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Introduction

Some people have been conditioned to believe that emotions are not welcome in the workplace and that work decisions should be based upon cold, logical reason. ***Leadership research tells us that the lack of interpersonal skills and the inability to adapt are the two principal derailment factors in careers.*** Today there is a growing body of science in the emerging field of Emotional Intelligence, indicating that proper understanding and use of emotions can be critical in helping workers become more effective and better communicators.

Why are emotions so important? Because, our emotions enable us to experience life!

Our emotions are the most powerful factors in determining how we act, make decisions, set personal boundaries, and communicate with others. Therefore, it is reasoned that if we understand and control our emotions, we can improve the quality of our lives. What if you could get more of what you wanted, and less of what you didn't want – for free, and it was fun? Better health. More joy. Closer connections. Stronger leadership. Clearer vision. Greater efficacy. Higher achievement. Increased profit. Expanded personal power. Enhanced self-awareness. Augmented learning. Magnified clarity. Healthier relationships. Finer perception. Greater satisfaction. It all comes from utilising the power of emotions .

How can one set of competencies affect so much of our lives?

It's simply that emotional intelligence competencies are central. They are the tools our brains use to define ourselves, to shape the meaning of big ideas like "love," "success," and "happiness." Emotions provide the energy for transformation. If that's not enough – the great news is that every person has the ability to learn these skills. Some people find some emotional skills easier, some have already developed competency, and most people find this kind of learning exciting. Like all journeys, the first step is to begin – you're only seconds and minutes away from harnessing the power of your full self.

The term emotional intelligence was coined by Yale psychologists Peter Salovey and the University of New Hampshire's John Mayer to describe qualities like understanding one's own emotions, empathy for the feelings of others, and managing one's emotions. In addition to grade point average, IQ, and other standardized testing, emotional intelligence (EQ) is being described as a new and better way of measuring an individual's chance of success in life. The higher your EQ, the greater your ability to manage your feelings and deal effectively with others, the greater your chances are for a happier life. Researchers now know that emotional literacy can help prevent and solve myriad problems that we experience in our personal and professional lives, according to Daniel Goleman, author of *Emotional Intelligence: Why It Can Matter More Than IQ*. The more we learn about our mind's emotional component, the more it enhances the most valuable assets we have as individuals - namely our emotional stability, security, overall intelligence, and physical health, as well as our ability to treat other people and other things in healthier, more meaningful ways.

True emotional intelligence is not about manipulating people. Emotional intelligence means knowing what you and others are feeling and acting ethically, with a social conscience. In other words, book smarts and people smarts may be of equal value but

emotional intelligence is what makes certain people stand out. These people seem to have "it" together; they are a graceful balance of intellect and emotion. They inspire, lead, and make others feel good about themselves while maintaining their own integrity and sense of personal worth. No one is diminished by being in his or her presence. On the contrary, we all wish we could be more like them. People with emotional intelligence have an unshakable confidence in themselves, which comes from self-knowledge and self-honesty. They know that their personal happiness is up to them and no one else. Instead of labeling other people and their actions, they check their emotions first. People with emotional intelligence look out for their well being as well as that of others. They understand that life is not just about them; it's about balance.

Emotional Intelligence and your career

How does management expect their employees to manage their emotions in the workplace? Management and many employees seldom want their co-workers to express any type of strong emotion -- positive or negative. New research found that the only "appropriate" way to manage negative emotions at work was for employees to hide or "mask" their emotions. Positive emotions also needed to be expressed in moderation. Employees expect others to hide negative or positive emotions in order to maintain what they call "professionalism." This type of "masking" behavior was typically found in customer relation occupations but not as much in the employee-to-employee jobs. The researchers also found that emotion management is not something that is typically taught at work. Most organisations have traditionally focused on teaching logical and rational thinking and have neglected emotional learning in their development programs. As such, to learn what is and is not appropriate, most employees learn to manage their emotions by observing others in the workplace, others do not learn to manage it at all.

What are the consequences?

Emotional Intelligence involves a set of skills that define how effectively you perceive, understand, reason with and manage your own and others' feelings. These skills are important at work, as emotions are an inherent part of workplace activities at all levels.

Emotions matter in your workplace. Emotions affect workplace decisions and strategies every day. Ask yourself:

- Have you ever decided not to hire someone because 'something just didn't feel right'?
- Would you ask your boss for more resources when the boss is having 'a bad day'?
- Do you take a different approach when dealing with a disgruntled customer?
- How might you help motivate an under-performing team member to succeed?

Emotions influence your behaviors at work. The emotions you experience at work also influence the behaviors you display to others, contributing to:

- tone of voice
- body language, and
- facial expressions.

Research studies suggest that Emotional Intelligence makes a difference in the workplace, including:

- productivity and performance
- interpersonal effectiveness
- leadership capability
- sales performance
- teamwork
- customer service, and
- job satisfaction
- Ethics

Low EQ enhances unethical behaviour in the workplace and in relationships. There is no one definition of ethical behaviour (except, possibly consequences) Very many legal activities and behaviors can be extremely unethical.

For example, behaviors that are not necessarily unlawful but which are generally considered to be unethical to Western society would now typically include:

- dishonesty, withholding information, distortion of facts
- misleading or confusing communications or positioning or advertising
- manipulation of people's feelings
- deception, trickery, rule-bending, fooling people
- exploitation of weakness and vulnerability
- excessive profit
- greed
- anything liable to harm or endanger people
- breach of psychological contract (breaking trust, changing agreed or implied expectations)
- avoidance of blame or penalty or payment of compensation for wrong-doing
- inertia-based 'approvals' and 'agreements' (in which action proceeds unless objected to)
- failing to consult and notify people affected by change
- secrecy and lack of transparency and resistance to reasonable investigation
- coercion or inducement
- harming the environment or planet
- unnecessary waste or consumption
- invasion of privacy or anything causing privacy to be compromised
- recklessness or irresponsible use of authority, power, reputation
- nepotism (the appointment or preference of family members)
- favoritism or decision-making based on ulterior motives (e.g., secret affiliations, deals, memberships, etc)
- alienation or marginalisation of people or groups
- conflict of interests (having a foot in two or more competing camps)
- neglect of duty of care
- betrayal of trust
- breaking confidentiality
- causing suffering of animals
- 'bystanding' - failing to intervene or report wrong-doing within area of responsibility (this does not give licence to interfere anywhere and everywhere, which is itself unethical for various reasons)
- unfairness

- unkindness
- lack of compassion and humanity

You will perhaps think of other examples of behaviors or activities which are not necessarily unlawful, but which a reasonable majority of people (especially those directly affected by the activities) would consider to be unfair, unjust or simply wrong and therefore effectively unethical.

EQ model To Succeed in Your LIFE

Previously, it was enough just to have good educational qualifications to get and keep a job. But presently work demands are extremely high, requiring you to be stronger in emotional issues. Using the four-quadrant model for emotional intelligence popularised by Goleman and friends, we dissect the four quadrants into contributory components. For example, our Self Awareness can be broken down by Awareness of Emotions, Awareness of Self, Awareness of Situation, and Self Confidence. Following is the 20-component structure that comprises the model:

Quadrant	Components
Self Awareness	Awareness of Emotions Awareness of Self Awareness of Situation Self Confidence
Self Management	Self control Positive Attitude Accountability Self Validation Trust Achievement Drive
Social Awareness	Listening Empathy Awareness of Others Awareness of Organisations
Relationship Management	Vision Communication Bonds Conflict Management Teamwork Mentoring

We need to specially learn the emotional language (or in more broad terms body language) to bring it to our conscious. Otherwise we will still speak it because it is innate but do it as a parrot speaks English, i.e. often not understanding what we tell and even not recognising that we tell something. Even worse, we will not understand what others tell us emotionally and this often different from the words that they tell us. The table

below shows the process of the answering the question with the emotional intelligence "turned on".

Regular Language (e.g. English)	Emotional language (universal)
Listen to the question	Watch the emotions of the person who asks
	Hold on, understand, blunt or change your own spontaneous emotional response (it comes even before you understand the question)
Combining the words that you heard and the emotional observations, decide why the question was asked and what answer the person is actually needs and expects in the language of the words and emotions.	
Give the appropriate answer	Show the appropriate emotions.

So how can you tell how good your Emotional Intelligence is?

You can judge from your levels of stress and tension. If they're high, your EQ is low. Judge your general level of satisfaction. Raising your EQ does more for your success, health, and happiness than just about anything else you can do for yourself – and it can be learned. Asking others, or even listening to others, isn't always helpful. Suppose you've asked someone with low EQ to comment on yours? You're asking someone who doesn't have something to tell you what yours is like! Major assessments include the EQ-Map™, the MEIS™, and the Bar-on EQ-i™. Each assessment has its good points, and all assess your level of emotional intelligence. There is a fee for each, and the results should be interpreted by a certified EQ coach/ psychologist..

TEST YOUR EQ

The EQ Test

While there is as yet no single well-validated test for emotional intelligence, the following questions will give you a rough sense of your EQ. Answer the following questions honestly, on the basis of what you really would be most likely to do. Adapted from Goleman, D. (1995). "What's Your Emotional Intelligence Quotient?" Utne Reader, 72, 74–76.

1. You're on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?
 - a. continue to read your book or magazine, or watch the movie, paying little attention to the turbulence.
 - b. become vigilant for an emergency, carefully monitoring the flight attendants and reading the emergency instructions card.
 - c. a little of both a and b.
 - d. not sure; never noticed.

2. You've taken a group of 4-year-olds to the park, and one of them starts crying because the others won't play with her. What do you do?
 - a. stay out of it; let the kids deal with it on their own.
 - b. talk to him and help him figure out ways to get the other kids to play with him.
 - c. tell him in a kind voice not to cry.
 - d. try to distract the crying boy by showing him some other things he could play with.

3. Assume you had hoped to get an A in one of your courses, but you have just found out you got a C– on the midterm. What do you do?
 - a. sketch out a specific plan for ways to improve your grade and resolve to follow through on your plans.
 - b. resolve to do better in the future.
 - c. tell yourself it really doesn't matter much how you do in that particular course, and concentrate instead on other classes where your grades are higher.
 - d. go to the professor and try to talk her into giving you a better grade.

4. Imagine you are an insurance salesman calling prospective clients. Fifteen people in a row have hung up on you, and you are getting discouraged. What do you do?
 - a. call it a day and hope you have better luck tomorrow.
 - b. assess qualities in yourself that may be undermining your ability to make a sale.
 - c. try something new on the next call, and keep plugging away.
 - d. consider another line of work.

5. You are a manager in an organisation that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?
 - a. ignore it—it's only a joke.
 - b. call the person into your office for a reprimand.
 - c. speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organisation.
 - d. suggest to the person telling the joke he go through a diversity training program.

6. You are trying to calm down a friend who has worked himself up into a fury at a driver in another car who has cut dangerously close in front of him. What do you do?
 - a. tell him to forget it; he's okay now and it's no big deal.
 - b. put on one of his favorite tapes and try to distract him.
 - c. join him in putting down the other driver, but exaggerate your reaction.
 - d. tell him about a time something like this happened to you and how you felt as mad as he does now, but then you saw the other driver was on the way to a hospital emergency room.

7. You and your boyfriend or girlfriend have gotten into an argument that has escalated into a shouting match; in the heat of anger, you are both making personal attacks you don't really mean. What's the best thing to do?

- a. take a 20-minute break and then continue the discussion.
- b. just stop the argument—go silent, no matter what your partner says.
- c. say you're sorry and ask your partner to apologise too.
- d. stop for a moment, collect your thoughts, then state your side of the argument as clearly as you can.

8. You have been assigned to lead a work group that is trying to come up with a creative solution to a nagging problem at work. What is the first thing you do?

- a. draw up an agenda and allot time for discussion of each item so you make best use of your time together.
- b. have people take the time to get to know each other better.
- c. begin by asking each person for ideas about how to solve the problem, while ideas are fresh.
- d. start with a brainstorming session, encouraging everyone to say whatever comes to mind, no matter how wild.

9. Imagine that you have a 5-year-old son who is extremely timid, and has been hypersensitive about—and a bit fearful of—new places and people since he was born. What do you do?

- a. accept that he has a shy temperament and think of ways to shelter him from situations that would upset him.
- b. take him to a child psychiatrist for help.
- c. purposely expose him to lots of new people and places so he can get over his fear.
- d. engineer an ongoing series of challenging but manageable experiences that will teach him he can handle new people and places.

10. For some time now, you have been wanting to get back to playing the musical instrument you learned to play when you were younger. You have finally gotten around to practicing again, and want to make the best use of your time. What do you do?

- a. hold yourself to a strict practice time every day.
- b. choose pieces that stretch your abilities a bit.
- c. practice only when you are really in the mood.
- d. pick pieces that are far beyond your ability, but that you can master with diligent effort.

Answers and Scoring Instructions for the EQ Test

Answers:

1. Anything but D, which reflects a lack of self-awareness. A, B, or C = 20
2. B. Emotionally intelligent parents use such moments to help children understand what made them upset, what they are feeling, and what they can do about it. B = 20
3. A. Emotionally intelligent people can use their emotions to motivate themselves to face challenges and overcome obstacles. A = 20
4. C. Rather than giving up, blaming oneself or getting discouraged, seeing a setback as a challenge is a mark of emotional intelligence. C = 20
5. C. The manager of an organisation plays an important role in defining the norms of the group. Publicly stating what is and is not tolerated in the group is the most effective way to encourage respect in the group. C = 20
6. D. Shifting the person's attention from the focus of the rage, empathising, and suggesting an alternative way of seeing the situation are all effective strategies in calming rage. B = 5, C = 5, D = 20
7. A. Taking a time out allows for the physiological arousal of anger to subside. With increased calm, clearer thinking and better communication are possible. A = 20
8. B. Groups work most creatively when people feel a comfortable rapport with one another. This allows for a freer expression of ideas. B = 20
9. D. Manageable challenges for the child will encourage an increasing sense of social competence. D = 20
10. B. Moderate challenges help keep frustration low and motivation high due to pleasures associated with accomplishment. B = 20

What the scores mean:

- 200 Emotional Genius
- 150 Highly empathic
- 100 Average
- 50 Emotionally challenged
- 0 Neanderthal

A person with high EQ....

- Expresses his feelings clearly and directly with three word sentences 'beginning with "I feel..."
- Does not disguise thoughts as feeling by the use of "I feel like..... and "I feel that..... sentences,
- Is not afraid to express her feelings.
- Is not dominated by negative emotions such as:
 - Fear, Worry, Guilt, Shame, Embarrassment, Obligation, Disappointment,
 - Hopelessness,
 - Powerlessness, Dependency, Victimisation, Discouragement
- Is able to read non-verbal communication.
- Lets his feelings guide him through life.
- Balances feelings with reason, logic, and reality.
- Acts out of desire, not because of duty, guilt, force or obligation.
- Is independent, self-reliant and morally autonomous.
- Is intrinsically motivated.
- Is not motivated by power, wealth, status, fame, or approval.
- Is emotionally resilient.
- Is optimistic; does not internalise failure.
- Is interested in other people's feelings.
- Is comfortable talking about feelings.
- Is not immobilised by fear or worry.

Is able to identify multiple concurrent feelings

Habits of high EQ people

1. Label their feelings, rather than labeling people or situations.	<p>"I feel impatient." vs. "This is ridiculous"</p> <p>"I feel hurt and bitter". vs. "You are an insensitive jerk."</p> <p>"I feel afraid." vs. "You are driving like a idiot."</p>
2. Distinguish between thoughts and feelings.	<p>Thoughts: I feel like ... & I feel as if... & I feel that</p> <p>Feelings:</p> <p>I feel: (feeling word)</p>
3. Take responsibility for their feelings.	<p>"I feel jealous." vs. "You are making me jealous"</p>
4. Use their feelings to help them make decisions.	<p>"How will I feel if I do this?" "How will I feel if I don't"</p>
5. Show respect for other people's feelings	<p>They ask "How will you feel if I do this?" "How Will you feel if I don't."</p>

6. Feel energised, not angry.	They use what others call "anger" to help them feel energised to take productive action.
7. Validate other people's feelings.	They show empathy, understanding, and acceptance of other people's feelings.
8. Practice getting a positive value from their negative emotions.	They ask themselves: "How do I feel?" and "What would help me feel better?" They ask others "How do you feel?" and "What would help you feel better?"
9. Don't advise, command, control, criticise, judge or lecture to others	They realise it doesn't feel good to be on the receiving end of such behavior, so they avoid it.
10. Avoid people who invalidate them, or don't respect their feelings.	As much as possible, they choose to associate only with other people with high EQ.

EQ EXERCISE

Use three word sentences beginning with "I feel"; Start labeling feelings; Stop labeling people & situations; Analyse your own feelings - Rather than the action or motives of other people.

Exercise 1: List some of the negative feelings which you regularly experience. Then complete the following sentence:

When I am feeling _____ I can _____

Exercise 2: Go through another list of negative feelings and use the following general model.

When I feel _____ I need more _____.

For example, When I am feeling uninspired, I need more inspiration.

When I am feeling resentful, I need more appreciation (towards that which you resent)

When I am feeling victimised, I need to take more responsibility.

When I am feeling out of powerless and out of control, I need to feel more powerful and in control.

When I am feeling impatient, I need to feel more patient.

Exercise 3 : Think of a time when you were upset. Try to put yourself back into the moment and re-live it. Then ask yourself, "How do I feel?" and list your feelings.

Next ask:

"What would help me feel better-- that I can control?"

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A person with low EQ

- Doesn't take responsibilities for his feelings; but blames you or others for them.
- Can't put together three word sentences starting with "I feel..."
- Can't tell you why she feels the way she does, or can't do it without blaming someone else.
- Attacks, blames, commands, criticised, interrupts, invalidates, lectures, advises and judges you and others.
- Tries to analyse you, for example when You express your feelings.
- Often begins sentences with "I think you..."
- Sends "You messages" disguised as "I feel messages" For example, "I feel like you....."
- Lays guilt trips on you.
- Withholds information about or lies about his feelings. (Emotional dishonesty)
- Exaggerates or minimises her feelings.
- Lets things build up, then they blow up, or react strongly to something relatively minor.
- Lacks integrity and a sense of conscience.
- Carries grudges; is unforgiving.
- Doesn't tell you where you really stand with her.
- Is uncomfortable to be around.
- Acts out his feelings, rather than talking them out.
- Plays games; is indirect or evasive.
- Is insensitive to your feelings.
- Has no empathy, no compassion.
- Is rigid, inflexible; needs rules and structure to feel secure.
- Is not emotionally available; offers little chance of emotional intimacy.
- Does not consider your feelings before acting.

- Does not consider their own future feelings before acting.
- Is insecure and defensive and finds it hard to admit mistakes, express remorse, or apologise sincerely.
- Avoids responsibility by saying things like: "What was I supposed to do? I had no choice!"
- Is pessimistic and often believes the world is unfair.
- Frequently feels inadequate, disappointed, resentful, bitter or victimised.
- Locks himself into courses of action against common sense, or jumps ship at the first sight of trouble.
- Avoids connections with people and seeks substitute relationships with everything from pets and plants to imaginary beings.
- Rigidly clings to his beliefs because he is too insecure to be open to new facts.
- Can tell you the details of an event, and what they think about it, but can't tell you how she feels about it.
- Uses his intellect to judge and criticise others without realising he is feeling superior, judgmental, critical, and without awareness of how his actions impact others' feelings.
- Is a poor listener. Interrupts. Invalidates. Misses the emotions being communicated. Focuses on "facts" rather than feelings.

How to improve your EQ: ABCDE

Those of us who feel our feelings, interpret them correctly, and then act upon that information, have an advantage over those of us who rely solely on intellect to make decisions. If it's true, as Goleman suggests, that those of us with a high EQ are more successful, how do we develop this side of ourselves? Then, how do we integrate this information with our reason?

It appears to be a matter of mastering these three steps:

- feeling your feelings;
- interpreting your feelings correctly; and
- acting upon the feeling information.

Although it may be hard to believe, a noticeable change of behaviour and attitude can be created in as little as three months. The most successful results often take longer. Since you are a living, breathing human being, you are capable of feelings, both physical and emotional. It doesn't take long to acknowledge those feelings and begin to name them. Feelings are things like joy, irritation, hunger, fatigue, boredom, confusion, pain, anticipation, pride, embarrassment, tension, and so on. The list is endless, it is important to refine your repertoire of feelings and feeling words so that you can expand your consciousness about your EQ.

1. It is also important to remember that you always feel your feelings first. Because of how you are "wired" thoughts or interpretations come after feelings. So it is useful to notice those feelings consciously before your conscious mind decides to ignore them or misinterpret them.
2. The second step is interpreting those feelings that you have just noticed which is no easy feat. The key element here is to realise that feelings are basically neutral. That is, they are neither good nor bad; they are just feedback. For example, if you haven't eaten for several hours, you will feel hungry. At first the

feeling isn't unpleasant, but if you don't eat for days, hunger can be painful. The feeling of hunger is a message that you need to attend to your body by feeding it. But the hunger pangs should not be interpreted as punishment, just because they are unpleasant.

Anger is another example. Anger may feel unpleasant to you and therefore, something to suppress. However, the feeling of anger is neither good nor bad; it is just feedback about something that is important for you to know. Try to view all of your feelings that way. They are feedback in feeling-form about your environment. One person may be triggered to feel angry about something, while another may be triggered to laugh. Feelings are your characteristic way of sensing your environment.

3. This brings us to step three, acting upon the information you have interpreted from your feelings. In the case of hunger or fatigue, a decision is relatively simple to satisfy those basic needs. But decision-making is more complex when the feelings are part of a financial security for your family, or whether to fire an employee. This is where EQ really helps. Those individuals who have trusted their EQ throughout childhood and have refined and developed those skills into adult life, are in a much better position to make successful decisions.

The ABCDE Approach can work wonders in a short period of time. Some people can rapidly learn to notice and label their thinking and then change it to great benefit, especially when motivated. Most people can learn this technique with relative ease and can implement significant changes that are sustainable, provided someone (such as a coach) consistently reminds and reinforces these changes over a period of several months.

'ABC' refers to how we react negatively to success or adversity, while 'DE' refers to how we can rethink the pessimistic reaction into an optimistic one. For example: [A]dversity: You made 30 follow-up calls and got no appointments. [B]elief: You think, "I'm not getting anywhere. This is stupid." [C]onsequence: You feel frustrated and angry and don't make any more calls. The letters are defined as follows:

- A (Adversity). Recognise when adversity hits. For die-hard pessimists, successes are a form of adversity; they say, "It won't last," "I was just lucky," or "Too little, too late."
- B (Beliefs). Be aware of what you believe about the adversity (your irrational beliefs)
- C (Consequences). Be aware of the emotional and other consequences of your belief about that adversity.
- D (Disputation). Question whether your beliefs are the only explanation. For example, ask:

What is the evidence for my beliefs?

What are other possible explanations for what happened?

What are the implications of my believing this way, and do they make it worth holding on to my beliefs?

How useful are my beliefs? Do I or others get any benefits from holding on to them, or would we benefit more if we held other beliefs?

- E: Observe the re-energisation that occurs as you succeed at disputing your pessimistic explanations. For example: [E]nergisation: You realise, “I still feel a little frustrated, but not nearly as much, and I no longer feel so angry. I believe I WILL do better tomorrow.”

Self-awareness and belief systems

In order to be fully aware, you also need to be able to notice above how *belief systems* are reflected in your life. For the following exercise, you can either focus on your current job or create a composite of work environments that meld together consistent themes found at several jobs. This aspect is also very important for self-awareness.

We hold many beliefs in connection with our relationships to work. Some fall into the empowering category, while others are restricting. Those beliefs, whether positive or negative, generally relate to our life views about the following:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> self-esteem | <input type="checkbox"/> excellence | <input type="checkbox"/> opinions of others | <input type="checkbox"/> success |
| <input type="checkbox"/> power | <input type="checkbox"/> money | <input type="checkbox"/> relationships | <input type="checkbox"/> intelligence |
| <input type="checkbox"/> life as challenge | <input type="checkbox"/> life as adversity | <input type="checkbox"/> abundance | <input type="checkbox"/> scarcity |
| <input type="checkbox"/> half-full glasses | <input type="checkbox"/> half-empty glasses | <input type="checkbox"/> general sense of trust | <input type="checkbox"/> general sense of distrust |

I want you to consider how these (or other) beliefs are reflected in your work. On the space provided write the beliefs you bring to work that are empowering. For example, you may believe that you are successful, open, or up to any challenges you face. You can reinforce these empowering beliefs by answering the following questions:

1. How have these empowering beliefs supported you at work?
2. What influences helped you develop these empowering beliefs?
3. What in your life most supports these beliefs?

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Now look at your restricting beliefs. In the following space, write any beliefs you bring to work that are restricting. Examples might include fears of not measuring up, not performing, or not being good enough. Consider the following questions:

1. What persons in my life have given voice to these beliefs?
2. How do I reflect these beliefs at work?
3. How do I support these restricting beliefs in my life?

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It takes effort to change restricting beliefs, just as it took effort and repetition to create them. When we view life from a negative perspective, we look for ways to validate that life view. The more validation we find, the more we accept restricting beliefs. To break that cycle, we must find ways to challenge why we believe what we believe. One way is to question the assumptions we hold underneath those beliefs. Explore these pages to get you started (To do at home).

THE ONE-BELIEF-AT-A-TIME WORKSHEET

Write a stressful concept on the line below and then question it, in writing (use additional blank paper as needed), using the following questions and turnarounds. While answering the questions, close your eyes, be still, and go deeply as you contemplate.

Belief: _____

1. Is it true?
2. Is it false?

- The answer is a “yes” or a “no” only.
- If your answer is “no,” please continue to question #3.

2. Can you absolutely know that it’s true?

3. How do you react, what happens, when you believe that thought?

If the following questions apply, please answer in writing. Before you answer,

close your eyes; be still as you contemplate your answer:

- a) Does that thought bring peace or stress into your life?
- b) Describe the feelings that happen physically when you believe that thought.
- c) How do you treat that person and/or others when you believe that thought?
- d) How do you treat yourself when you think that thought?
- e) What addictions/obsessions begin to manifest when you think that thought? (Alcohol, credit cards, food, the TV remote?)
- f) What images do you see (past and/or future) when you believe that thought? Close your eyes, relax, contemplate, witness.
- g) Where and when did that thought first occur to you (at what age)?

Belief you are working on:

4. Who would you be without the thought?

Additional follow-ups:

- a) Close your eyes; drop your story just for a moment; notice, who would you be without that thought? Who would you be without your story?

Turn the thought around. (Example of a statement: *He hurt me.*)

Turn it around to yourself. (Our example: *I hurt me.*):

How is your turnaround as true or truer? (For "*I hurt me,*" how have *you hurt you* in this situation?) Give genuine, specific examples:

Turn it around to the other. (*I hurt him.*): _____

How is this turnaround as true or truer? (For "*I hurt him,*" how have *you hurt him* in this situation?) Give genuine, specific examples:

Turn it around to the opposite. (*He didn't hurt me.*): _____

(For “*He didn’t hurt me, or he helped me,*” how did *he not hurt you?* How has *he helped you?*) Give genuine, specific examples:

Improve Self-awareness

Now let’s put those tips to work! *Self-awareness* is the basic step underlying EQ. It involves knowing one’s strengths and weaknesses, what triggers your reactions, knowing your life goals and potentials in achieving those goals; are keys to a person’s self-concept and self-confidence. Without which, one will be floundering in life and may find success and life satisfaction to be remote entities. Emotional self-awareness is the skill of perceiving and understanding one’s own emotions. You are rated on how frequently you are aware of:

- your feelings, moods and emotions at work
- the causes of your feelings, and
- *the impact that your feelings can have on your thoughts, decisions and behaviour.*

Your opportunities for development:

You can improve your emotional self-awareness by becoming better at:

- Being aware of negative feelings when at work.
- Recognising how your feelings drive your behaviour at work.
- Being aware of how your feelings influence the way you respond to colleagues.

How can improving your emotional self-awareness help you at work? Improving your emotional self-awareness at work can help you to:

- quickly identify changes in the way you feel about situations or events
- better recognise the impact emotions have on your decisions, behaviour and performance at work, and
- improve in some of the other skills of emotional intelligence, particularly emotional expression, self management and control

Self-Awareness Exercise

WHEN I CRITICISE WHAT I AM DOING, I BECOME MY WORST ENEMY

Example:

Sarah felt guilty for divorcing her husband. She was the first person in her family to divorce and being a divorcée didn’t fit her self-image. She felt she deserved to be punished for breaking up her nuclear family. Part of the way she punished herself was to be awarded no alimony, and to lose custody of her children. Her mind told her she was a bad mother for getting a divorce and that she deserved to be poor and alone. Only after she forgave herself did her life begin to take a positive turn.

Exercise Part 1: Write down three statements that begin: “I criticise myself when I...”

Example:

I criticise myself when I: **don't live up to my expectations.**

1) I criticise myself when I:
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2) I criticise myself when I:
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3) I criticise myself when I:
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Exercise Part 2: Write down three statements that begin: “When I negatively judge myself, I make myself suffer by...”

Example:

When I negatively judge myself, I make myself suffer by: **denying I have ever accomplished anything worthwhile.**

1) When I negatively judge myself, I make myself suffer by:
.....

2) When I negatively judge myself, I make myself suffer by:
.....

3) When I negatively judge myself, I make myself suffer by:
.....

This exercise shows you how self-criticism does not change behavior in a positive way but instead creates more negativity.

Self-defeating beliefs

Instead of looking for ways to reinforce our beliefs, we need to find validation that will transform our negative assumptions into positive ones. The steps suggested are these:

1. **Identify** the restricting beliefs and the negative assumptions that reinforce those beliefs.
2. **Challenge** the validity of those beliefs by challenging the assumptions under them. In what ways could they be wrong or incomplete? The more challenges you can develop, the weaker the ties will be to the restricting beliefs.
3. **Explore** positive beliefs that would challenge your negative ones. Find validation for empowering, rather than restricting, beliefs. Again, the more you can reinforce empowering beliefs, the more lightly you will be attached to restricting beliefs.
4. **Adopt** a statement you are willing to work with that turns a restricting belief into an empowering one. Each time your habit pattern starts to move toward reinforcing the restricting belief, go back to your written statement. That statement is your guide for turning around restricting belief systems.

Ten common self defeating beliefs to become aware of and reject

1. **Emotional perfectionism:** I should always feel happy, confident, and in control of my emotions.
2. **Performance perfectionism:** I must never fail or make a mistake.
3. **Perceived perfectionism:** People will not love and accept me as a flawed and vulnerable human being.
4. **Fear of disapproval or criticism:** I need everybody's approval to be worthwhile.
5. **Fear of rejection:** If I'm not loved, then life is not worth living.
6. **Fear of being alone:** If I'm alone, then I'm bound to feel miserable and unfulfilled.
7. **Fear of failure:** My worthwhileness depends on my achievements (or my intelligence or status or attractiveness).
8. **Conflict phobia:** People who love each other shouldn't fight.
9. **Emotophobia:** I should not feel angry, anxious, inadequate, jealous or vulnerable.
10. **Entitlement:** People should always be the way I expect them to be.

With thanks to [Albert Ellis](#), here are 10 specific thoughts that must be recognised, evaluated, challenged and changed. It is rigid and thoughtless adherence to these specific ideas that cause us problems, not life itself:

Irrational Idea 1 - It is a dire necessity for an adult to be loved or approved by almost everyone for virtually everything he or she does.

Irrational Idea 2 - One should be thoroughly competent, adequate, and achieving in all possible respects.

Irrational Idea 3 - Certain people are bad, wicked, or villainous and they should be severely blamed and punished for their sins.

Irrational Idea 4 - It is terrible, horrible, and catastrophic when things are not going the way one would like them to go.

Irrational Idea 5 - Human happiness is externally caused and people have little or no ability to control their sorrows or rid themselves of their negative feelings.

Irrational Idea 6 - If something is or may be dangerous or fearsome, one should be terribly occupied with it and upset about it.

Irrational Idea 7 - It is easier to avoid facing many life difficulties and self-responsibilities than to undertake more rewarding forms of self-discipline.

Irrational Idea 8 - The past is all-important and because something once strongly affected one's life, it should indefinitely do so.

Irrational Idea 9 - People and things should be different from the way that they are, and it is catastrophic if perfect solutions to the grim realities of life are not immediately found.

Irrational Idea 10 - Maximum human happiness can be achieved by inertia and inaction or by passively "enjoying oneself."

Replace Problem Thinking with New Thinking

Develop new thinking to replace the old. Reward and support them in your daily work and personal life. Behavior and thinking changes are usually uncomfortable at first. It may be useful at this stage to enlist the active involvement of others, especially if others are to benefit from it. The old ways of thinking are likely to be resilient and can easily bounce back before new thinking is solidly entrenched.

Self-Awareness Workbook

Your Assessment Workbook suggests specific activities to help you develop in these areas. To develop your emotional self-awareness, you must regularly take time for self-reflection, seek feedback from others and use that input as your focus for change. Consider the opportunities and development activities in the table below.

- Being aware of negative feelings when at work.(or at home NB)
- Consider those moments or situations at work when you feel negative and when they most often occur.
- Validate your thoughts with other work colleagues.
- Recognising how your feelings drive your behaviour at work.
- Consider the positive and negative emotions you experience at work.
- Name or label those experienced emotions (such as 'content' or 'frustrated'), and recognise how those emotions drive your outward displays and behaviours whilst at work.
- Validate your thoughts with work colleagues.
- Being aware of how your feelings influence the way you respond to colleagues.
- Consider the positive and negative emotions you experience when at work and how they tend to influence your outward displays and behaviours.
- Validate your thoughts with other work colleagues.

ASK YOURSELF:

Describe a situation where emotional self-awareness was important to the outcome. What did you do well? What could you have done better?

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Using the ABCDE model, recount your actions and decisions.

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List several actions you might take to improve your emotional self-awareness in a similar situation.

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Consider the development activities listed above. Which activity would be most beneficial and effective for you?

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What actions will you take to implement your intended development activity?

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What support and resources might you require to take these actions?

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How will you measure your success?

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Other comments:

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COMMUNICATION AND CONFLICT (Relationship management component of EQ)

"Competition" usually brings out the best in people as they strive to be top in their field, whether it is in sport, community affairs, politics, competing for land or resources, or work. In fact, fair and friendly competition often leads to new sporting achievements, scientific inventions, or outstanding effort in solving a community problem. However,

when competition becomes unfriendly or bitter, conflict can set in - and this can bring out the worst in people.

Similarly, disagreements between people can lead to creative problem solutions and exploring new territories. When disagreements escalate into conflict, however, it can have devastating consequences for all parties involved. When managed successfully, on the other hand, conflict can also have positive outcomes .

Conflict management is the process of planning to avoid conflict where possible, and organising to resolve conflict where it does happen, as rapidly and smoothly as possible to the benefit of all people involved.

We can identify conflict working on different levels amongst people:

a. Conflict between individuals

People have differing styles of communication, ambitions, political or religious views, and different cultural backgrounds. In our diverse society, the possibility of these differences facilitating conflict between individuals is always there, and we must be alert to prevent and resolve situations where conflict arises.

b. Conflict between groups of people

Whenever people form groups, they tend to emphasise the things that make their group "better than" or "different from" other groups. This happens in the fields of sport, culture, religion and the workplace and can sometimes change from healthy competition to destructive conflict.

c. Conflict within a group of people

Even within one organisation or team, conflict can arise from the individual differences or ambitions mentioned earlier; or from rivalry between sub-groups or factions. All leaders and members of the organisation need to be alert to group dynamics that can spill over into conflict.

Everyone uses different styles when managing conflict:

- **Avoidance** – avoiding a conflict also means withdrawal and detachment from the issue at hand. This, unfortunately, weakens relationships as you do not help in getting what you want, nor do you help anyone else. Such a person normally hopes the problem will go away. Usually – it doesn't.
- **Accommodating** – you often do whatever you can to help others get what they want, to your own detriment. You give in to demands, even unreasonable ones. This approach seldom generates a solution and the 'accommodator' remains unhappy (ever wondered why perfectly 'good' people leave the company without a seemingly reason?)
- **Competing** – you are defensive of you own position and fight tooth and nails to see your way winning. This way, we often take advantage of those who accommodate others. This approach often stops constructive thinking, is

unfair, unethical, and produces long lasting hostility. Such competing entails aggressive behavior – verbally or physically - we deny others a choice and violate their rights.

- **Compromising** - this involves a 'give and take' with other people. Everyone normally settles for 'second choice'. It is often used to get past the issue and to move on. Sometimes this approach is a subtle way of trying to win more ground in the discussion for later use.

Another method surpassing the above, to share responsibility and 'ownership' for the outcome of conflict resolution, is to focus on the possible consequences of the outcome:

Who benefits? Who suffers?

This way, all parties benefit. In this sense, the **constructive (also called the generative-) participatory approach** to conflict management, boils down to two basic ethical questions we have to ask ourselves.

We can ask these questions in many different ways:

- **Who wins, and who loses?**
- **Who prospers, who perishes?**

The constructive participatory approach to conflict management focuses on ethical participation amongst the "share holders" of the conflict, with consideration of the consequences of the conflict resolution to all people involved.

This approach asks the following questions:

- **Who wins, and who loses?**
- **Who prospers, and who perishes?**
- **Who lives, and who dies?**

Without getting technical, 'wording' in this approach is also of utmost importance:

One task here is not to use the words "You", or "Why", at all. In a conflict situation, we often accuse even if this is not our intention. This results in the other party becoming aggressive and defensive, and instead of listening and reaching a conclusion, we find ourselves fully involved in an emotional, personal battle which does not resolve the actual problem at hand.

An alternative approach is to use the words "**I feel**" or to describe the situation. This involves sharing our emotions with the other person, thereby getting their attention. This way, we also do not insult or blame a person directly, but rather circumstances. Another way of explaining this, is to say we put the problem "outside" the person. It becomes easier to "fix" the problem as it is not "personal" or something *inside* the person we object to, but rather something the person might have done.

Compare the following sentences:

- *You always leave the refrigerator door open and I am the one who always has to clean the water on the floor! You really make a lot of work for me!*
- *You never make your bed and I am so tired of having to tidy your room in the mornings!*

Instead –

- *I feel upset when the refrigerator door is left open because my back really hurts when I have to dry the floor every morning.*
- *I feel hurt and abused in the morning after cleaning your room since it sometimes causes me to be late for work.*

This way, you have not accused anyone directly. Yet you have conveyed your true feelings and problems, and stated what the situation is. You have been transparent and respectful towards the other person, asking his or her cooperation in an ethical way.

Who wins, and who loses, by your choice of words?

Transactional analysis (TA) is a theory about personality, personality Development, and communication. TA provides models to observe and understand communication in everyday interaction. It is also a useful framework for managing conflict.

According to TA, The personality is divided into three ego states.

What is an ego state?

An ego state is a way in which we manifest a part of our personality at any given time. These ego states are not associated in any way with chronological age and they fall into three types:

- **Parental ego** states (nurturing and critical) are borrowed from parental figures and reproduce the feeling, attitudes, behavior and responses of those figures. This is the critical, controlling part of your personality.
- **Child ego** state (natural and adapted) are relics from the individual's childhood. This is the creative part of your personality.
- **The Adult ego** state is concerned with the collecting and processing of data and the estimating of probabilities as a basis of action. This is the responsible, rational, decision-making part of your personality.

According to TA we can behave, think, and feel in ways which are a direct copy of our parents or of other who were parent figures to us. (Parent ego state). If we are behaving, feeling, and thinking in a rational and logical manner, we can be said to be in the *Adult ego state*. At other times we may return to ways of behaving, thinking and feeling which we used when we were children; the *Child ego state* (besides being creative this is also

the part of us that likes to throw tantrums, neglect duties, revert to bad-mouthing, and so on).

Ego states are often rapidly shifted and can be identified by gesture, posture, voice, tone, and choice of words and subjective feelings.

A “complete” human being will utilise all ego states at times. However, the Adult develops later than the Parent and Child and has difficulty catching up throughout life. Therefore, the Adult has to become sensitive to Parent and Child signals in order to increase its strength. The Adult will evaluate each situation and decide what the appropriate action is. The Adult is the part of us that reflects life as it is thought and works things out by the facts, then makes decisions.

TA consists of determining which ego state is active at any given moment and which ego state is active in the response given by the respondent.

Communication consists of a series of transactions, the smallest unit of social interaction. Six major ego states (three from each interacting individual) are involved. Transactions may be:

- **Complementary:** the response comes from the same ego state to which it was directed and goes to the same ego state that initiated the response. Thus, appropriate conversation flows back and forth in a consistent manner, like Adult to Adult, nurturing Parent to adapted Child. A nurse can act in a nurturing manner (Parent) when a patient is anxious (adapted Child). The communication continues with little or no conflict.
- **Crossed:** the response comes from an ego state not intended by the other person’s ego state. This can move the other person into the child ego state or to feel hurt. When people feel hurt or vulnerable, misunderstandings occur and conflict sets in.
- **Ulterior:** two ego states are being used at the same time to hide a message. If someone talks at length about their misfortunes, there might for example be a hidden message asking for sympathy or excusing him/herself for not achieving. These transactions are very complex and subtle and may be damaging to interpersonal relations. On the surface the message will often be adult to adult, with the hidden meaning of parent to child. The words send one message while the voice and body language send another. There is a difference between what is said and what is meant and conflict sets in.

Communication is most effective when *transactions are complementary*.

Transactional analysis increases awareness both of the self and of communications. It gives you a tool for influencing others. Activating a person’s Child ego, you stimulate creativity and enthusiasm (or conflict). Communication on Adult level again, can constructively deal with interpersonal conflict.

Another concept of TA which is useful for improving interpersonal skills, is the idea of games. Awareness of games that are played in the work place can help us achieve better work relationships:

A Game is a set pattern of transactions that have surface logic but hidden meaning and an attempt to draw in an unsuspected participant.

The outcome of games is always a win-lose position, one party satisfies its interests at the expense of the other party. An outcome of a game is “bad feelings”.

There are over ninety identified games. Among the most common are the following:

'If it weren't for you, I could do . . . (or could have done ...).' This game is extremely common in familial relations — as when addressed by the son to his parents: *'If you hadn't forced me to go to boarding school, I could have been a concert pianist by now.'*

At work, convention often prevents this game being played 'live', but it may well be rehearsed inwardly or to a colleague: *'If the boss hadn't had it in for me, I could have been running Area X by now'.*

1. 'Why don't you .. ?'; 'Yes, but ...' as in:

'My job's impossible; how can I deal with the bunch of idiots who are supposed to work for this agency and service twenty major clients as well?'

'Why don't you hand over some of the clients to other people — Paula, for instance, or Miles?'

'Because the clients all want to have the Chief Executive service their account; if they don't have me they'll be off.'

Well, you always say half of them are unprofitable — so hand those over. If they go, you've lost nothing.

'Can't do that — losing accounts is bad for staff morale.'

'Isn't having a Chief Executive who is too tired to do his job properly bad for staff morale?'

'Yes, but .

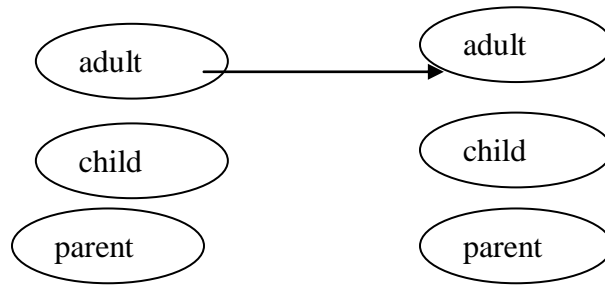
People play games because they get “**strokes**”. Strokes can be negative or positive. They are the ‘pay-offs’ for certain types of behavior. These ‘strokes’ are organised into a “**life script**” (similar to a script for a movie) which then organises and runs the persons life. Ever wondered why it is so hard for people to change? Or why some people insist on continuing with conflict or aggressive behavior? People follow their scripts. Negative strokes are better than not receiving any strokes at all, so they are written and maintained by a person’s life script. Luckily, scripts can be rewritten.

Games produces negative strokes which the player of the game then uses again to justify him-or herself and to let the game continue. Games are manipulative, and hurt people. Games isolate and eventually isolate the player from his or her community.

Games are frequently played in the work place. Most are dysfunctional for productive interpersonal relations and detract from company effectiveness. The goal should be to create a communicative climate that does not need or tolerate game playing.

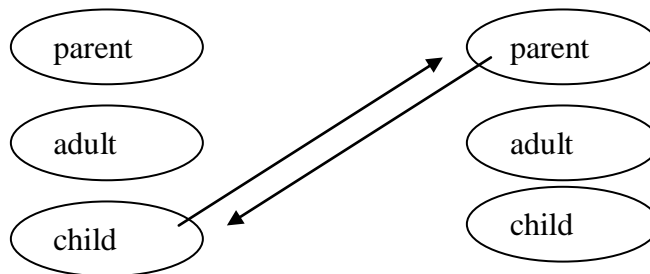
Example 1

Identify the following transactions:



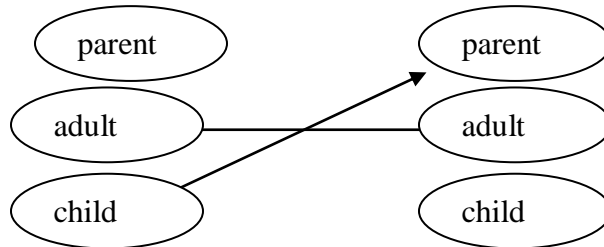
When is the meeting?
Tomorrow at 14:00.

Example 2



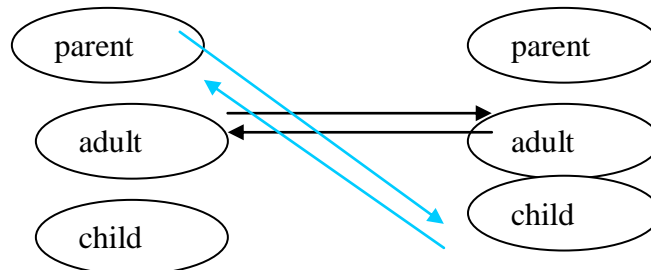
I can never remember when these meetings are!
Don't worry, I'll remind you.

Example 3



They always schedule these meetings so early in the morning. I don't get
time to read my mails.
But it's the only time available when we all can get together.

Example 4



What happened at the meeting yesterday? (Your really should have given

me a report before now!)
There was a lot of discussion on the sales figures (your performance came in for a lot of criticism – so there!)

REFLECTIONS

Think about the following:

In example 1, what would the consequences of such a communication style be? Or in example 2?

Who benefits? Who loses?

In example 4, who will win by such a communication pattern? Who will lose?

When you read through the different “games” people can play again, ask yourself:

- **Who wins, who loses?**
- **Who lives, who dies?**

Can you identify any games where all the players can win?

PERSONAL CONFLICT SKILLS MAP

The time has come to integrate these experiences to draw up your own, personal conflict management map. A map is a handy thing to have at hand when you lose your direction, or to refer to when in doubt. And you can always add to your map later on when you develop more skills, or take away when you have gotten rid of some of the friends of conflict!

- You are in the center of your own conflict management universe – place a small circle/square/flower/animal (or any other symbol that you prefer) in the middle of the paper to represent you. Write your name in the symbol.
- In the space around you, draw and label other symbols to represent the conflict management skills that you have selected to represent you. The size of the symbols and the distance from you, indicate the strength of the impact that particular skills have on you.
- Next to each symbol place a + or - indicating whether you think that skills plays a positive or negative role in your life. If for instance, you identified *power* as an enemy to your conflict management skills, place a – sign next to him.
- Draw arrows between you and the symbols impacting you, indicating whether the influence is growing or diminishing. If you do not think it has any influence on you, just leave a straight line without any arrows.
- This means the arrows can point either towards or away from you (If the impact is growing, the arrow points towards you. If the impact is becoming smaller, the arrow will point away from you).
- You can even color the arrows if you want to, to indicate how strong they are presented in your life.
- Choose a special color to mark the conflict management skills you *prefer* in your life. Use another to mark the enemies of conflict management skills you want to get rid of.
- Mark the conflict skills you feel you need to pay special attention to, different from the others.
- Now look at your conflict management skills map and interpret the meaning of your picture. Consider the opportunities, as well as the actions you have to take if you want to change something in your map.
- Example: if you identified *discrimination* as an enemy of effective conflict skills in you life, consider what actions you need to take to stand up to him.
- Example: If you identified *assertiveness* as a skill to develop, consider what actions you need to do to make him part of your life.

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We have come to the end of our journey. Although it's sad to say good- bye, the time has come for you to go out and put into practice what you have experienced here today. The objective of this last activity is to allow you to review what you have learned as a result of an experiential presentation. Write down the three most significant learning points you have gained (one point per fruit), in the fruit to the Tree of Learning:

