



**FAUROTE**  
+group

Life is calling.

Emotional Intelligence:  
A Catalyst for High Performance

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## Misconceptions?

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## Emotions and Performance

Examples of emotions facilitating someone's performance:

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Examples of emotions impairing someone's performance:

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## Best / Worst Colleague/Peer/Boss

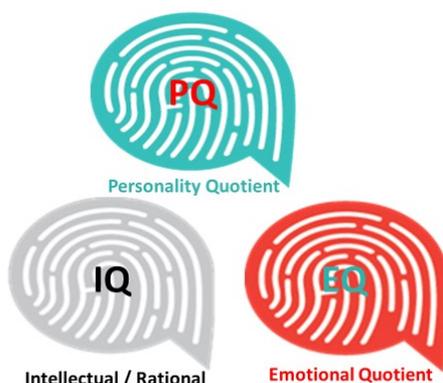
Best	Worst
<ul style="list-style-type: none"> <li>• Listens/Open</li> <li>• Shows appreciation</li> <li>• Coaches me</li> <li>• Realistic</li> <li>• Gets to know others</li> <li>• Pitches in to help</li> <li>• Positive attitude</li> <li>• Vision/Clarity</li> <li>• Accessible/Approachable</li> <li>• Sets expectations</li> </ul>	<ul style="list-style-type: none"> <li>• No clarity/not transparent</li> <li>• Hoards information</li> <li>• Disrespectful</li> <li>• No feedback (+/-)</li> <li>• Goals change too fast</li> <li>• Micro-managing</li> <li>• Poor decision-making</li> <li>• Negative outlook</li> <li>• Inconsistent</li> <li>• Second-guessing</li> </ul>

In the space provided, list your own behavioral differences (actions, motivations, goals, etc.) while interacting with both the best and worst. How did others' demeanor and leadership styles influence your behavior?

Best	Worst



## The Whole Person



### Intellectual Quotient (IQ)

IQ is your ability to learn. Research shows it's the same at age fifteen as it is at age fifty. Our intellect is what we have learned over the years through formal education and experiences.

### Personality Style (PQ)

Your Personality Style describes who you are and how you behave. Personality does not change and is typically set by the age of 6. You can use your personality to assist in developing your emotional intelligence, but the latter isn't dependent on the former.

**Golden Rule** - "Treat others the way **YOU** want to be treated."

Versus

**Platinum Rule** - "Treat others the way **THEY** want to be treated."

### Emotional Intelligence (EQ)

At a 30,000-foot view, EI is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It is a set of emotional and social skills that influence the way we:

- Perceive and express ourselves
- Develop and maintain social relationships
- Cope with challenges
- Use emotional information in an effective and meaningful way

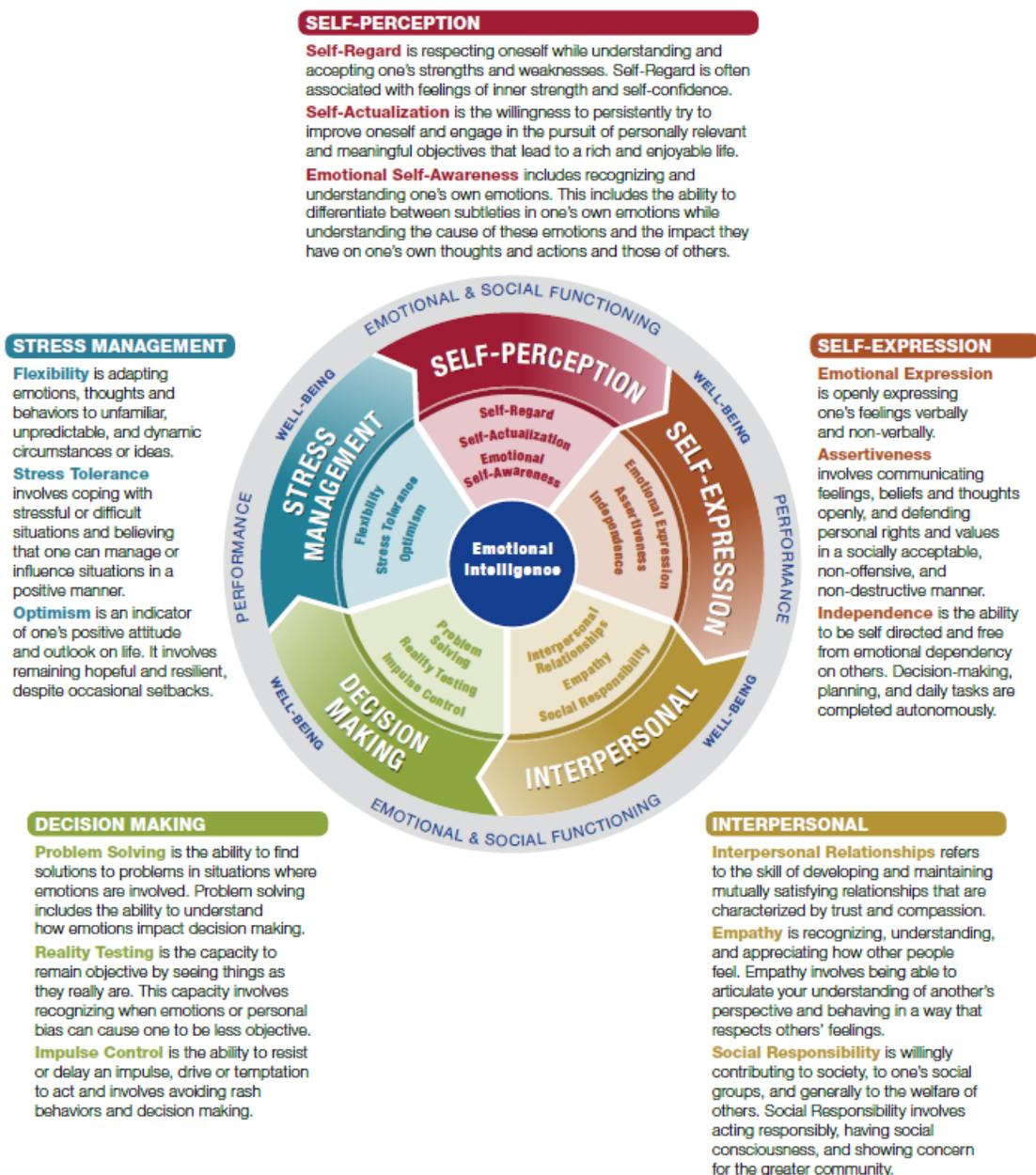
"It is very important to understand that emotional intelligence is not the opposite of intelligence. It is not the triumph of heart over intelligence. It is the unique intersection of both." - David Caruso



## The Brain

Left - Rational	Right - Intuitive
Analytical	Emotional
Detailed	Illogical
Sequential	Imaginative
Planned	Risk Taking
Structured	Impetuous
Language	Philosophy
Math	Music
Science	Art

## EQi 2.0 Model





## Emotional Self-Awareness

### What does Emotional Self-Awareness mean?

The ability to: (1) understand what emotions you are experiencing/feeling, (2) know what causes / triggers (people, situations, events), (3) be aware in the moment (not minutes or hours later), (4) understand the impact on you and others, and (5) use emotional information effectively to control your behaviors to a positive outcome.

### EQ Temp Gauge:

Low Usage 	Moderate Usage 	High Usage 
<p>Individuals with a low usage of Emotional Self-Awareness may struggle with understanding their emotions and their causes. It is likely that they:</p> <ul style="list-style-type: none"> <li>• are comfortable experiencing some emotions, but others make them uneasy.</li> <li>• superficially experience emotions, allowing them to just happen without thoughtful evaluation.</li> <li>• keep emotions separate from work or fail to use them to enhance effectiveness.</li> <li>• may fail to notice the impact their emotions have on others.</li> </ul>	<p>Individuals with a moderate usage of Emotional Self-Awareness are in touch with their emotions and manage them in a way that is healthy (for self and relationships at work). It is likely that they:</p> <ul style="list-style-type: none"> <li>• have a solid read of their inner self—they can describe and manage the emotions they are experiencing.</li> <li>• are aware of how emotions impact team morale, collaborative relationships, and individual performance.</li> <li>• have a few emotions that elude them.</li> </ul>	<p>Individuals with a high usage of Emotional Self-Awareness are conscious of their emotions and the impact they have on their own and others' performance. It is likely that they:</p> <ul style="list-style-type: none"> <li>• are attuned to slight nuances between emotions (e.g., contempt and anger).</li> <li>• gather information from emotions (positive and negative emotions)</li> <li>• can identify triggers</li> <li>• are contemplative and use "gut-feelings" to guide them.</li> <li>• can differentiate between and manage a full spectrum of emotions.</li> </ul>

**Self-Rating:** on a 10pt scale

(1 to 3 mirrors 'low usage', 4 to 7 is 'moderate usage', and 8 to 10 mirrors 'high usage') \_\_\_\_\_

### Physiological effect of emotions

Emotion	Physical Signs
Rage	<i>Clenched fists</i>
Fury	<i>Cold-focused stare</i>
Depression	<i>Fatigue</i>
Despair	<i>Slouching, staring into space, a slow, hesitant voice, sighing</i>
Despondency	<i>Weighed down posture</i>
Anxiety	<i>Restlessness, pounding heart, rapid breathing</i>
Fear	<i>Tenseness</i>
Panic	<i>Aching muscles and headaches, tension in the neck and shoulders</i>
Anger	<i>Hands on hips, pounding heart, sweating, rapid breathing</i>

What are your common physiological signs of response? \_\_\_\_\_



## Exercise: Emotional Self-Awareness

Identify recent situations or interactions that elicited these feelings / emotions (anger, fear, happiness, anxiety) or pick your own emotion and document the items below.

	Circumstance/ Situation	Impact			Outcome Good/Bad/Neutral	Time to Refocus
		Physical	Mental	Social		
<b>Anger</b>						
<b>Fear</b>						
<b>Happiness</b>						
<b>Anxiety</b>						



## Impulse Control

### What does Impulse Control mean?

Impulse control involves understanding the appropriate times and ways to act on emotions and impulses, both positive and negative, and the importance of thinking before acting. It involves avoiding rash behaviors and decision making and putting on the brakes with angry, aggressive, hostile, and irresponsible behavior. It's the capacity to look before you leap (hit the 'pause' button)—to manage a wide range of volatile emotional states and urges wisely and coolly.

### EQ Temp Gauge:

<b>Low Usage</b> 	<b>Moderate Usage</b> 	<b>High Usage</b> 
<p>Individuals with low usage of Impulse Control tend to be more impulsive and impatient than composed and controlled. They may respond in unpredictable ways to emotions, making coworkers uncertain as to how they will react. They may tend to:</p> <ul style="list-style-type: none"> <li>• be very involved and talkative during meetings or conversations.</li> <li>• be impatient for action, antsy to move into the execution stages of projects.</li> <li>• be high-strung or touchy.</li> <li>• have an “act now, think later” approach to solving problems and making decisions.</li> </ul>	<p>Individuals with moderate usage of Impulse Control are generally able to resist or delay impulses to act. Their stable nature helps to put people at ease; coworkers will be able to predict behavior and will open communication channels with them. They may tend to:</p> <ul style="list-style-type: none"> <li>• be deliberate and apt to survey before responding.</li> <li>• control emotions and impulses to act.</li> <li>• be considerate of sharing “airspace”, ensuring everyone can speak.</li> <li>• be somewhat impulsive under times of stress or pressure.</li> </ul>	<p>Individuals with high usage of Impulse Control tend to extensively control their emotions and impulses to act. Their highly stable nature helps to put people at ease; coworkers will feel they can easily predict their behavior or mood and will be more likely to open communication channels. They may tend to:</p> <ul style="list-style-type: none"> <li>• be deliberate and apt to survey a situation before making a decision.</li> <li>• be patient and calm even when provoked.</li> <li>• be able to think before they act; rarely regret what they've said or done.</li> </ul>

**Self-Rating:** on a 10pt scale

(1 to 3 mirrors 'low usage', 4 to 7 is 'moderate usage', and 8 to 10 mirrors 'high usage') \_\_\_\_\_

### Exercise: But I want...

Do the following statements apply to you? (Respond with Never, Rarely, Seldom, Frequently, or Always.)

I tend to leap before I look	_____	I often make impulse purchases	_____
I have knee-jerk reactions	_____	Others say I'm 'hot-headed'	_____
Others seem too slow in making decisions	_____	If another driver cuts me off, I respond by...	_____

If you've answered frequently or always for most of the above, you may have difficulty with your impulse control.

Pick an area in which you struggle with impulse control (anger, impatience (traffic or waiting in line), food, socializing at work, social media, TV) and complete the below based on your selection:

My impulse control challenge is:	
When I don't control this impulse, consequences are:	
I find it harder to control this impulse when:	
What could help me to gain control over this impulse:	

**Reflection Questions:** What does this tell you about yourself? How motivated are you to change your behavior related to this impulse?



## Reality Testing

### What does Reality Testing mean?

The Reality testing is the ability to remain objective by seeing things as they really are. This capacity involves recognizing when emotions or personal bias cause us to be less objective and creates opportunity to: accurately size up the immediate situation, not make “mountains out of molehills,” and not be overly optimistic or too pessimistic.

### EQ Temp Gauge:

Low Usage 	Moderate Usage 	High Usage 
<p>Individuals with low usage of Reality Testing often lose objectivity in favor of seeing things how they wish them to be. Decisions and interactions with others may be based on unrealistic information colored with bias. Often, they:</p> <ul style="list-style-type: none"> <li>• tend to view a situation from only one perspective.</li> <li>• set goals and objectives that are seen as unrealistic to those they work with.</li> <li>• use overly positive (extreme happiness) or negative emotions (high anxiety) which may color their view a situation.</li> </ul>	<p>Individuals with moderate usage of Reality Testing, for the most part, can look past emotional biases and see situations objectively. They are tuned into the task at hand and their environment and set fairly reasonable goals. Often, they:</p> <ul style="list-style-type: none"> <li>• are unlikely to misinterpret critical information or allow emotions to color reality.</li> <li>• make decisions and create objectives based on realistic information.</li> <li>• may experience instances of overly positive or overly negative emotions, causing them to be less objective.</li> </ul>	<p>Individuals with high usage of Reality Testing have the ability to remain objective. By keeping personal biases at bay, they likely make trusted and sensible decisions that others can buy into. They:</p> <ul style="list-style-type: none"> <li>• are very unlikely to misinterpret critical information or allow emotions to color reality.</li> <li>• are keenly aware of their own strengths and weaknesses.</li> <li>• are attuned to their immediate environment and attentive to the task at hand.</li> </ul>

**Self-Rating:** on a 10pt scale

(1 to 3 mirrors ‘low usage’, 4 to 7 is ‘moderate usage’, and 8 to 10 mirrors ‘high usage’) \_\_\_\_\_

### Gathering the right information for proper Reality Testing

The decision-making process is often like the funnel. At the beginning, there’s lots of information to consider and several, if not many, options. But as you answer the below questions, some decisions emerge as better options than others.

- What information could I collect about this situation?
- What are the facts related to this situation?
- What are my opinions and assumptions about this situation?
- What would I like to do and why?
- Do the facts and information collected support what I would like to do?



## The ABC's of Emotions

Becoming aware of your emotions takes practice. At first, you may have a hard time identifying the specific emotions that you are feeling. But your ability to note what you are feeling will increase in time. This exercise will enable you to better understand your emotional beliefs and subsequent actions, while better preparing you for more positive interaction.

**Activating Event:** Identify an event that triggered an emotional reaction from you. What was the **Activating** event or **Adversity**? It could be a meeting you just came out of, a conversation you just had, something you read in an email, or a single comment made by a peer, co-worker, or boss.

**Beliefs:** Identify your **Beliefs** that lead to your emotion. How good are you at interpreting the situation? What is the story you made up about what took place or what it meant?

**Consequences:** What were the results of your thoughts and actions to the event? Because of **Belief**, how did you respond? Did you become more quiet, more outspoken, get red in the face, talk faster, or roll your eyes? What was your reaction – externally (that others may have seen) as well as internally (that others may not have seen)?

**Disputing your Beliefs:** Were your initial appraisals of the event accurate? If not, why? As you feel yourself reacting, stop and think: where is the proof? Are there more logical explanations for the **Activating** event or **Adversity**? Have I ever been in a similar situation, had similar **Beliefs**, and then discovered I was wrong? If I have been in this situation before, what did I learn that I can apply now?

**Effects:** Lastly, write down the effects column D – how **Debating, Disputing** and **Discarding** shifted your understanding and **Beliefs** about the **Activating** event and, consequently, your feelings/behaviors. **Debating** and **Disputing** is likely to reduce emotions to a more appropriate level. When emotions are high, it's unlikely you will think clearly or make the best decision. You can think clearly and behave properly when feelings are at the concerned level. Regular practice can help you PRO-ACTIVELY CHOOSE your response, making you a more effective and consistent leader.

<b>Activating Event</b>	<b>Beliefs</b>	<b>Consequences</b>	<b>Debate / Dispute</b>	<b>Effects</b>



## Emotional Expression

### What does Emotional Expression mean?

Emotional Expression is saying and showing how you feel by openly expressing emotions verbally and non-verbally. We are constantly giving messages at an emotional level using: words, tone and volume of speech, facial expressions, eye contact and body language. People who exhibit effective emotional expression are open and congruent in the emotional messages they send to others.

### EQ Temp Gauge:

Low Usage 	Moderate Usage 	High Usage 
<p>Individuals with low usage of Emotional Expression tend to have difficulty bringing emotions to the surface and sharing true feelings with others. They may show little variation in demeanor, and commonly:</p> <ul style="list-style-type: none"> <li>• certain emotions, if not most, are uncomfortable to express either through words, facial expressions, or body language and lack congruency.</li> <li>• use a limited emotional vocabulary to describe feelings (e.g., happy and sad versus elated and somber).</li> <li>• assume people know how they feel so they don't display it through words.</li> </ul>	<p>Individuals with moderate usage of Emotional Expression typically are emotionally expressive, bringing their true feelings to the surface with relative ease, helping them achieve goals and build stronger relationship. They commonly:</p> <ul style="list-style-type: none"> <li>• are comfortable expressing many emotions through words and/or non-verbals.</li> <li>• find beneficial ways to express emotions, both positive (e.g., appreciation) and negative (e.g., anger).</li> <li>• Have occasions where they have difficulty articulating or sharing certain emotions; the right words or expressions may elude them.</li> </ul>	<p>Individuals with high usage of Emotional Expression extensively express emotion, using a large emotional vocabulary and non-verbal expressions to tell others how they feel. They commonly:</p> <ul style="list-style-type: none"> <li>• are comfortable expressing both positive and negative responses through words and/or non-verbals.</li> <li>• have others who don't have to assume what they are feeling, as their words and actions show emotions.</li> <li>• share too much emotional information and may overwhelm others or leave them unable to share their own emotions.</li> </ul>

**Self-Rating:** on a 10pt scale

(1 to 3 mirrors 'low usage', 4 to 7 is 'moderate usage', and 8 to 10 mirrors 'high usage') \_\_\_\_\_

### Exercise: Intended versus Interpreted messages

The key to transparent expression is ensuring your intended message is the same as the interpreted message by others. Identify an interaction at **work** that did not go as well as you intended. Answer the following:

- Reflect on **what** you were saying and your intended meaning:

\_\_\_\_\_

- What was conveyed by your:

Words \_\_\_\_\_

Tone \_\_\_\_\_

Pace \_\_\_\_\_

Face \_\_\_\_\_

Gestures \_\_\_\_\_

### Reflection Questions:

1. What differences, if any, existed between your intended message and expressed meaning to others? How could you improve the transparency in communicating your message (verbally and non-verbally)?



## Empathy

### What does Empathy mean?

Empathy is the ability to recognize, understand, and appreciate the way others feel. It includes the ability to both respect others' feelings and articulate their perspective and is the key to influencing others. It does not mean you have to agree with the other person's perspective. It means: I care; I am concerned; I want to understand and not be judgmental.

### EQ Temp Gauge:

Low Usage 	Moderate Usage 	High Usage 
<p>Individuals with lower usage of Empathy might find it difficult to display it consistently. They may find it hard to step into someone else's shoes, particularly when their view is radically different. While they may prefer to remain slightly detached, this could be at the expense of creating collaborative relationships. A lower usage might indicate:</p> <ul style="list-style-type: none"> <li>• they are more focused on facts than on others' feelings/ reactions.</li> <li>• misreading others' thoughts and emotions.</li> <li>• Difficulty articulating another's perspective.</li> <li>• others' emotions often elude them or catch them by surprise</li> </ul>	<p>Individuals with moderate usage of Empathy are generally empathic and able to grasp what another is feeling even if it is much different from what they feel. Their empathic nature makes them an approachable and open team member with whom coworkers feel safe sharing thoughts and ideas. A moderate usage might indicate:</p> <ul style="list-style-type: none"> <li>• they are "tuned in" to how others are feeling.</li> <li>• they care about the thoughts and feelings of others as much as they do their own.</li> <li>• under times of stress or moments of defensiveness, they likely adopt a less empathic approach, possibly arguing their position without considering the needs of others.</li> </ul>	<p>Individuals with high usage of Empathy typically indicates well-developed empathy; they are likely empathic towards others, respecting their ideas even when they differ from their own. Their "emotional read" on people is usually accurate, ensuring peers feel safe sharing important issues. With high usage you may find:</p> <ul style="list-style-type: none"> <li>• they are constantly "tuned in" to how others are feeling.</li> <li>• they care about others and take their feelings into consideration before acting.</li> <li>• It's easy to sense how others feel and predict reactions.</li> <li>• They can struggle to make decisions with negative outcomes for others and may find it hard to stay objective.</li> </ul>

**Self-Rating:** on a 10pt scale

(1 to 3 mirrors 'low usage', 4 to 7 is 'moderate usage', and 8 to 10 mirrors 'high usage') \_\_\_\_\_

### Exercise: Avoid BRIDJ Responses

Often our attempts to use Empathy with others are 'paved with good intentions.' We rarely hope to seem insensitive or selfish; however, when we don't understand how to properly use the skill of Empathy, that's exactly how we seem to others. When applying Empathy, **avoid:**

- B** elittling "Three years from now you won't even remember it and if you do, you'll probably laugh."
- R** ejecting "You shouldn't feel that way."
- I** gnoring "You think your day was bad, let me tell you about my day...."
- D** iminishing "Oh, it's no big deal."
- J** udging "Why would you think that?"

List other BRIDJ statements often used with others? \_\_\_\_\_

**Reflection Questions:** When and with whom do you most often use a BRIDJ statement? What is the impact? What alternative statements can you use (i.e. tell me more about that)?



## Emotional Intelligence Action Plan

The steps you take towards achieving your development goals will determine whether or not success is realized. Use this step-by-step activity plan to help guide you closer to your goals.

Select up to three focus areas from the Emotional Intelligence content that you would like to further develop and create detailed **SMART** goals for each area. After completing your goals share them with an accountability partner to increase your success.

<b>S</b>	<b>SPECIFIC</b>
<b>M</b>	<b>MEASURABLE</b>
<b>A</b>	<b>ACTION-ORIENTED</b>
<b>R</b>	<b>REALISTIC</b>
<b>T</b>	<b>TIMELY</b>

#1	
#2	
#3	

SMART Goal	Time Frame	Benefits	Measure of Success	Support & Resources needed	Potential Barriers

## Emotional Intelligence Resources

### Book References:

- ***The EQ Edge***, by Steven J. Stein and Howard E. Book\*
- ***The EQ Leader***, by Steven J. Stein

\* Excerpts in this handout from ***The EQ Edge***, by Steven J. Stein and Howard E. Book

### Assessment:

If you are interested in taking the EQ-i 2.0 assessment to measure your usage of EI in all 15 subskills, contact The Faurete Group to get started! ([sturner@fauretegroup.com](mailto:sturner@fauretegroup.com))



## Sample Strategies:

Self-Awareness	Impulse Control	Reality Testing
<ul style="list-style-type: none"> <li>• Make a list of values important to you (i.e.: honesty, respect, fairness) that, when violated, push your “hot buttons.”</li> <li>• Make a list of people who tend to push your hot buttons. Identify which values they tend to violate and how they push your hot buttons.</li> <li>• Use a log to record the three most significant emotional events each day. Write down the emotion, what triggered it, and how you responded internally/externally. Note: can be the same emotion 3 times.</li> <li>• For 3 days set a timer and write down your demeanor every 45 to 60 minutes. Identify what triggered the response. What patterns do you see?</li> </ul>	<p><b>For frustration/anger issues:</b></p> <ul style="list-style-type: none"> <li>• Do not reply verbally, by text, or by email until you have calmed down. It’s okay to write the email or text, just don’t send it.</li> <li>• Use ‘I’ messages and describe behaviors to explain to someone why you are mad. Avoid using harsh language, criticism, or punitive phrases.</li> <li>• Take a walk to calm down before addressing the issue.</li> </ul> <p><b>For lack of patience issues:</b></p> <ul style="list-style-type: none"> <li>• Identify what triggered this lack of patience/impulse control.</li> <li>• Make environmental changes (set yourself up for success).</li> <li>• Ask yourself questions (i.e. what is the worst that’s going to happen because of this delay?).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the ABCDE model to situations in which you might exaggerate, jump to conclusions, or overreact.</li> <li>• Practice distinguishing between facts, self-evaluations, and assumptions. Take action to apply objective responses.</li> <li>• While making a big decision, right down three facts to support your conclusion. If the decision is not based on at least three facts, keep searching for additional facts before making a decision.</li> <li>• What is your response style (overreact or underreact)? List costs and benefits associated with your style. What actions can you take to improve your style?</li> </ul>

Emotional Expression	Empathy
<ul style="list-style-type: none"> <li>• Practice using “I” messages when you are experiencing a strong emotion. “I feel [insert response word] because [describe the facts only], and the effect on me is _____.”</li> <li>• Pay attention to your body language. Do you fold your arms, lean back, frown or glare, smile and nod? Pay attention to what you are communicating nonverbally.</li> <li>• Give a colleague, friend or family member permission to point out when you are displaying nonverbally but not verbally. Write down what they observed, what triggered your response, and what you could have said.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a list of neutral questions or statements you can use in a variety of situations to elicit someone else’s perspective. Come up with five statements or questions you could use in almost any situation and keep the list handy.</li> <li>• Study others facial expressions. Learning others nonverbal cues is important.</li> <li>• Solicit opinions from even in the quietest group member.</li> <li>• Make it a habit to ask at least three questions before you state your opinions or beliefs. Then show you have listened by briefly summarizing what you heard.</li> </ul>