

# Emotional Intelligence Day 1

Identify, harness and manage emotions



**Please sit in one of the chairs provided**

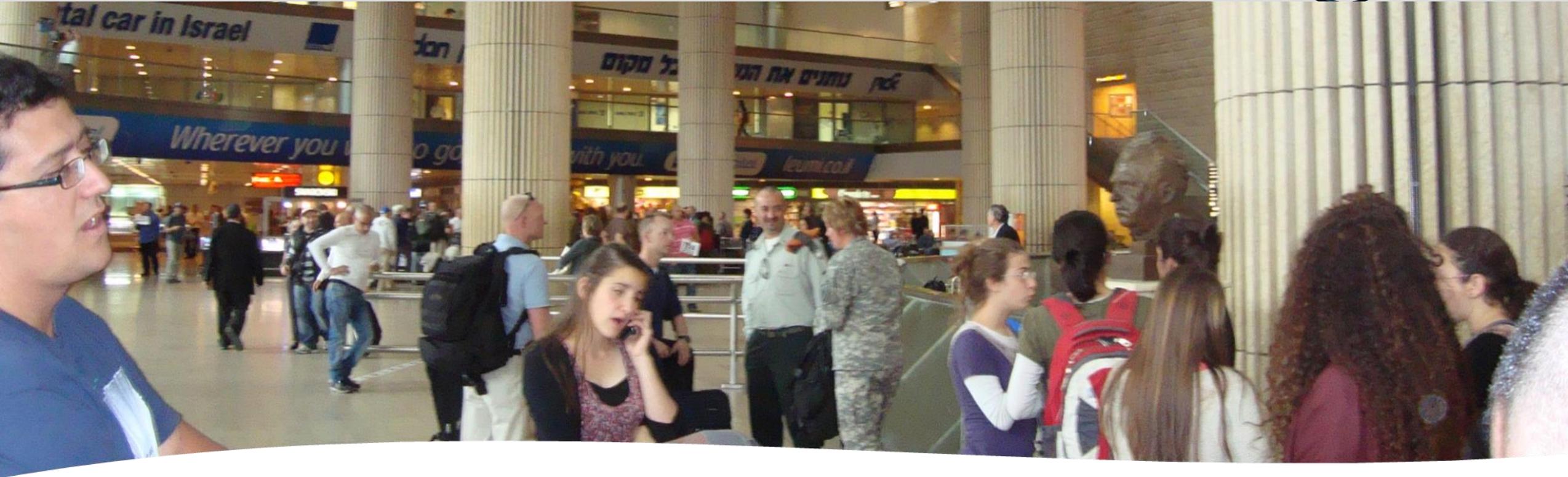
**PLEASE DO NOT MOVE THE CHAIRS**





**Welcome to the  
ShipCon seminar**

**Imagine that the space in this room is  
the inside of a shopping Mall**



**Please walk around the 'Mall', without making eye contact with any other person in the room.**

**You have 'Post It's' on your chair – please write down any feelings you are experiencing and post the sticker on the wall**

**Now walk round again, if you do make eye contact with anybody,  
look away immediately**



- Now walk about the space, seek out eye contact, and pair up with the first person to reciprocate.
- Walk side by side with that person and both partners make no eye contact with anyone else.



- Please return to the large circle.
- Keep your eyes looking down at your shoes.
- On the count of 3 everyone look up and seek eye contact with someone.
- If eye contact is achieved cross to sit by your new partner





- How did people feel when entering the room for the first time?
- What are the written and unwritten social rules we can identify'?
- What feelings came from each stage of the exercise?
- What feels good, what feels bad or in between and why?
- In what ways does this apply to life in the real world e.g. what is our emotional response to people who look away rather than make eye contact?
- What might it mean for client/student contact to make solid eye contact?
- How does eye contact influence interaction?

# Now for the proper SHIPCON Welcome



Learn, Experience & Enjoy

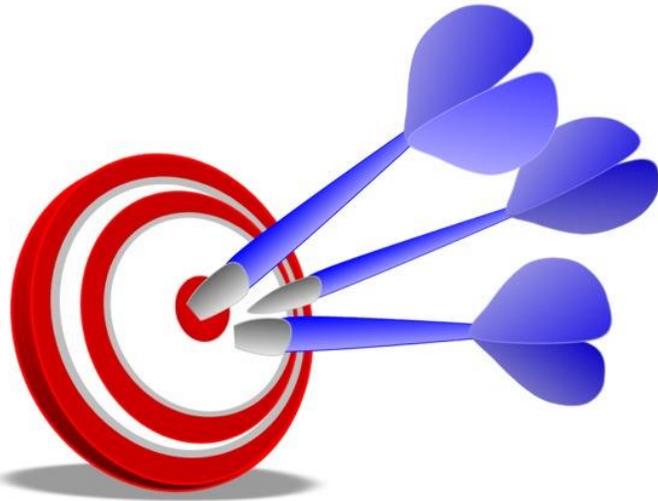
# COURSE GOAL SETTING

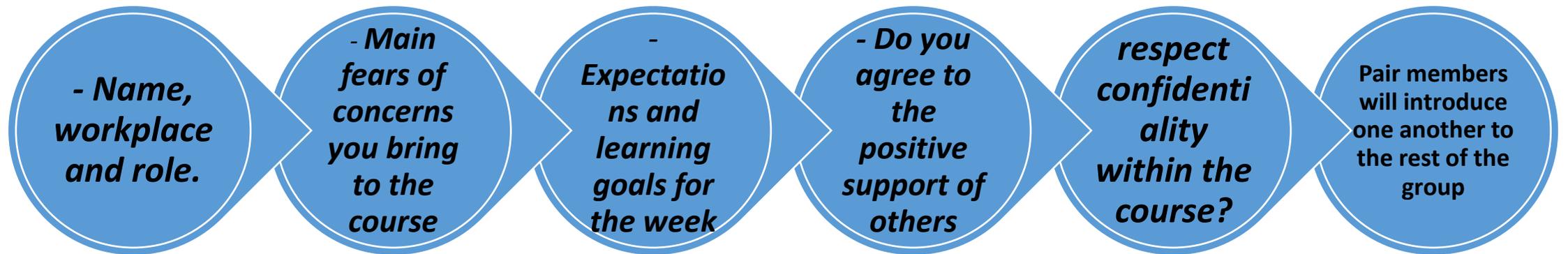
Please move round the room saying your month of birth e.g. 'June, June, June' – then stand together with people who share the same month of birth. If there are only 2 of you with the same month of birth – you become a pair and sit down.

The remaining people then say your name – people with names beginning with the same letter will stand together. If there are only 2 of you who share the same initial – you become a pair and sit down.

The people left standing in the group will then put out their right hand – the person nearest to their right will become their 'partner'

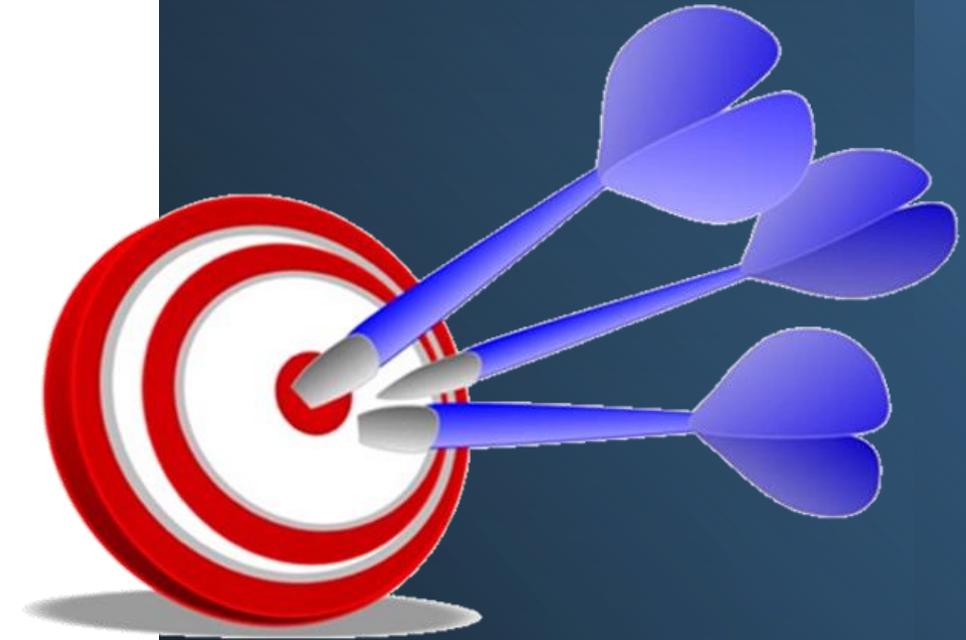
The new 'pairs' sit together exchange names / work place etc – and then answer the following questions between you.





# Course Goals

- To establish the 10 Principles of Emotional Intelligence
- To establish the characteristics of Emotional Intelligence
- To identify the importance of Emotional Intelligence
- To identify what it means to develop Emotional Intelligence
- To identify opportunities for the development of Emotional Intelligence in the home, education or the workplace



# Why Investing in Emotional Intelligence Development is Essential

- Emotional Intelligence is the key to having a positive impact on your team and organisation. It is foundational to developing people, teams, and cultures that can adapt and engage, no matter what challenges are encountered.
- In today's rapidly changing world, organisations need to develop leadership competencies that enable their leaders to proactively respond rather than react and demonstrate the empathy and care for their people that is more essential than ever.



# Why do we need Emotional Intelligence?

## PHYSICAL HEALTH

**Taking care of the body and managing stress.**

**Impact on overall 'wellness'**

Only by being aware of our emotional state and our reactions to stress in our lives can we hope to manage stress and maintain good physical health.

## MENTAL WELL-BEING

Emotional intelligence affects our attitude and outlook on life. It can also help to alleviate anxiety and avoid depression and mood swings.

A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life.



## RELATIONSHIPS

- Understanding and managing our emotions, we are better able to communicate our feelings in a more constructive way.
- Better able to understand and relate to those with whom we are in relationships.
- Understanding the needs, feelings, and responses of others leads to stronger and more fulfilling relationships.

## CONFLICT RESOLUTION

When we can read people's emotions and empathise with their perspective, it's much easier to resolve conflicts or possibly avoid them before they start. We are also better at negotiation due to our ability to understand the needs and desires of others. It's easier to give people what they want if we can perceive what it is.

# Why do we need Emotional Intelligence?

## SUCCESS

- Stronger internal motivators, which can increase self-confidence, and improve our ability to focus on a goal.
- Allows us to create better networks of support, overcome setbacks, and keep going with a stronger outlook.
- Our ability to delay gratification and see the long-term directly affects our ability to succeed.



## LEADERSHIP

An effective leader can –

- Understand what motivates others, relate in a positive manner, and build stronger bonds with others in the workplace inevitably making those with higher emotional intelligence better leaders.
- Recognise what the needs of people are, so that those needs can be met in a way that encourages higher performance and workplace satisfaction.
- Is able to build stronger teams by strategically utilising the emotional diversity of their team members to benefit the team as a whole.

# CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

Motivation



Self-regulation

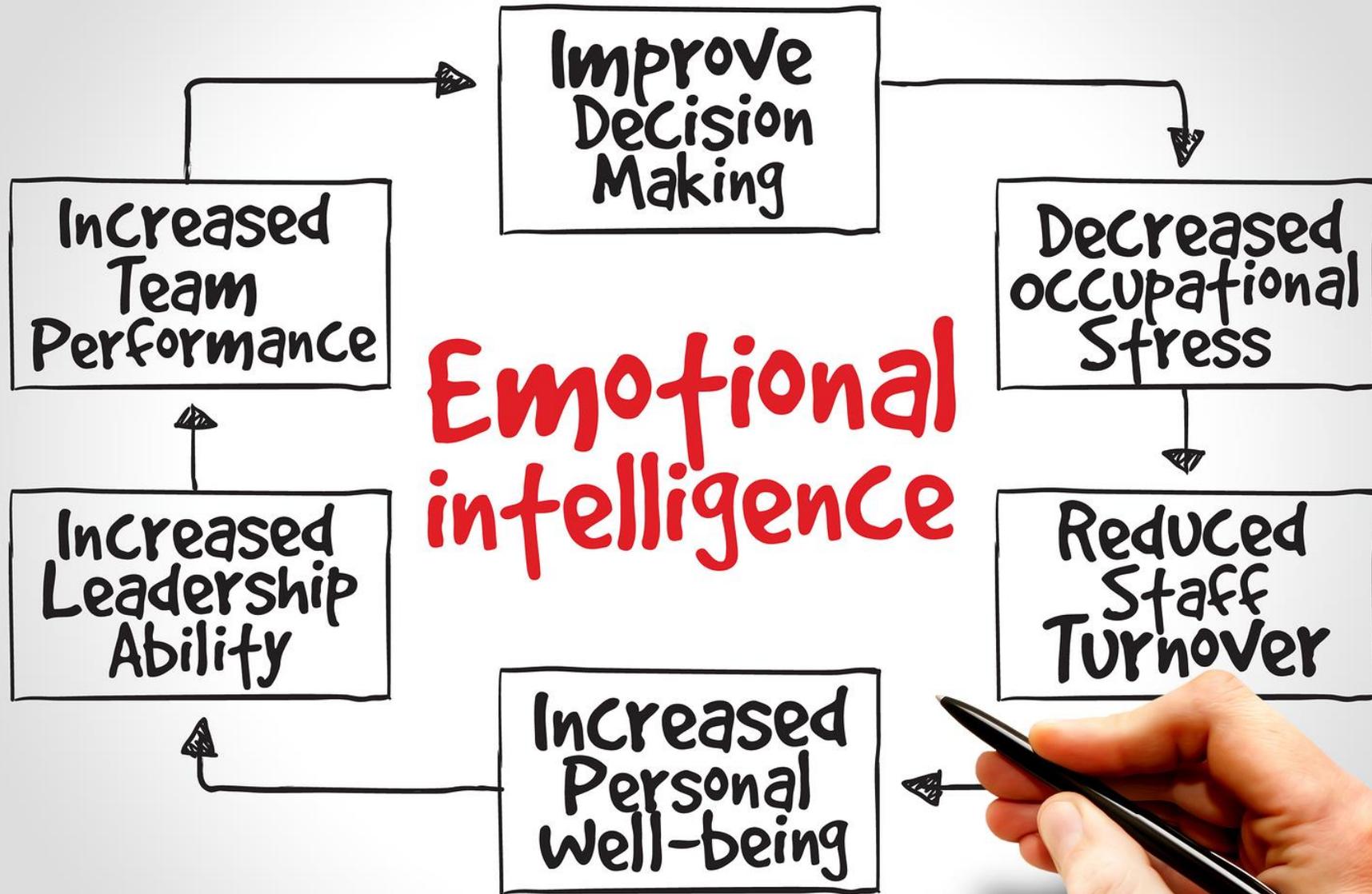
Social skills

Self-awareness

Empathy

# 5 signs of high Emotional Intelligence





**BREAK**



# IQ vs EQ

**IQ (Intelligent quotient) represents abilities such as:**

- **Visual and spatial processing**
- **Knowledge of the world**
- **Fluid reasoning**
- **Working memory and short-term memory**
- **Quantitative reasoning**

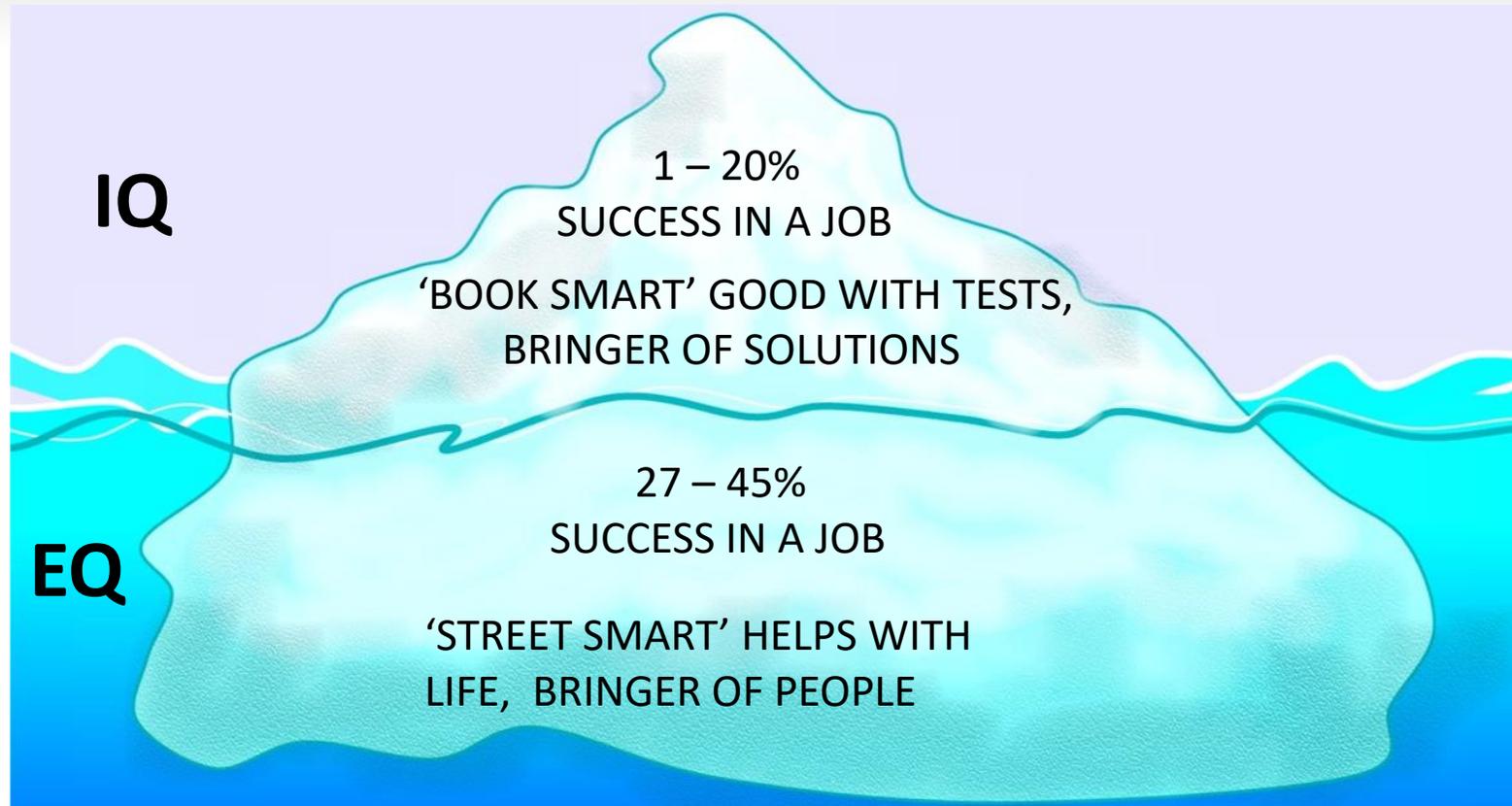


# IQ vs EQ

- EQ (Emotional capacity) is centred on abilities such as:
  - Identifying emotions
  - Evaluating how others feel
  - Controlling one's own emotions
  - Perceiving how others feel
  - Using emotions to facilitate social communication
  - Relating to others

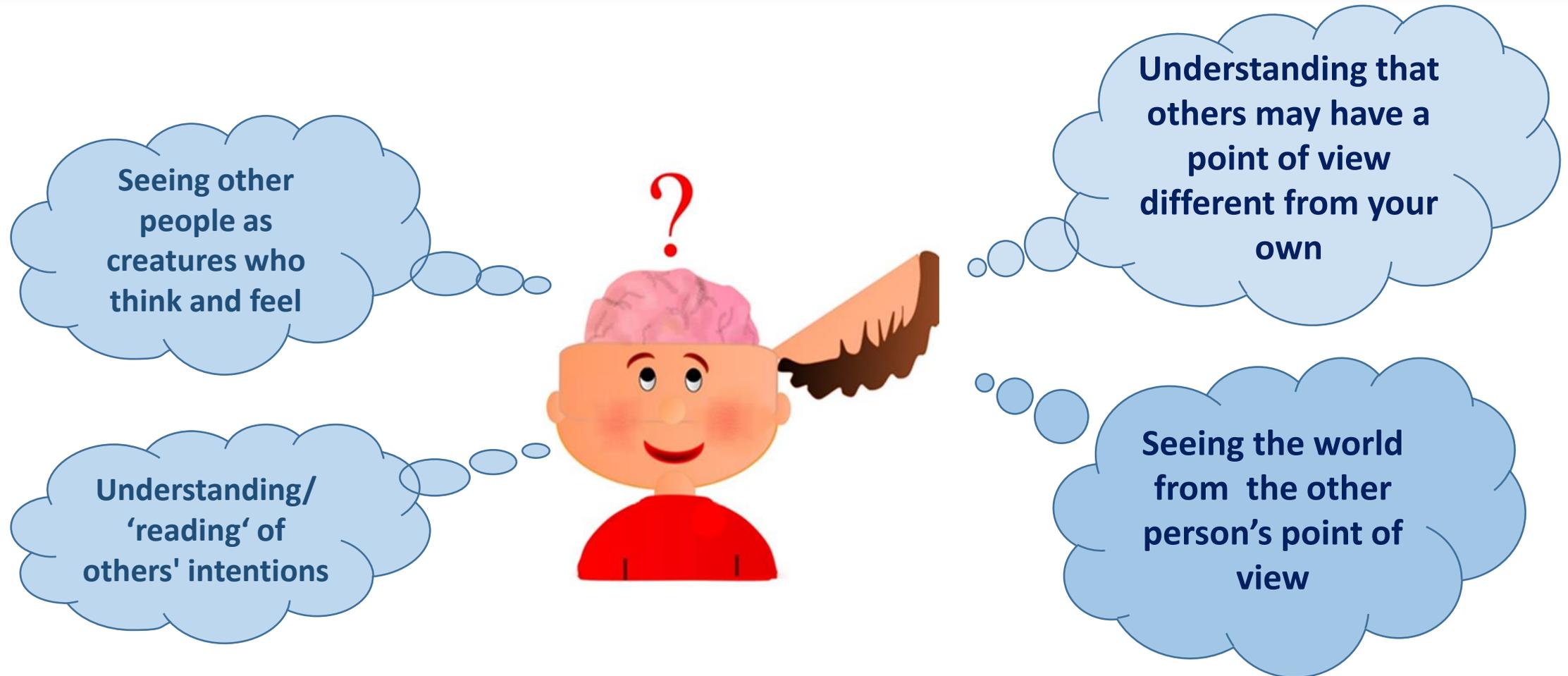


**IQ** - Intelligence Quota  
**vs**  
**EQ** - Emotional Capacity



**What's more important in determining life success—'book smarts' or 'street smarts'?**

# THEORY OF MIND - Social cognition





## THEORY OF MIND - False Belief

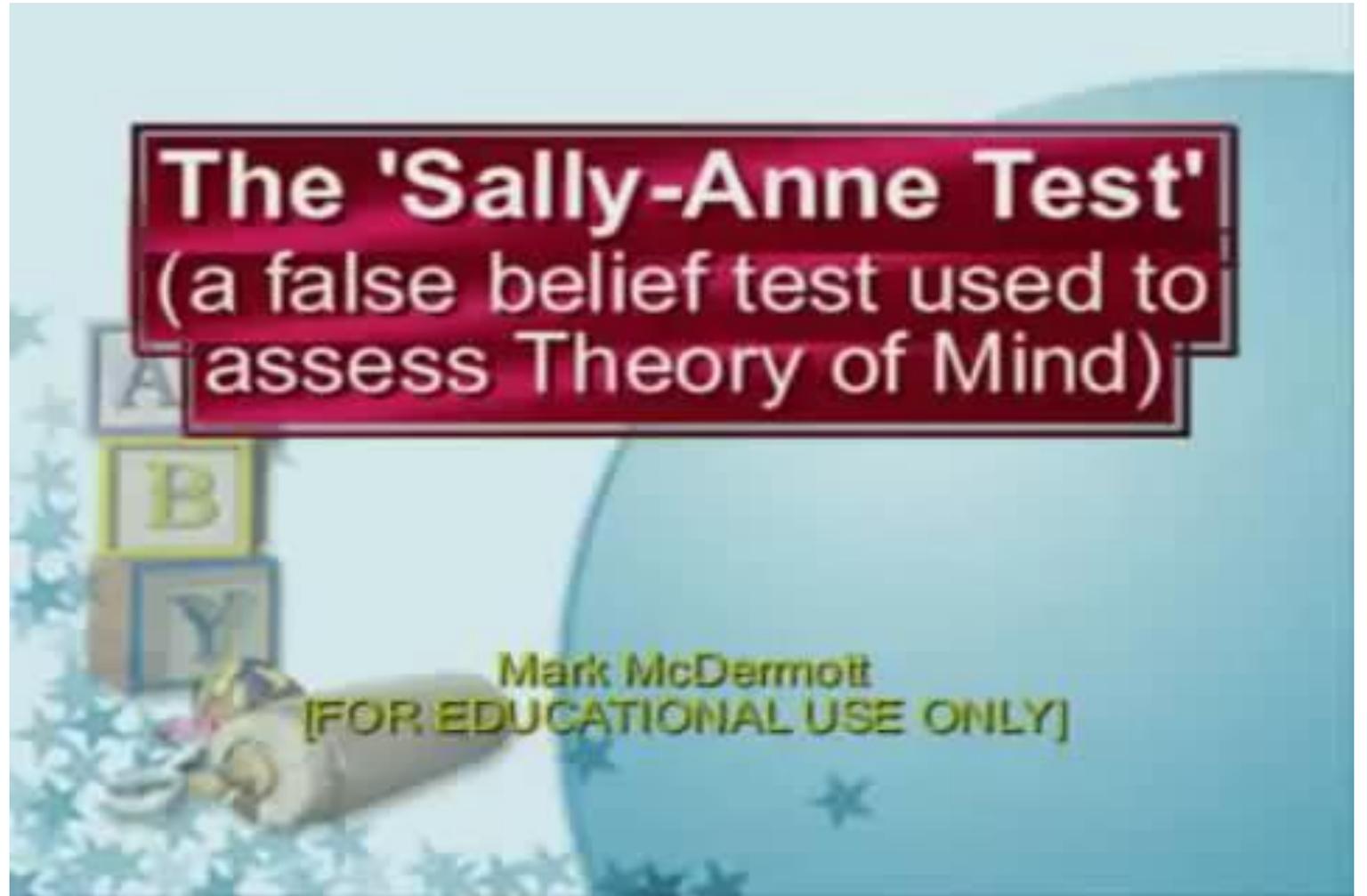
- Children are expected to have developed social cognition by the age of 6 years.
- The false belief test carried out on children will demonstrate their capacity regarding 'theory of mind' development.

-

# The 'Sally / Anne' Test

**The 'Sally-Anne Test'**  
(a false belief test used to assess Theory of Mind)

Mark McDermott  
[FOR EDUCATIONAL USE ONLY]



# Mindful or Mind-blind? – Children as 'mind-readers'

- Autistic children may have great difficulty in 'mindreading' or social cognition.
- Children who become aware of their own and other people's emotions, motives, desires, and feelings are better able to understand, describe, and predict people's mental states – thoughts, wants and feelings.
- In turn, these skills help them to:
  - Know how to respond to the actions of others.
  - Become sensitive to the psychological state of others.
  - Engage in empathic, cooperative, and pro-social behaviours e.g. sharing toys and helping others.
  - Adopt the perspective of others e.g. in pretend play.
  - Social cognition skills help children to develop stronger language abilities making them better communicators.





## Nature

vs

## Nurture



influences on developing personality

### GENETIC INFLUENCES (predisposition – ‘blue print’)

- Some physical characteristics evident at birth some become evident later in life
- Up to 80% of the variation found in adult human intelligence is thought to be attributable to genetics
- Personality traits e.g. Addictive personality

### ENVIRONMENTAL FACTORS (what is learned by seeing and experiencing)

- At birth the human mind is a ‘blank sheet’ which is gradually ‘filled’ as a result of experience (Behaviouralism)
- Psychological characteristics and behavioural differences that emerge through infancy and childhood are the result of learning. It is how you are brought up e.g. aggression, passivity, nervousness etc

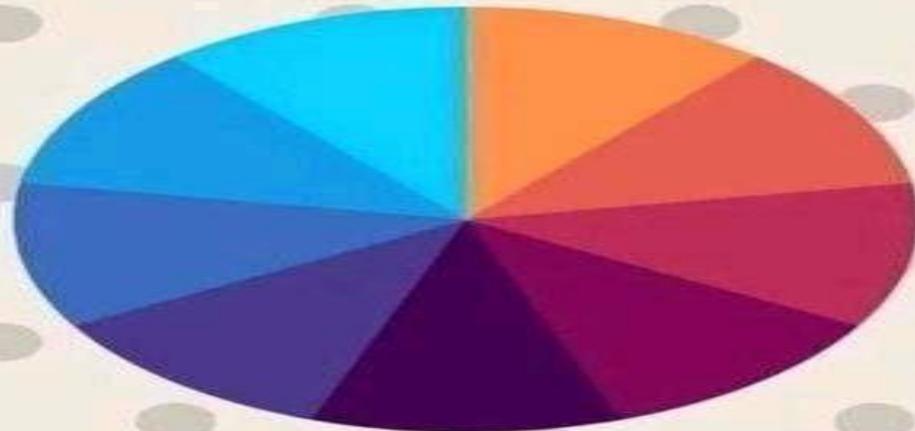
# WHAT PEOPLE THINK EMPATHY IS

earthbound madness



Feeling sorry for someone

# WHAT EMPATHY ACTUALLY IS



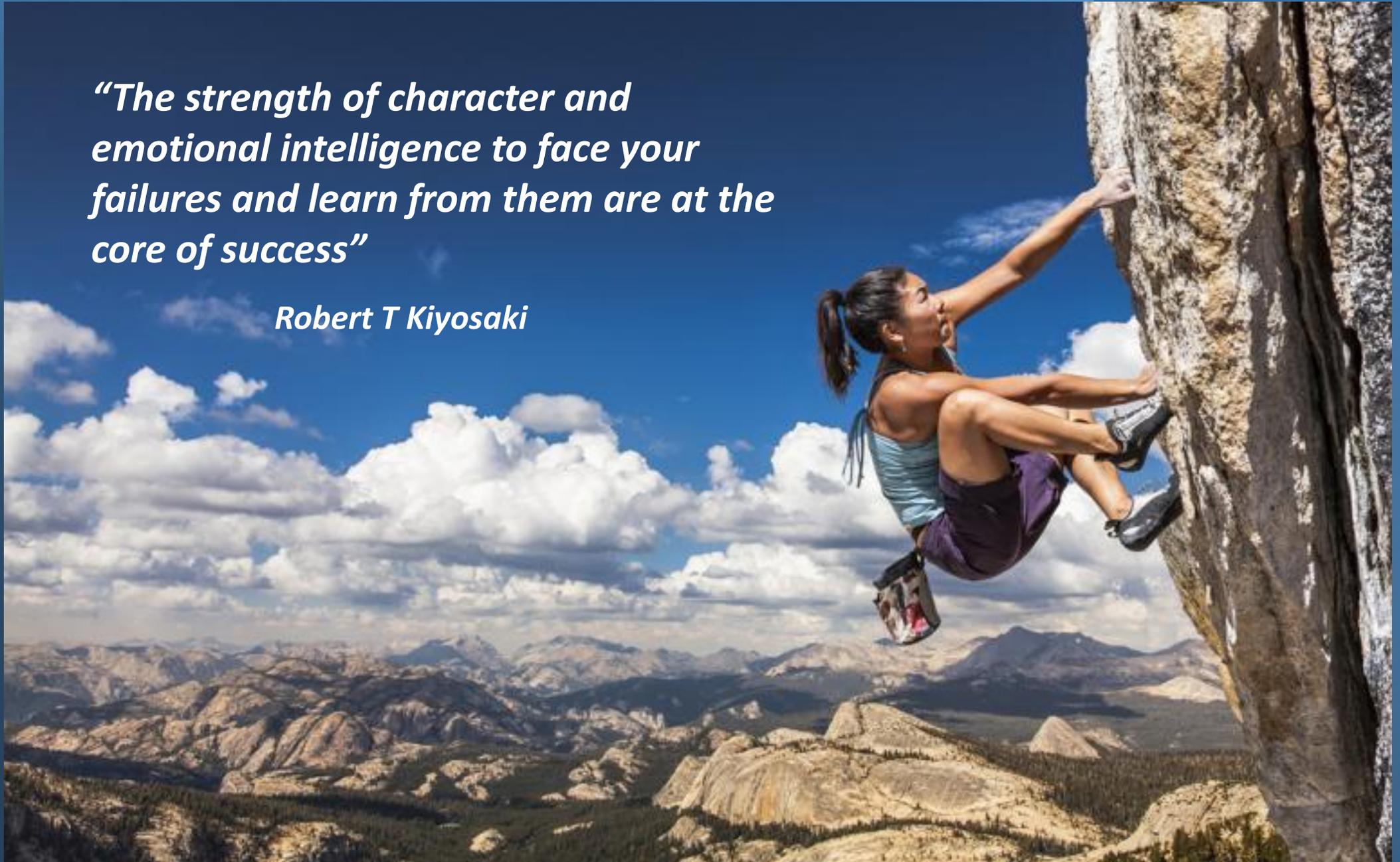
- Sensing other peoples emotions
- Imagining how someone feels
- Imagine what someone is thinking
- Mirroring someone's feelings
- Identify how a person is feeling
- Understanding another person's feelings
- Seeing things from another point of view
- Really listening to what others have to say
- Feeling overwhelmed by others tragedy

# Are we always emotionally intelligent ?



*“The strength of character and emotional intelligence to face your failures and learn from them are at the core of success”*

*Robert T Kiyosaki*



End of Day 1

Thanks for  
your  
contribution



# References

"**Emotional Intelligence - Why It Can Matter More Than IQ**" - 1995, **Daniel Goleman**

<https://www.amazon.co.uk/Emotional-Intelligence-Matter-More-Than/dp/0747528306>

[Simon Baron-Cohen:  
Theorizing on the mind in autism | Spectrum ...](#)

<https://spectrumnews.org/news/.../simon-baron-cohen-theorizing-on-the-mind-in-autism...>

Video

Baron Cohen - Sally Ann Test

<https://www.youtube.com/watch?v=jbL34F81Rz0>

On Emotional Intelligence (Clip from 'Shut Up and Listen' TED Talk

<https://youtu.be/dRbV5MB5Qj8>