

2019

The Science of Emotional Intelligence

Virtually Facilitated Program
Participant Workbook
Module 3: Emotional Connection



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Emotional Connection

Introduction

Emotional intelligence manifests itself most obviously within our relationships. At the end of the day, we build self-awareness and emotional management competencies because they allow us to execute the single most important task of personal leadership – to connect. If we do not know our own triggers, if we cannot manage our own challenging emotions, it is impossible to step outside ourselves and truly connect to another person.

Connection is critical if we want to effectively lead and serve another person. How can we lead if we don't really know what another person wants or needs?

Connection is essential if we want to take risks. What kind of resilience does our relationship with another have if we are not emotionally connected to them (particularly when things go awry in the process of taking a business or personal risk)? Does that person come and talk to us about the issue or go to our colleagues? A leader who is emotionally connected to their people will give them the 'benefit of the doubt.' A great leader demonstrates this by approaching the individual first and not a colleague/friend etc. and then by seeking information before judging.

Twenty-five years of research (including data from over one million workers) clearly defines the bottom-line value of creating a strong emotional connection between managers and direct reports. The single most important variable in employee productivity and loyalty is not pay, or perks, or benefits, or workplace environment. Rather it is the quality of the relationship between employees and their direct supervisors.

More specifically, what people want most is to feel seen, heard, understood and valued. This is done by people who:

- Set clear and consistent expectations;
- Care for them;
- Value their unique qualities;
- Encourage and support their growth and development.

In other words, emotional connection!

Objectives

Specifically, after this first module, you will be able to:

- Apply a technique for building authentic connections in pressure situations or with challenging people.
- Create an action plan to help you focus on the areas of EI you need to build further.

What to Expect

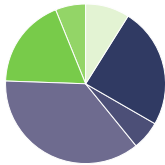
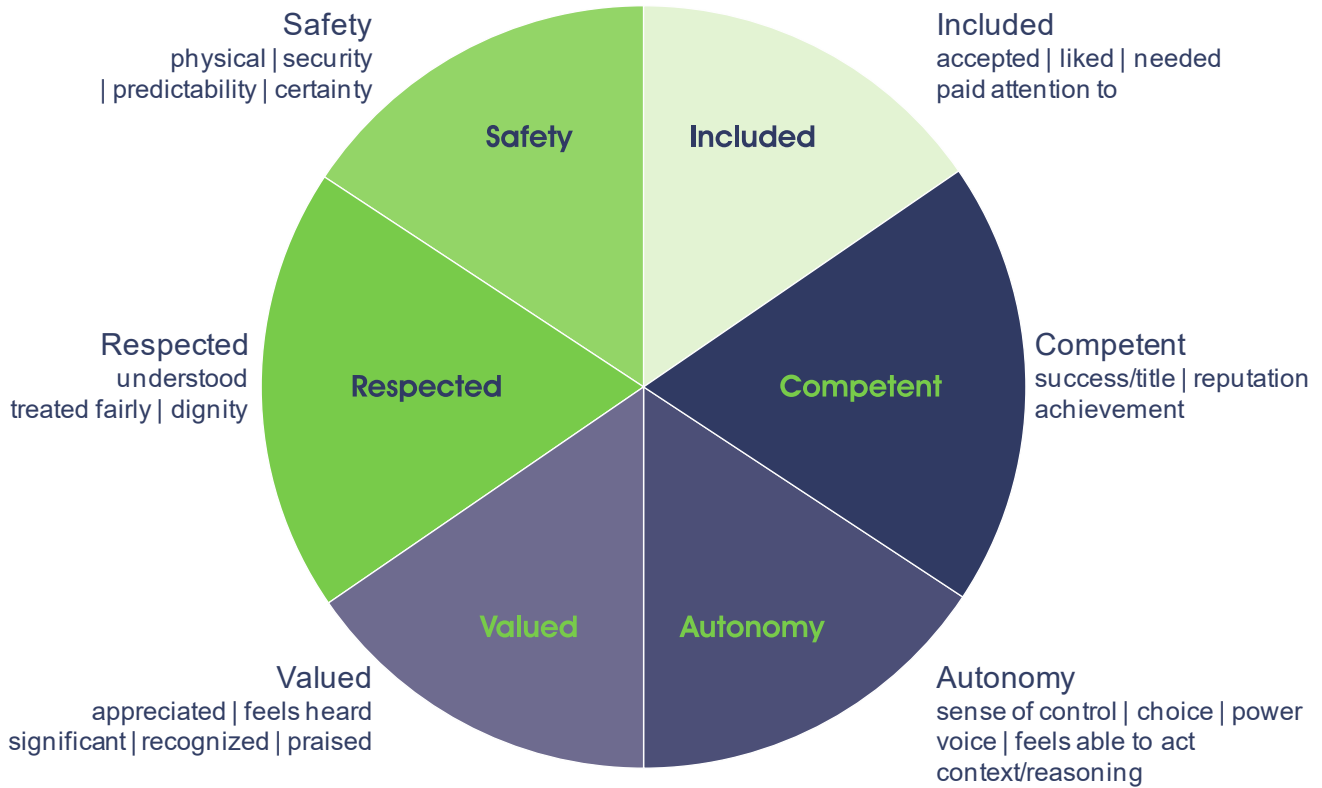
Add an x to the number that corresponds with your reflection. 1 = low, 7 = high

- How participative do you plan to be?
- How valuable do you plan this session to be for you?

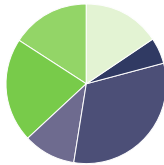
1	2	3	4	5	6	7



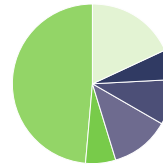
Emotional Needs of the Amygdala



What unmet need might cause Jim to micromanage?



How might Kate behave if she doesn't feel heard?



What might feel at risk for Moe during times of change?

EI Application Worksheet

For this exercise, look back to the Recognizing your Triggers activity from your Module 1 Homework assignment.

Pick, one of the relationships or situations that you identified and if you want to work further on it, copy your original answers and complete columns #5 and 6.

Alternatively, if you want to focus on a new relationship or situation, you can do that as well. It's all up to you!

If you have extra time and want to complete a second relationship or situation, go ahead and do that, or save it for later, to help you work through a possible difficult moment in the future.

Column #1	Column #2	Column #3	Column #4	Column #5	Column #6
RELATIONSHIP OR SITUATION	TRIGGERS	MY DEFAULT BEHAVIOR	THE IMPACT	MY DRIVING EMOTION(S)	THEIR POSSIBLE DRIVING EMOTION(S)
1.					
2.					

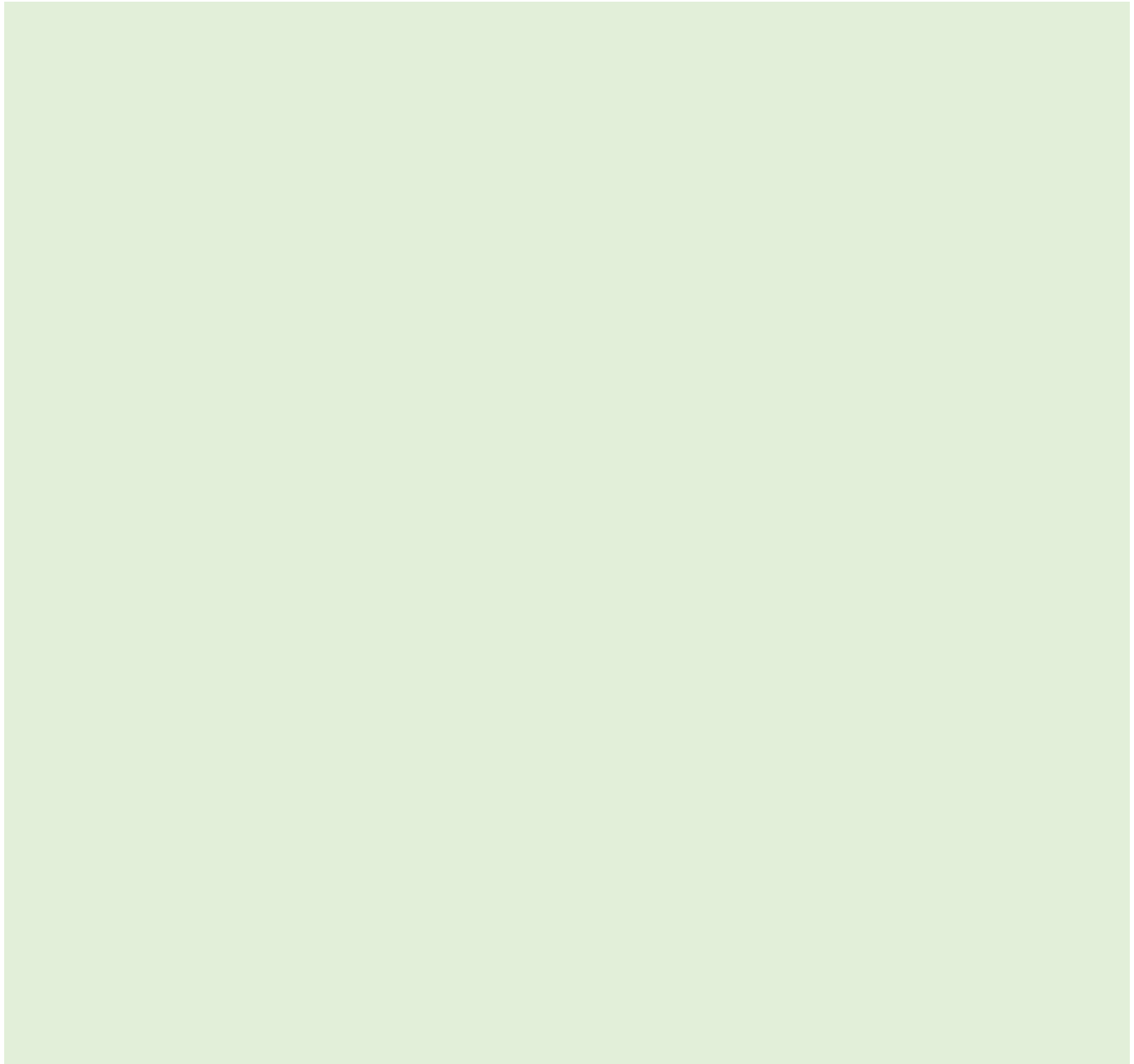


Breakout Room Activity: EI Application Worksheet

In your breakout groups of 2 – 3 people, each take 2.5 minutes to share as much as you are comfortable about your relationships or situation.

Ask for feedback or an additional perspective on column #6.

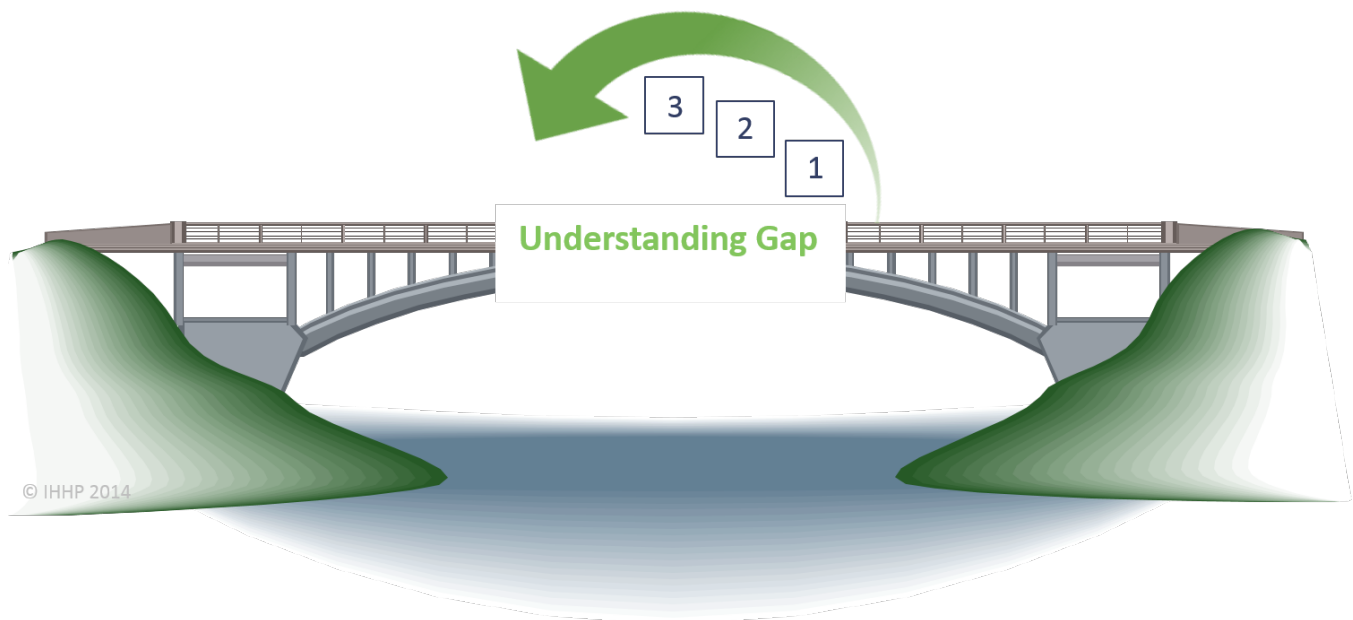
If time allows and everyone has shared, discuss what you can do differently next time.



Emotional Connection: Building Bridges with the WAV

Your side of the bridge
is made up of your...

Their side of the bridge is
made up of their...



You must build from their side of the bridge, one step at a time.

W.A.V. Apply the WAV process to bridge the Understanding Gap.

1. Have a genuine **WILLINGNESS** to see the other person's perspective from their side of the bridge.

- Consider and be open to their perspectives, good intentions, driving emotions, needs and concerns.
- Suspend judgment and consider that their complaint may be valid.
- Start on their side of the bridge to understand their perspectives.

2. **ASK** good questions and listen in a way that encourages open dialogue – replace certainty with curiosity.

- Ask questions to get beneath the surface to help you understand their side of the bridge and what emotions are driving their behavior.
- What threat is their amygdala reacting to?

3. **VALIDATE** the other person's perspective, ensuring they feel listened to and understood.

- Clarify what you heard as being most important to them.



WAV: Creating a Willing Mindset

Have a genuine WILLINGNESS to see the other person's perspective from their side of the bridge. Consider and be open to their good intentions, their driving emotions, etc.

What is the meaning behind the complaint?

- Example 1: We don't have enough resources!
- Example 2: The deadline is unrealistic!

What we hear from our side of the bridge

Pile #1 (where we jump to judgment)

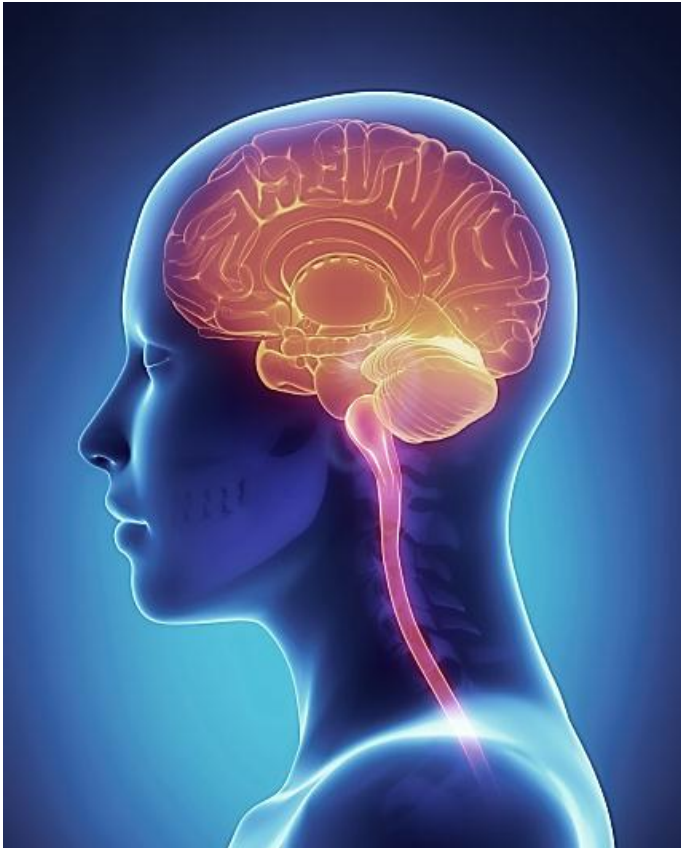
Pile #3 (where we empathize and seek information)

What might they mean on their side of the bridge?

Note: This is NOT about finding a solution. It's about opening your mind to other perspectives.

WAV: Asking Questions as a Curious Learner

The goal of this exercise is to practice being a curious learner. This is demonstrated by showing an authentic willingness to understand the other person and by asking good questions.



What part of the brain decides whether you are asking a question or making a statement?

A statement triggers the **AMYGDALA**.

A question engages the **NEOCORTEX**.



WAV: Validating Is Listening for What Is Most Important

Validating is NOT:

- Agreeing with them or their perspective.

Validating IS:

- Listening for what is most important to them.
- Summarize your current understanding of their perspective, intentions, concerns and feelings about the situation, specifically what their amygdala feels is at risk.
- Instead of listening to respond, we are listening to understand.

Validating is about understanding the person and their concerns – this is all part of emotional connection. We validate to ensure we understand, but most importantly so that the other person feels understood by us. Remember, the brain prefers questions so ask if you are on track.

Listening for understanding is a skill.

How to validate:

Listen for the overall themes and the meaning behind the message.

- What concerns do they have?
- What do they value? What do they mean?
- Overall, what does their amygdala need you to understand before it feels understood and is willing to get out of the way?

Example:

A conversation between peers about resistant responses to requests:

"I am frustrated that our team is constantly dealing with changes that we only hear about after the changes have already been made. How are we supposed to be effective and meet objectives if we don't even know what those are? We are last to know but we are the ones who have to deal with the client's frustration. I totally understand their perspective, so I am having a hard time with the feedback that our group is being resistant!"

What is a possible approach to validating the key message in this response?

Personal Leadership – Pulling it all together

1. Choose your most impactful relationship from your EI Application Worksheet.

To practice emotional connection through WAV:

2. Starting with “W” – at this time to what degree are you in a willingness mindset?

Rate yourself on a scale of 1-10 (1=not budging from your side of the bridge, 10 = willing to change your mind based on the information they share).

Is there anything you can do to help get yourself into a more willing mindset?

3. Considering “A” – asking questions – what could you be curious about? Consider things like their perspective, their intentions...

4. Focusing on “V” – what will help them feel heard and understood by you?

Based on what you know about this person, what do they value and what do they need you to understand is important to them?

5. Helping to create a “Pile #3” environment.

Based on the list of what our exceptional leaders did to help us feel valued, what are one to two actions you could focus on over the next 90 days to help this person feel valued and therefore creating an opportunity for them to give more of their Pile #3?



Action Plan

EI PERSONAL ACTION PLAN		
Based on what I've learned, what do I want to develop or focus on further strengthening?	If I build/strengthen this, what impact will it have on me, the team, the business and my personal life?	What barriers or challenges might I experience in looking to accomplish this goal? How can I overcome these? Who may I need to engage to help practice or support this goal?
1.		
2.		

Determine one 'small step' action you will take within **one week**:

Determine one 'big picture' action you will take within **60 days**:



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