work or career aspirations. Leave the columns to the right blank. Bring your worksheet to class.

FREE-FORM FUTURE FOCUSED DAYDREAMS	NATURAL ABILITY 1-10	EXISTING SKILLS 1-10	INTEREST H M L	REALISTIC		EXPLORE	
				Y	N	Y	N
Day 1—Daydream notes Why does this appeal to you?							
Day 2—Daydream notes Why does this appeal to you?							
Day 3—Daydream notes Why does this appeal to you?							
Day 4—Daydream notes Why does this appeal to you?							
Day 5—Daydream notes Why does this appeal to you?							
Day 6—Daydream notes Why does this appeal to you?							
Day 7—Daydream notes Why does this appeal to you?							

FREE-FORM FUTURE FOCUSED DAYDREAMS	NATURAL ABILITY 1-10	EXISTING SKILLS 1-10	INTEREST H M L	REALISTIC		EXPLORE	
				Y	N	Y	N
Day 8—Daydream notes Why does this appeal to you?							
Day 9—Daydream notes Why does this appeal to you?							
Day 10—Daydream notes Why does this appeal to you?							
Day 11—Daydream notes Why does this appeal to you?							
Day 12—Daydream notes Why does this appeal to you?							
Day 13—Daydream notes Why does this appeal to you?							
Day 14—Daydream notes Why does this appeal to you?							

Part 2—Structured daydreaming

If you've ever heard yourself saying, "I can picture myself doing that," you may be tapping into some important information about your future. This mental visualizing of ourselves in the future is an important step in defining our purpose. To help tap into important information about the future, try structured daydreaming. It is intentional daydreaming for the purpose of determining our interest and purpose. Each day for two weeks, allow yourself to daydream about a particular path that interests you. You can get inspiration from an article you read, a person you meet, a picture you see, a movie or book, or any other source. The idea is to take something that draws you in and allow yourself to explore the idea. Every day for two weeks, the goal is to hear yourself saying, "I can picture myself doing that," to at least one idea. Write it down.

If you are already engaged in work that you believe fulfills your purpose, then use this exercise to refine it. Instead of imagining yourself doing something different, it is imagining yourself doing what you are already doing in a better, new, or bigger way. You would say to yourself, "I can picture myself doing that and being even more effective at my purpose."

STRUCTURED FUTURE FOCUSED DAYDREAMS	NATURAL ABILITY 1-10	EXISTING SKILLS 1-10	INTEREST H M L	REALISTIC		EXPLORE	
				Y	N	Y	N
Day 1—Daydream notes Why does this appeal to you?							
Day 2—Daydream notes Why does this appeal to you?							
Day 3—Daydream notes Why does this appeal to you?							
Day 4—Daydream notes Why does this appeal to you?							
Day 5—Daydream notes Why does this appeal to you?							
Day 6—Daydream notes Why does this appeal to you?							

STRUCTURED FUTURE FOCUSED DAYDREAMS	NATURAL ABILITY 1-10	EXISTING SKILLS 1-10	INTEREST H M L	REALISTIC		EXPLORE	
				Y	N	Y	N
Day 7—Daydream notes Why does this appeal to you?							
Day 8—Daydream notes Why does this appeal to you?							
Day 9—Daydream notes Why does this appeal to you?							
Day 10—Daydream notes Why does this appeal to you?							
Day 11—Daydream notes Why does this appeal to you?							
Day 12—Daydream notes Why does this appeal to you?							
Day 13—Daydream notes Why does this appeal to you?							
Day 14—Daydream notes Why does this appeal to you?							

EQ 35 Blind Vote

Blind Vote Handout

Scenario: You work in a restaurant kitchen. You are fairly certain that your coworker Jane has been taking shortcuts at work. These aren't super serious, but you are certain that Jane has been leaving food out of the refrigerator longer than is allowed by the county health inspector. You don't believe that this is a malicious action on Jane's part. Instead she just gets busy preparing food for customers and doesn't immediately put the ingredients back where they belong.

Possible Resolution 1: You are fairly certain that your boss has noticed Jane's behavior, so you'll continue doing your job and not say anything about Jane leaving things out. It isn't your job to correct Jane's behavior—it's your boss's, and you don't want Jane to be angry at you since that won't help anyone get the work done.

Possible Resolution 2: You know that Jane has good intentions, so you decide to approach her gently. You decide to let her know the restaurant could get in trouble with the health inspector for leaving food items out. Explain that you know it's only because she gets so busy filling orders for customers. Still, it is important in the future to make sure things are put away so that you both don't get in trouble.

Possible Resolution 3: You are fairly certain your boss has noticed Jane's behavior, but you're not 100 percent sure, so you approach your boss to let him know that you've noticed Jane leaving food items out. You explain that you're sure it's only because she gets distracted because she cares so much about filling the orders for the customers.

EQ 36 Are you Flexible? Let's Find Out

Are You Flexible—Interview Handout

Interviewee Name

Explain to the interviewee that you would like some feedback from his or her perspective about your flexibility. Explain that it is important to be flexible with coworkers and others. Tell people that you would value their candid responses. Ask the following questions for each interviewee. Record the answers below.

1. As you think about our working relationship (or personal relationship if interviewing a family member), can you describe a time when you considered my actions to be flexible?

2. Can you please describe a time when you considered my actions to be inflexible?

3. In our working relationship (or personal relationship), how often do you think I try to flex to your needs, concerns or demands?

1	2	3	4	5	6	7
Almost Never	Never	Sometimes	Average	Often	Almost Always	Always

4. Under what circumstances do you consider me to be most flexible? Least flexible?

5. What suggestions do you have for me to be more effective in this area?

6. On a scale of 1 to 10, with 10 being the highest, how would you assess my flexibility?

1	2	3	4	5	6	7	8	9	10
Low									High

EQ 38 Authenticity—A Reflection

Authenticity—A Reflection Handout

Values

1. Describe a situation in which you found yourself in a values conflict. What did you do?
2. Describe a situation at work in which you thought you had to compromise your beliefs or values.
3. Think about a time when a situation at work was an affront to your values. What did you do?
4. Describe a time when you were able to persuade people to agree with your values. How did you do that?

Trust

1. Think about someone you trust. Why do you trust that person?
2. How do you gain people's trust? What actions did you take?
3. Think about a situation in which you lost someone's trust. What do you think you could have done differently?

Commitment

1. When did you honor a difficult commitment?
2. When did you not honor a commitment? Why? How did you feel?
3. Was there ever a time when you didn't carry your weight regarding an assignment or a commitment?

EQ 39 Better Method

Better Method Handout

Circle the option you think would be best for maintaining a positive work environment.

When you aren't sure that your coworker is doing a task correctly...	
<i>Option 1:</i> "I want to work with you to come up with something that is acceptable for our client."	<i>Option 2:</i> "You're doing this wrong."
When your coworker isn't addressing a situation correctly...	
<i>Option 1:</i> "You're wrong."	<i>Option 2:</i> "Let's talk about it so we can both understand what we need in this situation."
When you don't agree with your colleague's position...	
<i>Option 1:</i> "Please help me to fully understand your position."	<i>Option 2:</i> "Yes, but...."
When you believe your colleague is presenting incorrect information...	
<i>Option 1:</i> "What would you think if we involved the xyz expert on this?"	<i>Option 2:</i> "You don't have your facts right."
When your expectations weren't clearly understood...	
<i>Option 1:</i> "No, YOU don't understand how important this is."	<i>Option 2:</i> "Let me explain as clearly as I can what I need from this. Please ask me to clarify if I'm not making myself understood...."
When someone really disagrees with your position...	
<i>Option 1:</i> "I appreciate you letting me know this information. This new information helps me understand the situation more clearly."	<i>Option 2:</i> "Why would you think that!?"
When there is clearly a problem that needs to be solved...	
<i>Option 1:</i> "Well if we just do it my way, we can stop talking about it."	<i>Option 2:</i> "I believe if we put our heads together we can come up with an acceptable solution to both of us. Tell me what comes to mind to you to resolve this situation."
When you don't think a colleague will meet a deadline...	
<i>Option 1:</i> "You're always late."	<i>Option 2:</i> "I'm concerned about the deadline on the xxx project. You said you would review my report by noon yesterday, and to my knowledge it hasn't been done yet. Can you help me?"

When another party is clearly angry...

Option 1: "I know that this is a difficult issue. I would like to hear your perspective. Please help me by remaining calm."

Option 2: "How could you be so disrespectful!?"

When you don't have a good relationship with a colleague...

Option 1: "You just want to disagree with me because that's what you always do."

Option 2: "I know that we have a disagreement right now, but I want to work hard to have a positive outcome."

When someone brings up an issue with your idea...

Option 1: "Please tell me more, I want to understand your position."

Option 2: "Well, that's not likely to happen anyway, it's silly to talk about...."

When you have an issue about another's idea...

Option 1: "Ok, if we do that, I'm concerned that ___ might result. How might we mitigate my concern if we choose your option?"

Option 2: "We can't do that! That's not going to work."

EQ 40 Flexibility—A New Leader Exercise

Flexibility—A New Leader Exercise Handout

1. Think about a time as a leader when you found it necessary to bend the rules.
 - What did you do?
 - Why did you do it?
 - What criteria did you use to decide?
2. Think about a time as a leader when you were tempted to bend the rules, but decided not to.
 - What did you do?
 - Why did you do it?
 - What criteria did you use to decide?
3. Think about a time as a leader when you were asked to bend the rules, but definitely knew it was the wrong move.
 - What did you do?
 - Why did you do it?
 - What criteria did you use to decide?
4. Think about a time when you were flexible and accommodated someone on your staff.
 - What did you do?
 - Why did you do it?
 - What criteria did you use to decide?
 - How do you think others viewed your actions?
5. Think about a time when you were flexible and later regretted it.
 - What did you do?
 - Why did you do it?
 - What criteria did you use?
 - What went wrong?
 - What would you do differently?

EQ 41 Help Who?

Help Who? Handout

Scenario: You work in a shipping facility with two other coworkers. Orders that must be packed and shipped are assigned as they come in on a rotating basis. For example, Order 1 will be assigned to you, Order 2 will be assigned to Sue, and Order 3 will be assigned to Joe. Then when Order 4 comes in, it will be assigned to you again, and so on. You have filled several large orders today and know that you can finish everything else assigned to you by the end of the day. You had to rush quite a bit this morning in order to meet a noon shipping deadline for a very large order, and now you are pleased that you have met your goals and that your customers will receive what they need.

With only an hour left in the shift, Joe is assigned a very large order that must be filled by that evening's shipping deadline. It will take a tremendous amount of effort for Joe to fill the order and it would be very hard for one person to do that amount of work on his or her own. What do you do?

Reaction 1: You know that you should probably help Joe, but Joe has been a bully to you and Sue lately. Joe has been making rude comments and has been telling crude jokes that make both of you uncomfortable, so you are not looking forward to spending extra time in his presence. You know that he cannot easily make the evening shipping deadline and the customer will have its shipment delayed.

You also know that unless you concentrate for the rest of your shift on filling the orders that are left in your queue, you won't be able to complete all of them. Joe took several breaks earlier and a very long lunch, and you know he is behind on his queue. He also didn't help you when you were scrambling earlier to fill the order for the noon shipment, so you complete the work assigned to you and leave work at the end of your shift.

Reaction 2: Joe has been a difficult coworker to deal with lately. He's a bully to you and Sue, and he's been making rude comments and telling crude jokes that make both of you uncomfortable. You are not looking forward to spending any extra time with Joe, but you know that if he doesn't get help, he'll miss this evening's shipping deadline and the customer will have to wait for his order. You find it frustrating that earlier today when you were scrambling to fill your order for the noon deadline, Joe took a long lunch and didn't help you out.

You also know that unless you concentrate for the rest of your shift on filling the orders left in your queue, you won't be able to complete all of them this evening, but since they do not need to go out until tomorrow at noon, you probably could spare the time to help Joe fill the order as long as you scramble tomorrow morning. You know the customer that placed this order and you know they really do need the order quickly, so you decide to help Joe fill the order with the time remaining on your shift. By doing so, the order makes it onto the evening shipment.

Reaction 3: Joe has been a difficult coworker to deal with lately. He's a bully to you and Sue, and he's been making rude comments and telling crude jokes that make both of you uncomfortable. You are not looking forward to spending any extra time with Joe, but you know that if he doesn't get help, he'll miss this evening's shipping deadline and the customer will have to wait for his order. You find it frustrating that earlier today when you were scrambling to fill your order for the noon deadline, Joe took a long lunch and didn't help you out.

You also know that unless you concentrate for the rest of your shift on filling the orders left in your queue, you won't be able to complete all of them this evening, but since they do not need to go out until tomorrow at noon, you could spare the time to help Joe fill the order. You approach Joe and offer to help him with his order this afternoon as long as he helps you with your orders in the morning. Joe agrees, so you decide to help Joe fill the order with the time remaining on your shift. By doing so, the order makes it onto the evening shipment. You leave work hoping that Joe will keep his word and help you fill your remaining orders in the morning.

EQ 42 Reflection on Courage

Reflection on Courage Handout

1. Think about a time when you spoke up about something in the workplace. What was the issue? Why did you speak up about it? What did you say? What did others think?
2. Do you ever wish you had said something in a meeting or encounter but didn't? Why didn't you?
3. What did you do the last time someone blamed you for something at work that wasn't your fault?
4. Think about a time when you were right, and you knew you were right, but someone else (a boss, a coworker, a customer) didn't believe you. What did you do?
5. Think about a time when you realized a situation at work was unfair. What did you do?
6. Think about a time when you were told to do something that you knew wasn't a good idea. What did you do?
7. Think about a time when you and a peer were at odds about a particular decision or direction. What did you do?
8. Think about a time when your boss had a particular opinion that differed from yours. What did you do?
9. Think about a time when you disagreed with a goal that you were told to achieve. Did you still work toward the goal? How did that go? What other actions did you take?
10. For leaders: Describe a difficult performance discussion you had with an employee.
11. For leaders: Think about a time when you decided not to discuss an issue with an employee. Why did you make that decision?
12. When do you know you were courageous and acted that way?
13. When do you think you should have been more courageous?
14. What would you like to be more courageous about in the future?

EQ 45 The Rebuttal

The Rebuttal Handout

Observer's Sheet: Listening Skills

Listen to the discussion carefully. Watch for the following behaviors. Place a check mark in Column 2 each time you observe the listed behavior.

Genuine active listening for the sake of understanding.	
Listening and then following with a rebuttal.	
Asking clarifying questions for the sake of understanding.	
Asking clarifying questions for the sake of rebuttal.	
Interrupting people before they have finished their thought.	
Nodding in agreement or understanding when the opposing team was speaking.	
Shaking their heads or negative body language when the opposing team was speaking.	
Using the word "BUT" to begin an opposing thought.	
Using the word "NO" to begin an opposing thought.	
Validating the opposing group's idea by saying "That's a point I hadn't considered...."	

EQ 47 Flying High

Flying High Handout

The leader can only accept aircraft if ALL of the following criteria are met:

1. The aircraft must be handed to the leader by a different member of the team each time. If the same person hands you a second aircraft, you must reject it.
2. Aircraft must be accepted only if it is in a different color from the last aircraft you accepted. So, if you just accepted a blue aircraft, the next aircraft must be a color besides blue.
3. Aircraft must be accepted only if the aircraft is handed to you tail first. If someone hands you an aircraft nose first, you must reject it.

EQ 50 Review of Emotional Intelligence Using Quotations

Review of Emotional Intelligence Using Quotations Handout

You can use your favorite quotations. However, here are a few that address key emotional intelligence concepts:

- I have striven not to laugh at human actions, not to weep at them, nor to hate them, but to understand them.—Baruch Spinoza.
- Habit is stronger than reason.—Santayana.
- Let's not forget that the little emotions are the great captains of our lives and we obey them without realizing it.—Vincent Van Gogh.
- To do good things in your life, first you must know who you are and what gives meaning to your life.—Paula Brownlee.
- Knowing others is wisdom, knowing yourself is enlightenment.—Lao Tzu.
- "Ah! If only there were two of me," she thought, "one who spoke and the other who listened, one who lived and the other who watched, how I would love myself! I'd envy no one."—Simone de Beauvoir.
- The key to understanding others is to understand oneself.—Helen Williams.
- When a man gains knowledge through the observation of his truth, the world changes.—Kilindi Iyi.
- The trick is to accept what makes you good.—James Baldwin.
- Always being in a hurry does not prevent death, neither does going slowly prevent living.—Ibo.
- The only thing that will stop you from fulfilling your dreams is you.—Tom Bradley.
- We need quiet time to examine our lives openly and honestly. . . spending quiet time alone gives your mind an opportunity to renew itself and create order.—Susan Taylor.
- Reflect upon your blessing of which every man has plenty, not on your past misfortunes of which all men have some.—Charles Dickens.
- It doesn't happen all at once. You become. It takes a long time.—Margery Williams.
- Real knowledge is to know the extent of one's ignorance.—Confucius.
- He who knows only his side of the case, knows little of that.—John Stuart Mill.
- No matter what accomplishments you make, somebody helps you.—Althea Gibson.
- The extent to which you are able to transform your "self-concern" into "other concern" will determine your effectiveness in getting others to follow along.—Anonymous.
- To attempt to climb—to achieve—without a firm objective in life is to attain nothing.—Mary Roebling.