
Workplace EQ

The Human Factor





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NOTES



INTRODUCTION

Purpose

The overall purpose of this workshop is to increase your understanding of emotional intelligence (EQ) and its impact on workplace fulfillment and performance. You will identify your current level of performance in four (4) EQ dimensions and participate in skill-building activities designed to improve related competencies. By enhancing your ability to deal with yourself and your relationships with others, you can impact fulfillment and performance at the individual, team, and organizational levels.

Objectives

At the completion of this workshop, you will be able to:

- ▼ Identify your emotional strengths and limits (self-awareness).
- ▼ Manage your emotions to facilitate the achievement of personal and organizational goals (self-regulation).
- ▼ Recognize the emotional cues of others (social awareness).
- ▼ Apply communication and influencing skills to build support for programs and projects (social skill).
- ▼ Describe the relationship between EQ and individual spirit.

NOTES



PRE-ASSESSMENT

Name: _____ Date: ___/___/___

Directions: Please circle the letter of the BEST response to each of the following statements.

1. Emotional intelligence can be defined as:
 - A. General intellectual capabilities of an individual
 - B. Seven different types of intelligences
 - C. How well you manage yourself and your relationships
 - D. A type of intelligence that guarantees success on the job

2. An emotional competence is:
 - A. A high level of expertise in one of seven types of intelligences
 - B. A learned capability, based on emotional intelligence
 - C. An innate (inborn) capability, based on emotional intelligence
 - D. A learned capability based on general intelligence (IQ)

3. The four major dimensions of emotional intelligence are:
 - A. Self-Awareness, Self-Regulation, Social Awareness and Social Skill
 - B. Self-Awareness, Achievement Drive, Empathy and Communication Skills
 - C. Self-Awareness, Self-Regulation, Social Awareness and Influence
 - D. Self-Assessment, Self-Confidence, Empathy and Communication

4. Studies of emotional intelligence show that it is related to:
 - A. Productivity
 - B. Conflict and grievances
 - C. Physical health
 - D. All of the above

5. Signs of high competence in Self-Regulation include:
 - A. The ability to remain calm under stress
 - B. The ability to speak out for issues you believe are important
 - C. A strong focus on achievement and results
 - D. Paying attention to the emotional cues of others

(continued)

6. The emotional competency most strongly linked to tolerance for diversity is:
 - A. Self-confidence
 - B. Empathy
 - C. Adaptability
 - D. Self-control

7. Consequential thinking allows us to:
 - A. Draw quick conclusions from subjective data
 - B. Gauge the readiness of learners
 - C. Identify the likely pro's and con's of a decision
 - D. Reframe negative messages

8. The part of the brain most closely connected to emotions is:
 - A. The neocortex
 - B. The thalamus
 - C. The amygdala
 - D. The brain stem

9. A defining characteristic of optimists is that they:
 - A. Believe that bad events will last a long time
 - B. Believe that bad events are their fault
 - C. Believe that they cannot control their environment
 - D. Believe that bad events are temporary

10. The ability to effectively manage the emotions of other people is called:
 - A. Empathy
 - B. Optimism
 - C. Influence
 - D. Cognitive structuring