

Session 4

Emotional Intelligence and resilience

(60 minutes)

Objectives

Understand Emotional Intelligence and resilience
Explain how these can play a part in mentoring and coaching

Resources

- Emotional Intelligence video



Trainer input

Explain the origin and meaning of Emotional Intelligence (EI).

“EI is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others; when you understand how others feel, this allows you to manage relationships more effectively.”

Remind the learners of the EI questionnaire they have completed, and the five characteristics of EI. Recap and record them on a flipchart.

Characteristics of Emotional Intelligence

In his book titled "Emotional Intelligence - Why It Can Matter More Than IQ" published in 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. Self-Awareness

People with high EI are usually very self-aware. They understand their emotions and because of this, they do not let their feelings rule them. They are confident because they trust their intuition and do not let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of EI.

How to support people to increase their self-awareness:

- Mindfulness
- Time to reflect

- SWOT analysis
- Ask for feedback /360
- Build confidence

2. **Self-Regulation (managing emotions)**

This is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

How to develop self -regulation:

- Learn to manage emotions
- Identify and live your values
- Learn to manage stress
- Take responsibility
- Keep a log/diary and reflect on your responses

3. **Motivation**

People with a high degree of EI are usually motivated . They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.

How to develop motivation – see Session 3 Motivation.

4. **Empathy**

This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

How to develop empathy:

- Think about the viewpoint of others
- Develop active listening

5. **Social Skills**

It is usually easy to talk to and like people with good social skills, which is another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

How to develop social skills:

- Develop active listening
- Learn to deal with conflict
- Learn to work as part of a team

(10 Minutes)



Task

Learners to think about the value of effective emotional intelligence during mentoring and coaching.

Case study

You are mentoring a GSL who has a high turnover of leaders in their Scout Group. The Group is serving a particularly challenging area of an inner city. It is crucial that the Group succeeds, although it does not seem to get involved with the wider District very much.

The GSL comes from a more affluent area of town, is known to be quite brash in their approach and gets visibly irritated when confronted with problems or challenged on decisions.

Using the framework of EI how would you mentor/coach the GSL to help them develop their skills.

Provide feedback on a flipchart.

(10 minutes)



Task

Trainer gives the example of doctors needing a high level of EI to do their job effectively. Ask the learners to watch the video clip and mark down the value of emotional intelligence. Trainer to lead feedback and record any findings on a flipchart.

(7 minutes)



Task

Learners to think about their own learning style and then reflect in pairs on their own results from the EI questionnaire, in particular on their action points. Pairs to discuss their findings with others in the group.

(10 minutes)



Trainer input

Explain what is meant by emotional resilience.

Emotional resilience refers to one's ability to adapt to stressful situations or crises. More resilient people are able to 'roll with the punches' and adapt to adversity without lasting difficulties. Less resilient people have a harder time with stress and life changes, both major and minor.

(3 minutes)



Task

Learners to consider the key characteristics of emotionally resilient people. Working in groups, learners will have to find at least 5 characteristics. Trainer will record findings on a flipchart, ensuring the following are covered.

Resilient people:

- Have a positive image of the future. That is, they maintain a positive outlook, and envision brighter days ahead.
- Have solid goals, and a desire to achieve those goals.
- Are often action oriented and don't give up, even if they are not succeeding or doing things perfectly.
- Are empathetic and compassionate, however, they do not waste time worrying what others think of them. They maintain healthy relationships, but do not bow to peer pressure.
- Never think of themselves as victims. They focus their time and energy on changing the things they have control over.
- Are able to learn from their mistakes rather than deny them, see obstacles as challenges to be overcome or adjusted to, and find meaning in difficult situations rather than seeing themselves as a victim of uncontrollable circumstances.
- Are able to laugh at themselves and life's difficulties as a way of coping with something unpleasant.

(10 minutes)



Task

Learners to consider how as a mentor or coach they would support the development of resilience in the people they are mentoring/coaching.

Developing resilience

People can develop their resilience even if they are not naturally resilient. A mentor or coach can support resilience in others through:

- Developing strong relationships with colleagues. People who have strong connections are more resistant to stress, and are happier in their role. This also relates to their personal life, as the more real friendships you develop, the more resilient you are going to be as you have a strong support network to fall back on. (Remember that treating people with compassion is very important here).
- Building self-confidence. Resilient people are confident that they are going to succeed eventually, despite the setbacks or stresses that they might be facing. This belief in themselves also enables them to take risks. When they develop confidence and a strong sense of self, they have the strength to keep moving forward, and to take the risks they need to get ahead. Focus on previous success and build on this.
- Developing skills – identify where further training and development would assist, for example, training in leadership.
- Developing SMART goals. Set achievable, but stretching, goals and monitor

achievements. Prioritise the things that need to be done and by when.

- Focusing on what you have control over, and not things on which you cannot change.
- Developing the skills of emotional Intelligence.
- Developing an open mind approach.

(10 minutes)