



PARTICIPANT GUIDE

# Cubic Integrator Learning Journey

Session 4: Emotional Intelligence Essentials



Corporate Education Group  
*Learning That Powers Performance*

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Corporate Education Group  
300 Brickstone Square, Suite 201  
Andover, MA 01810  
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www.corpedgroup.com



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MANAGEMENT AND LEADERSHIP

# Cubic Integrator Learning Journey

## Session 4: Emotional Intelligence Essentials



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MDV829d-0921 Session 4

EMOTIONAL INTELLIGENCE ESSENTIALS

## Session Goal

The goal of this session is to enhance your emotional intelligence skills to enable you to better communicate and collaborate with others.



EMOTIONAL INTELLIGENCE ESSENTIALS



## Session Learning Objectives

**By the end of this course, you will be able to:**

- Self-assess proficiency in four domains of emotional intelligence (EI)
- Articulate ways to build self-awareness
- Describe techniques for de-escalating personal emotional responses
- Connect a productive conversation mindset with a positive outcome





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EMOTIONAL INTELLIGENCE ESSENTIALS



## Session Topics



- The Importance of Psychological Safety
- The Four Domains of Emotional Intelligence
- The Anatomy of Emotion
- Emotional Self-Regulation

EMOTIONAL INTELLIGENCE ESSENTIALS

## Google's Project Aristotle

In 2012, Google's People Analytics team launched a research study code named **Project Aristotle**.

- Collected data on 180 top performing global teams at Google
- Focus was on **how to build the perfect team**
- Looked for patterns with regard to WHO was on the team; what is the best mix of:
  - Skills
  - Backgrounds
  - Personality types



EMOTIONAL INTELLIGENCE ESSENTIALS

## Results of the Two-Year Study?

**WHO** is on a team matters less than

**HOW** the team members interact, structure their work, and view their contributions

There were no patterns that emerged with regard to the people side of the equation, or who the particular people were on the team. What showed up as important was HOW the team worked together. So the researchers took another look at the data and examined it in a different way.

## EMOTIONAL INTELLIGENCE ESSENTIALS

## Most Important Dynamic by Far

**Psychological Safety**

Can we take risks on this team without feeling insecure or embarrassed?

Trust

Empathy

Admitting mistakes

Listening

Is there a feeling of trust amongst us? Do I sense that my colleagues genuinely care about me as a person? Do we have a culture where mistakes are framed as opportunities for growth? Do I truly feel listened to?

The other 4 dynamics of Google's high-performing teams were:

1. **Dependability:** Can we count on each other to do high-quality work on time?
2. **Structure and Clarity:** Are goals, roles, and execution plans on our team clear?
3. **Meaning of Work:** Are we working on something that is personally important for each of us?
4. **Impact of Work:** Do we fundamentally believe that the work we're doing matters?

CLASS DISCUSSION

# Psychological Safety and Performance



**Individually, reflect on:**

- A team experience you have had where there was a *high* level of psychological safety
- A team experience you have had where there was a *low* level of psychological safety
- How was team performance impacted in both cases?

**Volunteers may share answers and experiences with the class.**

## EMOTIONAL INTELLIGENCE ESSENTIALS



## A Definition

**EMOTIONAL INTELLIGENCE** (*noun*)

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

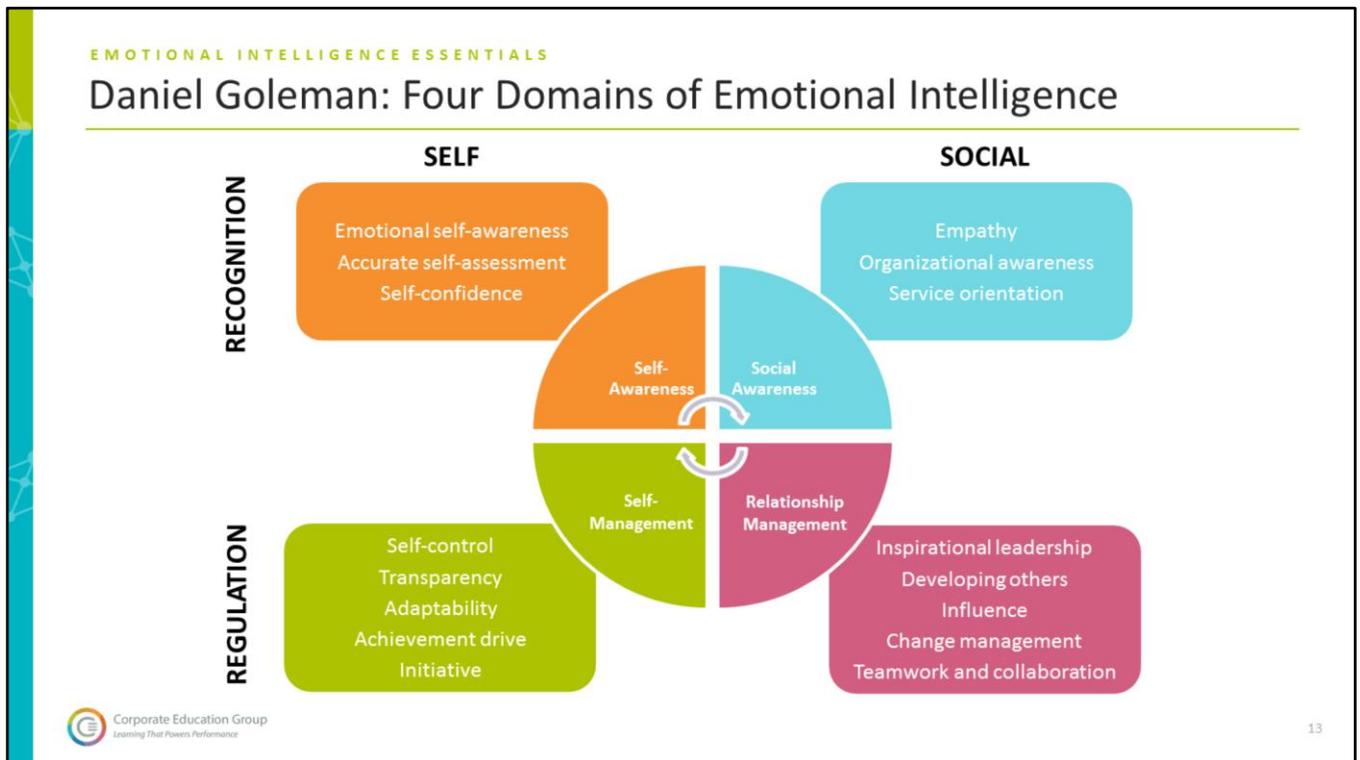
POLL

## Let's Go to the Polls



Get ready to answer a few poll questions about emotional intelligence!





Daniel Goleman is a psychologist and author whose book *Emotional Intelligence: Why It Can Matter More Than IQ* brought the concept of EI into public awareness.

- 1. Self-Awareness - The ability to recognize and tune into your own emotional state**
- 2. Self-Regulation - The ability to control and or redirect disruptive impulses and moods**
- 3. Self-Motivation - A passion to work for reasons that go beyond money; when set backs occur, resist self-defeating thoughts**
- 4. Empathy - The ability to understand the emotional make-up of people (including yourself), see the world through the eyes of others, and recognize and respond to others' emotions**
- 5. Effective Relationships - Proficiency in managing relationships, influencing others, and building consensus and support for team goals**

## EMOTIONAL INTELLIGENCE ESSENTIALS

## High IQ Is a Threshold Capability



In conducting his analysis on emotional intelligence in the workplace, Goleman looked at the competency models for 181 positions from 121 companies. He found that two-thirds of the abilities essential for performance were emotional competencies. For leadership positions, that number rose to 90%!

Global research shows that people with high emotional intelligence:

- Outperform those with lower EI levels
- Form strong relationships with others and have reliable support networks
- Build real social fabric within an organization, and between an organization and those it serves
- Are surrounded by others who want to help them in times of need

On the other hand, people with low levels of EI tend to create problems for teams and organizations as a result of their behavior.

EMOTIONAL INTELLIGENCE ESSENTIALS

# The Anatomy of Emotion

**“All emotions are basically impulses to act, the instant plans for handling life that evolution has built into us.”**

– Daniel Goleman

*Emotional Intelligence: Why It Can Matter More Than IQ*



EMOTIONAL INTELLIGENCE ESSENTIALS

# Our Emotions Are Hard-Wired and Adaptive

## Fear



- Flood of hormones puts body on alert
- Blood goes to large skeletal muscles: fight, flight, or freeze
- Focused attention on threat and survival

## Anger



- Blood rushes to hands – grasp a weapon, strike a foe
- Adrenaline generates energy for vigorous action
- Heart rate increases – ready to move and act

## Happiness



- Increase in available energy
- Inhibition of worry and negativity
- Readies us for task at hand
- Helps us strive toward goals

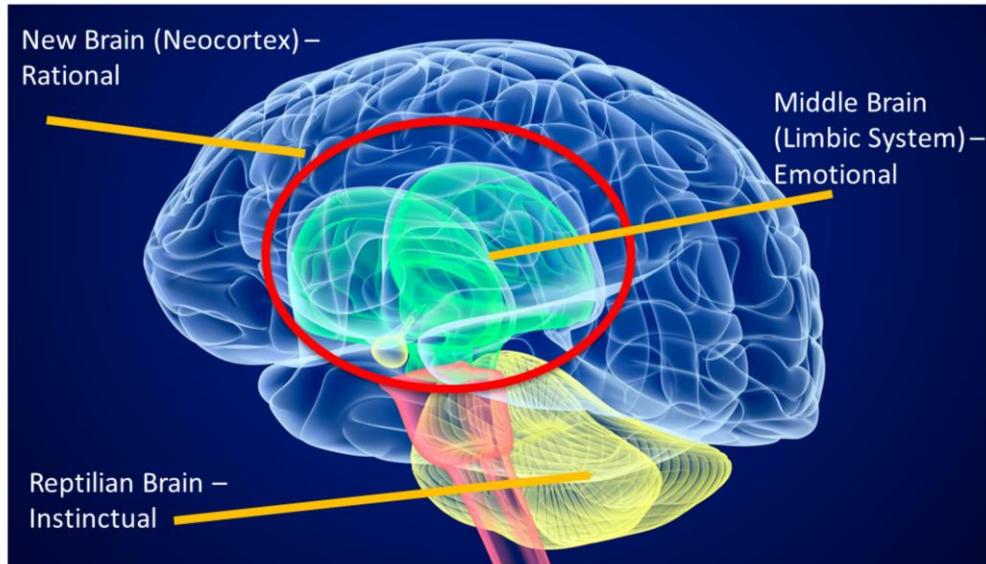
## Sadness



- Drop in energy and enthusiasm
- Withdrawing creates opportunity to mourn a loss and reflect
- Vulnerability leads to safety by staying close to home

## EMOTIONAL INTELLIGENCE ESSENTIALS

## The Triune Brain and the Limbic System



Emotional incompetence often stems from habits learned very early in life. As we repeat these habits, the underlying neural connections become the brain's default option – what we do automatically and spontaneously, without even thinking about it.

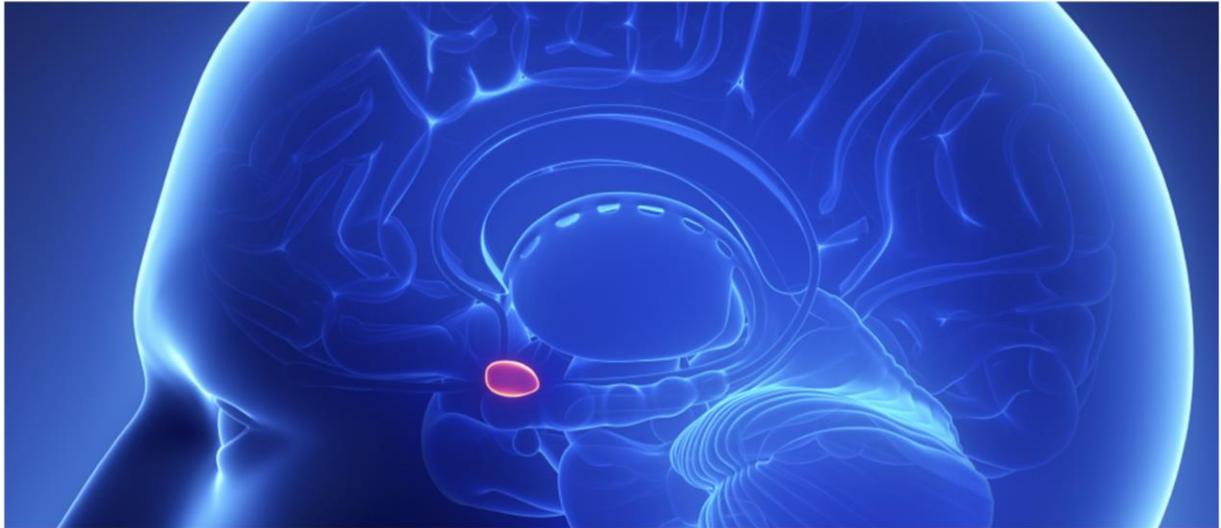
Our cognitive abilities are based in the neocortex of the brain, which is evolutionarily the most recent part of the cerebral cortex. Cognitive learning (like acquiring a new technical skill) involves fitting new pieces of information into existing frameworks of understanding within the neocortex.

Social and emotional competencies are based in the emotional centers of the brain, which are much older in evolutionary terms than the neocortex. Learning in the brain's emotional centers occurs not through words and ideas, but through simple, repeated actions and vivid experiences.

Emotional and social learning is different than cognitive learning, as it requires actual modification of the circuitry in the emotional parts of the brain. Changing habits is much more challenging than simply adding new information to old.

## EMOTIONAL INTELLIGENCE ESSENTIALS

## Fight/Flight/Freeze Response = Amygdala Hijack



At the center of our limbic system are the amygdalae. The size and shape of an almond, these two regions serve as the alarm system of the brain, taking control over what we do just as the neocortex is beginning to try and make a decision.

In short, the amygdala captures and drives the rest of the brain – including the rational mind. It frantically commands that we react to the present in ways that were imprinted long ago with thoughts, emotions and reactions. For the time it takes for the emotional circuit to run in our brain, it effectively hijacks our brain, making it temporarily impossible to access our higher thinking centers.

## EMOTIONAL INTELLIGENCE ESSENTIALS

## An Emotional Circuit



From the moment that a stimulus triggers an emotional circuit within our brain, it takes only 90 seconds for that circuit to run its full course. Think about the implications of that! If you can stay angry for longer than 90 seconds (and who can't?), you are making a choice – conscious or unconscious – to replay the stimulus and rerun the circuit.

A critical point to keep in mind: we cannot control the emotions that we feel, but we CAN control the length of time for which we feel them.

## EMOTIONAL INTELLIGENCE ESSENTIALS

## Strategy: Pause, Reframe, and Choose Your Response



Developing an internal “pause button” that enables you to stop before taking action is an invaluable skill.

Cultivating the ability to pause gives you the opportunity to de-escalate (or re-engage) emotionally, reframe the situation, and reconnect with your higher thinking centers.

In this way, you can make an informed decision, rather than acting rashly based on impulse.

Building this skill will not only help you with conflict on projects, it will help you with conflicts across your professional and personal life.

## EMOTIONAL INTELLIGENCE ESSENTIALS

The Magic Formula for Changing Other People's Behavior Is:

$$r : \rho \left( \frac{\partial u_r}{\partial t} + u_r \frac{\partial u_r}{\partial r} + \frac{u_\phi}{r} \frac{\partial u_r}{\partial \phi} + u_z \frac{\partial u_r}{\partial z} - \frac{u_\phi^2}{r} \right) =$$

$$- \frac{\partial p}{\partial r} + \mu \left[ \frac{1}{r} \frac{\partial}{\partial r} \left( r \frac{\partial u_r}{\partial r} \right) + \frac{1}{r^2} \frac{\partial^2 u_r}{\partial \phi^2} + \frac{\partial^2 u_r}{\partial z^2} - \frac{u_r}{r^2} - \frac{2}{r^2} \frac{\partial u_\phi}{\partial \phi} \right] + \rho g_r$$

$$\phi : \rho \left( \frac{\partial u_\phi}{\partial t} + u_r \frac{\partial u_\phi}{\partial r} + \frac{u_\phi}{r} \frac{\partial u_\phi}{\partial \phi} + u_z \frac{\partial u_\phi}{\partial z} + \frac{u_r u_\phi}{r} \right) =$$

$$- \frac{\partial p}{\partial \phi} + \mu \left[ \frac{1}{r} \frac{\partial}{\partial r} \left( r \frac{\partial u_\phi}{\partial r} \right) + \frac{1}{r^2} \frac{\partial^2 u_\phi}{\partial \phi^2} + \frac{\partial^2 u_\phi}{\partial z^2} - \frac{2}{r^2} \frac{\partial u_r}{\partial \phi} - \frac{u_\phi}{r^2} \right] + \rho g_\phi$$

$$z : \rho \left( \frac{\partial u_z}{\partial t} + u_r \frac{\partial u_z}{\partial r} + \frac{u_\phi}{r} \frac{\partial u_z}{\partial \phi} + u_z \frac{\partial u_z}{\partial z} \right) =$$

$$- \frac{\partial p}{\partial z} + \mu \left[ \frac{1}{r} \frac{\partial}{\partial r} \left( r \frac{\partial u_z}{\partial r} \right) + \frac{1}{r^2} \frac{\partial^2 u_z}{\partial \phi^2} + \frac{\partial^2 u_z}{\partial z^2} \right] + \rho g_z$$

**Non-existent!**

## EMOTIONAL INTELLIGENCE ESSENTIALS

## Self-Regulation Strategy for the Amygdala Hijack: S.O.S.S.

To counter amygdala hijacking, we want to use the “whole” brain – the thinking and feeling parts working together:

- Use the *feeling* part (amygdala) as an early warning system
- Use the *thinking* part (neocortex) to employ the S.O.S.S. strategy:

**Stop**

Step back from the trigger and take a “time out”

**Oxygenate**

Deepen your breathing to reduce stress

**Strengthen Focus**

Use mindfulness techniques to focus in on the here-and-now

**Seek Information**

Access information that can mitigate amygdala override

The only person we can ever control is ourselves. We can control how we react to others, but not how they behave. The S.O.S.S. is a good tool for de-escalating emotion in yourself and “buying some time” until you can regain access to your brain’s higher thinking centers and make an informed – instead of impulsive – decision.

Practicing mindfulness in the middle of a conflict demands a willingness to stay present, to feel intensely, to override our negative thoughts, and to engage our breath to maintain presence with the body. Like any skill, it takes practice.

CLASS ACTIVITY

# 4 – 7 – 8 Breathing

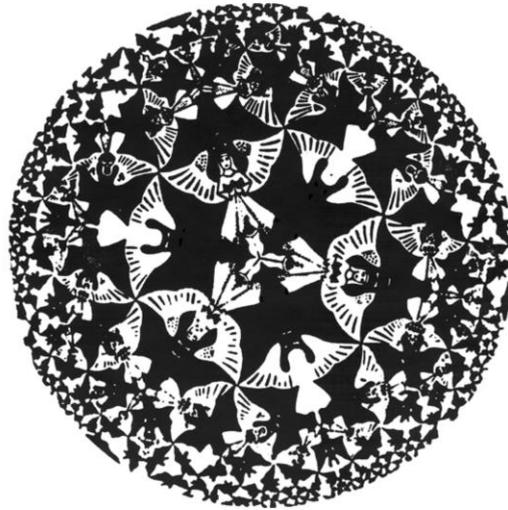


**As a large group, we're going to do a one-minute breathing activity.**

- If you are comfortable with closing your eyes, please do. Otherwise, lower your gaze and listen to the instructions from your facilitator.

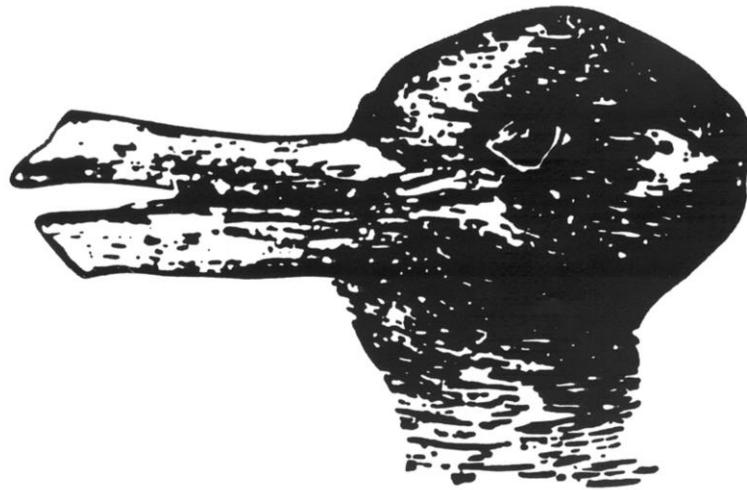
CLASS DISCUSSION

# What Do You See?



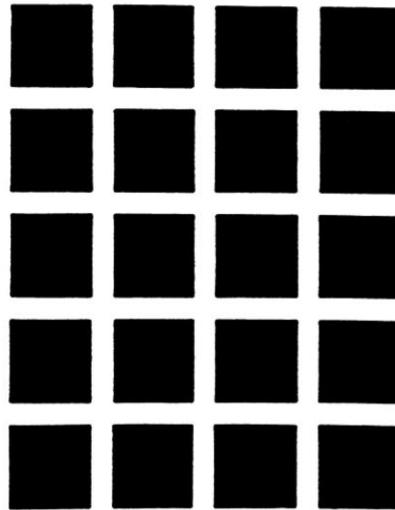
CLASS DISCUSSION

# What Do You See?



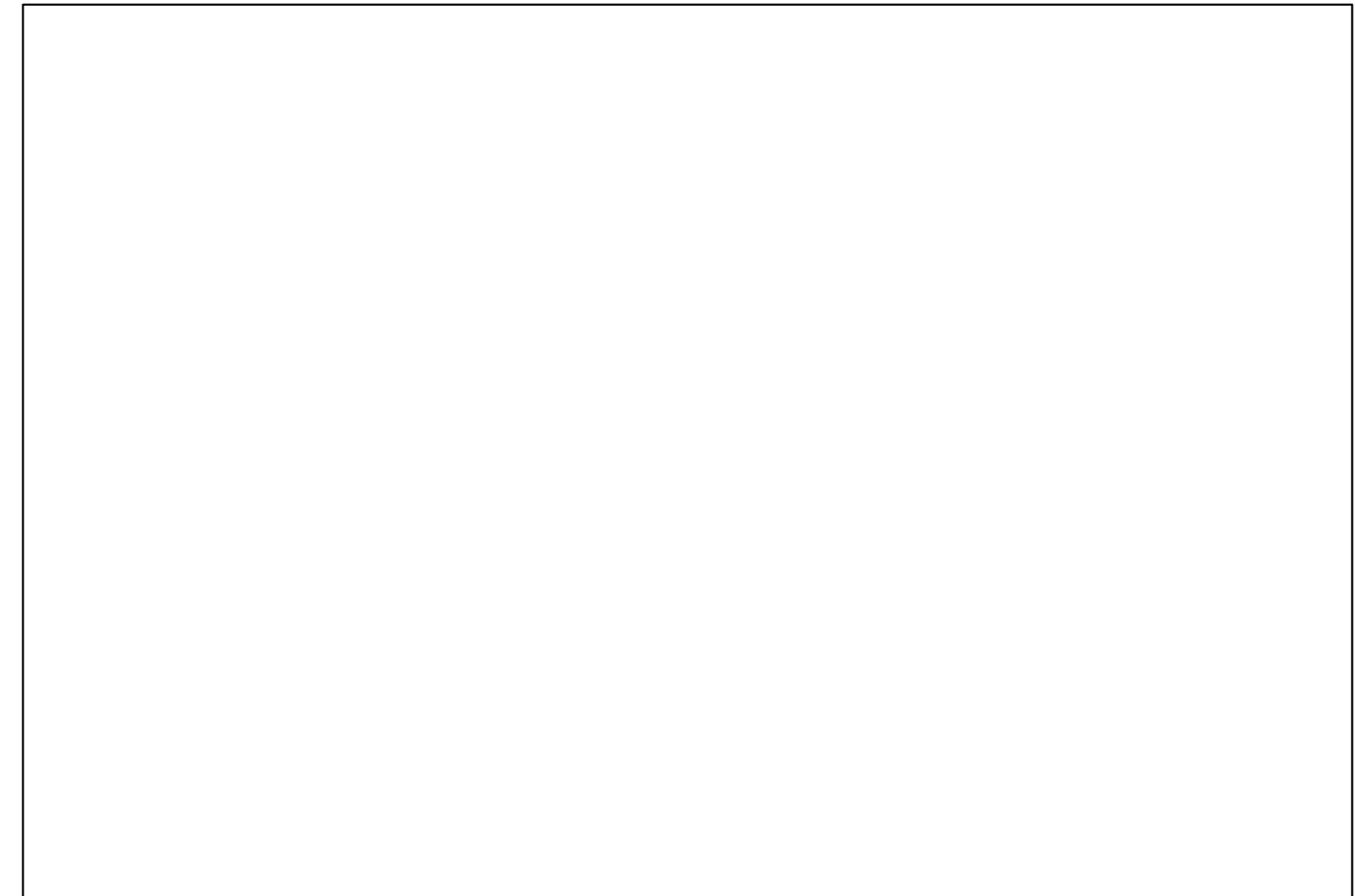
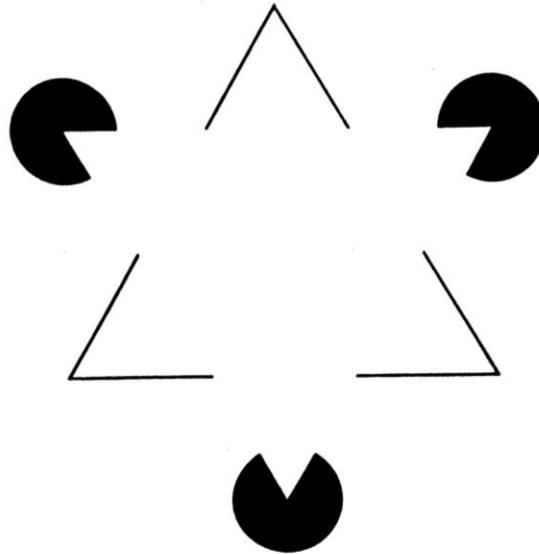
CLASS DISCUSSION

# What Do You See?



CLASS DISCUSSION

# What Do You See?



EMOTIONAL INTELLIGENCE ESSENTIALS

# The Paradigm of "Seeing"





## A Definition

### **EMPATHY** *(noun)*

The ability to be aware of, understand, and appreciate the feelings and thoughts of others.

- Tuning into what, how, and why people feel and think the way they do
- Caring about others and showing interest in and concern for them
- Not the same as agreeing with someone or being “nice” all the time
- Not an inherent trait – it can be built!

EMOTIONAL INTELLIGENCE ESSENTIALS

## Workplace Empathy

### Teams that have empathy as a norm:

- Collaborate more effectively
- Leverage diversity as a competitive advantage
- Make more robust decisions
- Are better at innovating and creative problem solving
- Experience less stress
- Enjoy greater morale



<https://hbr.org/2019/05/making-empathy-central-to-your-company-culture>

EMOTIONAL INTELLIGENCE ESSENTIALS

# Intention Versus Impact

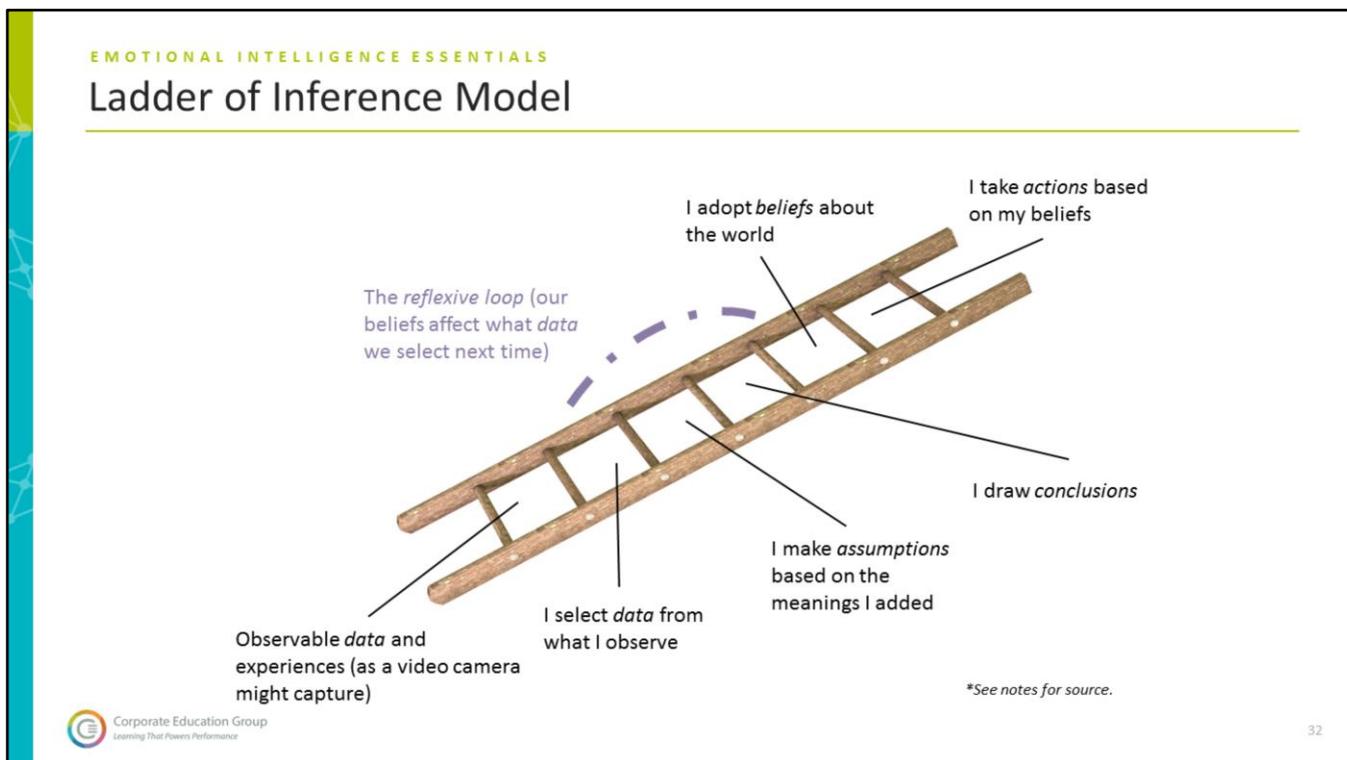


We judge ourselves by our...

**I N T E N T I O N**

We judge others by their...

**I M P A C T**



The Ladder of Inference is a model that describes an individual's mental process while observing situations, drawing conclusions and taking action. Personality and culture both factor into an individual's unique Ladder of Inference.

The model:

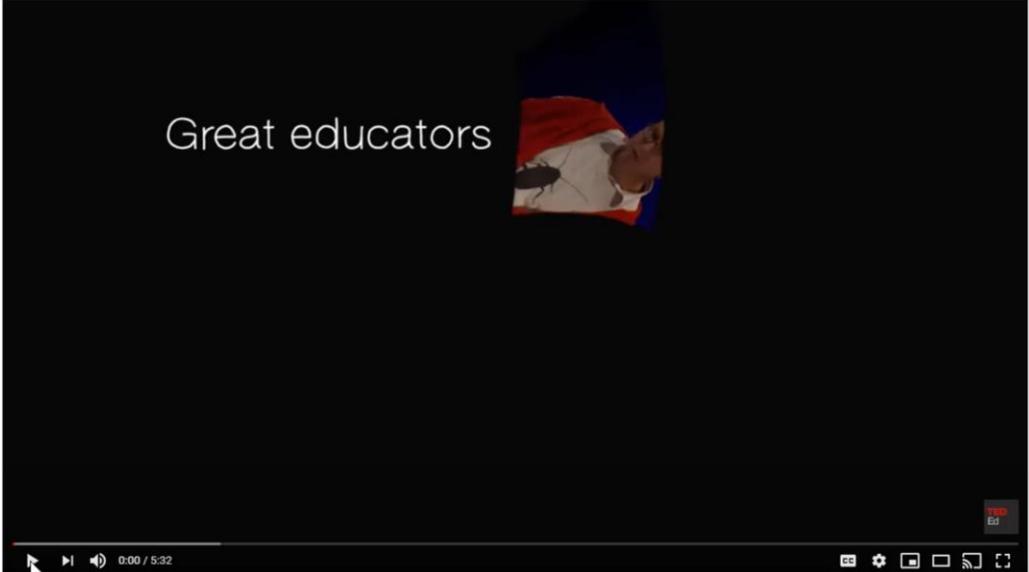
- Recognizes that when we say "the fact is ...", what we are often saying is "the fact (as I understand it based on my data selection process, cultural and personal background, judgments, beliefs, and assumptions) is ..."
- Is a powerful tool to introduce at the beginning of a project to help team members collectively examine assumptions and beliefs
- Helps get to shared meaning

"The Ladder of Inference" is based on material from *Overcoming Organizational Defenses* by Chris Argyris. Argyris, Chris. *Overcoming Organizational*

VIDEO

# Rethinking Thinking (Ladder of Inference)

5 min



Great educators

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

33

Let's watch this video together about the "Ladder of Inference" and how it affects our communications.

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

EMOTIONAL INTELLIGENCE ESSENTIALS

## When We Listen to a Song...



EMOTIONAL INTELLIGENCE ESSENTIALS

# What Does It Mean to “Listen”?

Ear to hear

Eye to see

Undivided  
attention  
to focus

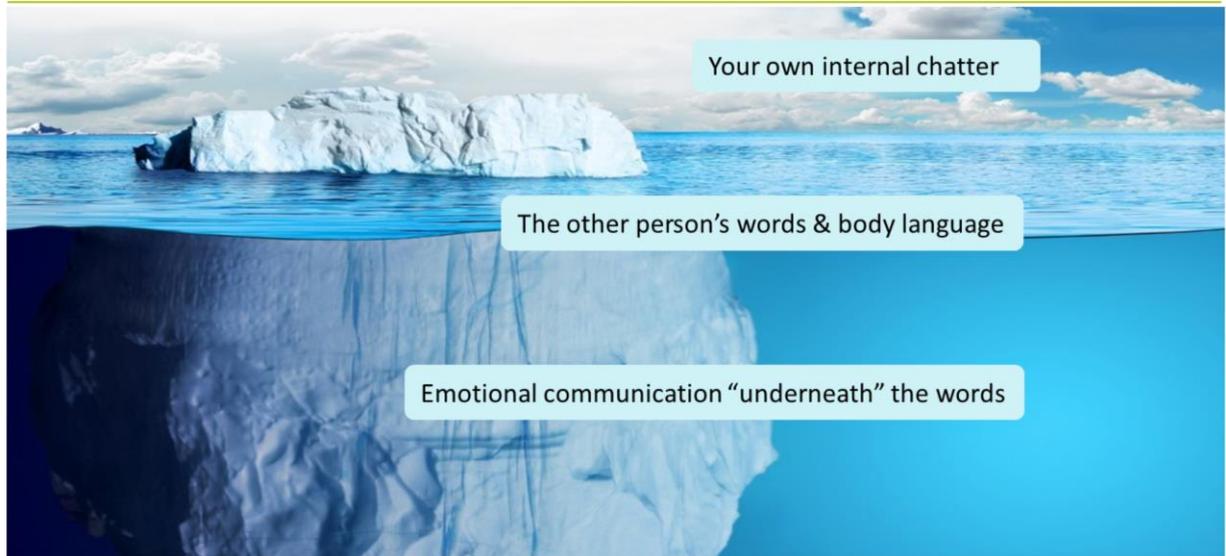
Mind to think

Heart to feel



EMOTIONAL INTELLIGENCE ESSENTIALS

# Three Levels of Listening



Your own internal chatter

The other person's words & body language

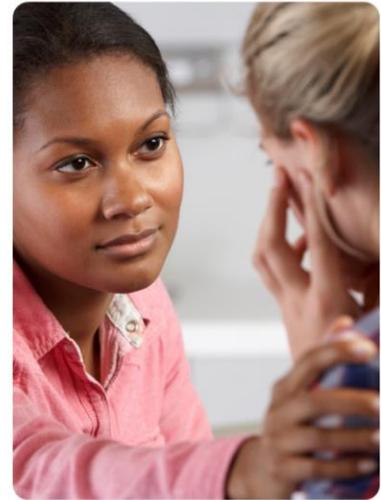
Emotional communication "underneath" the words

## EMOTIONAL INTELLIGENCE ESSENTIALS

## Use Empathy to Tune into Emotions

**Observe nonverbal behavior and tune into emotions.**

- Tune into the other person's feeling by observing their facial expressions, body language, and rate and tone of speech.
- Someone may be talking "facts," but their body language and facial expressions may be telling you they have concerns.



EMOTIONAL INTELLIGENCE ESSENTIALS

## Productive Mindset = Outcome Thinking

1. What is the issue?
2. What is the relationship?
3. What is the outcome I/we want for both?



EMOTIONAL INTELLIGENCE ESSENTIALS

# Unproductive Conversation Mindset



We assume we are right.

We see ourselves as more reasonable than others.

We assign negative attributes and motives to others.

We hold others accountable for the problem.

We avoid upsetting situations.

We assert our own views.

We state conclusions as facts and discourage dialogue.

We minimize inquiry and ask leading questions.

We minimize our part in the drama.

We don't have the conversation.

Compliance, not commitment.

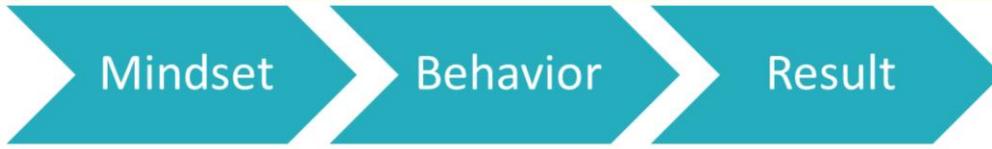
Problems don't go away; they persist.

Parties blame each other for the problem.

Agreements are made, but with little or no accountability.

EMOTIONAL INTELLIGENCE ESSENTIALS

## Productive Conversation Mindset



We assume we have partial knowledge.

We grant legitimacy to the other perspective.

We assume positive intentions on the part of the others.

We acknowledge our own role in the problem.

We embrace learning.

We explain our views and the thinking behind them.

We seek and offer data, examples, and illustrations.

We inquire into other points of view.

We make difficult decisions discussible.

We design ways to test differences.

Informed decisions and high commitment.

Actions on shared concerns.

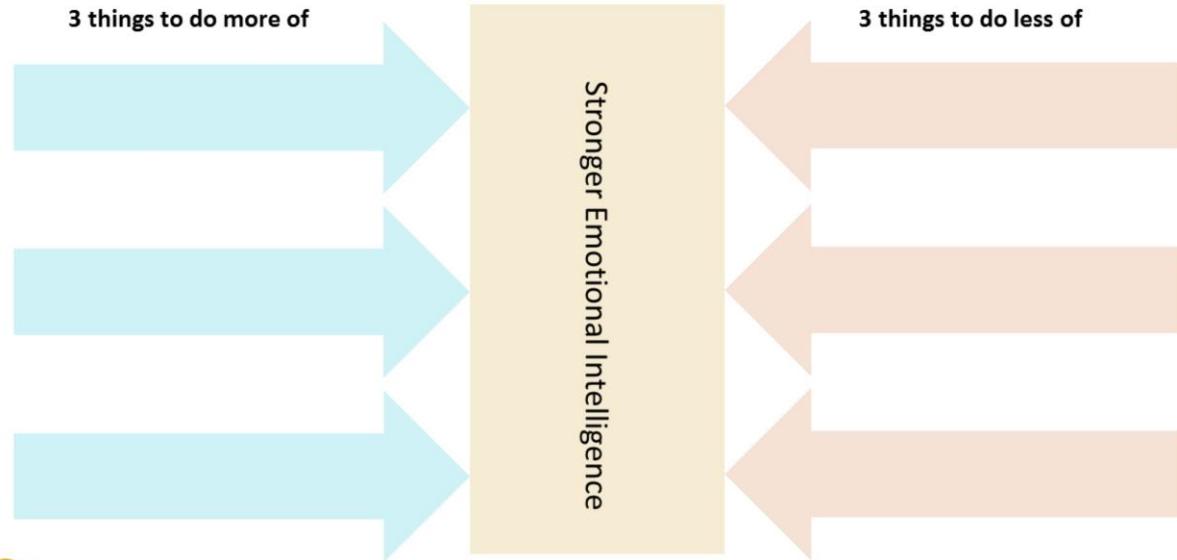
Underlying problems are addressed.

Each feels understood and respected.

Greater commitment and shared accountability.

CLASS ACTIVITY

# Emotional Intelligence Enhancing Force-Field Analysis



NEXT STEPS: BRIDGE WORK

## Read: “What People (Still) Get Wrong...”

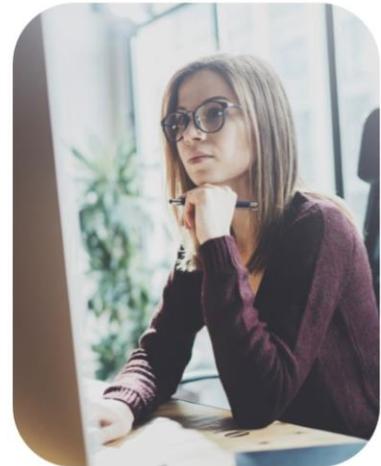


### Individually:

- Read this article, which explores a common misconception about emotional intelligence.

**“What People (Still) Get Wrong About Emotional Intelligence”**

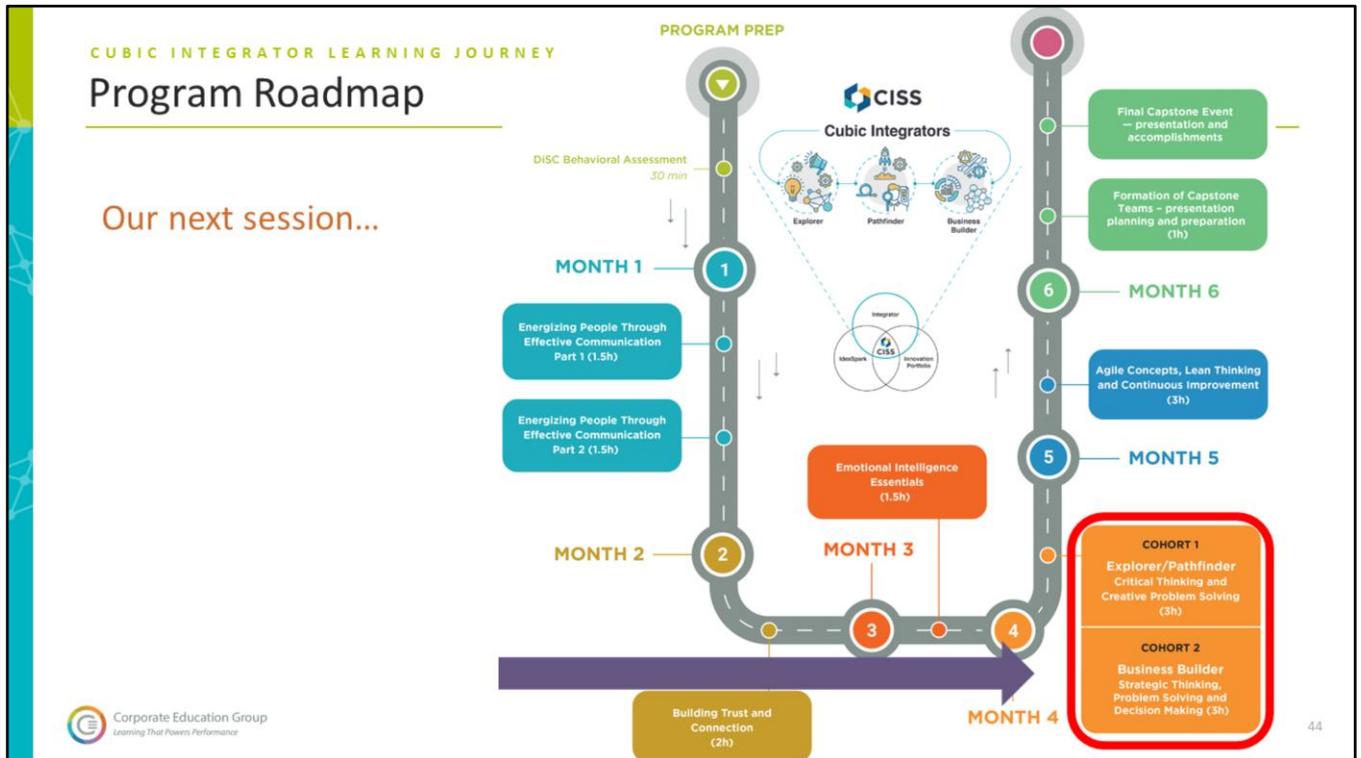
<https://hbr.org/2020/12/what-people-still-get-wrong-about-emotional-intelligence>



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“What People (Still) Get Wrong About Emotional Intelligence”

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**Corporate Education Group**  
*Learning That Powers Performance*

300 Brickstone Square, Suite 201 • Andover, MA 01810 USA  
1.800.288.7246 • +1.978.649.8200 • [info@corpedgroup.com](mailto:info@corpedgroup.com)

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