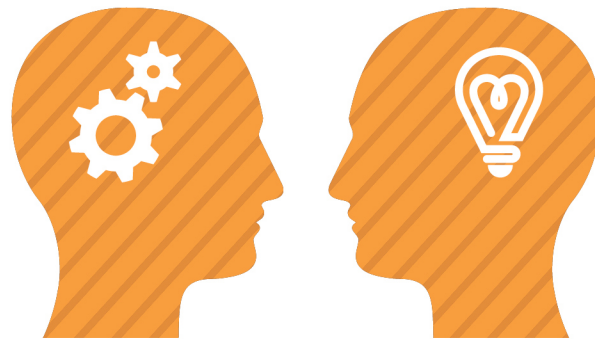# EMOTIONAL INTELLIGENCE
training

Includes All the Activities, Handouts, Tools, and Assessments You Need to Create and Deliver Powerful, Effective Training
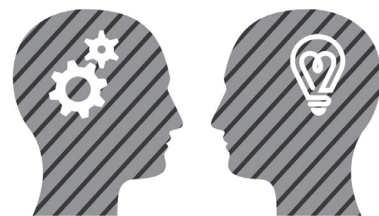
KARL MULLE

EMOTIONAL INTELLIGENCE
training

EMOTIONAL INTELLIGENCE
training

KARL MULLE

atd
PRESS

Alexandria, Virginia

The ATD Workshop Series

Whether you are a professional trainer who needs to pull together a new training program next week, or someone who does a bit of training as a part of your job, you'll find the ATD Workshop Series is a timesaver.

Topics deliver key learning on today's most pressing business needs, including training for change management, coaching, communication skills, customer service, emotional intelligence, facilitation, leadership, new employee orientation, new supervisors, presentation skills, project management, and time management. The series is designed for busy training and HR professionals, consultants, and managers who need to deliver training quickly to optimize performance now.

Each ATD Workshop book provides all the content and trainer's tools you need to create and deliver compelling training guaranteed to

- **enhance** learner engagement
- **deepen** learner understanding
- **increase** learning application.

Each book in the series offers innovative and engaging programs designed by leading experts and grounded in design and delivery best practices and theory. It is like having an expert trainer helping you with each step in the workshop process. The straightforward, practical instructions help you prepare and deliver the workshops quickly and effectively. Flexible timing options allow you to choose from half-day, one-day, and two-day workshop formats, or to create your own, using the tips and strategies presented for customizing the workshops to fit your unique business environment. Each ATD Workshop book also comes with guidance on leveraging learning technologies to maximize workshop design and delivery efficiency and access to all the training materials you will need, including activities, handouts, tools, assessments, and presentation slides.

Contents

Foreword

In 2002, we launched the ASTD Trainer's WorkShop Series—a collection of books authored by practitioners that focused on the design and delivery of training on popular soft-skills topics. The creation of this series was a departure for us. These workshops-in-a-book were created to help internal trainers expedite their program delivery by using appropriate and exceptionally designed content that could be adapted and repurposed.

These topics, dealing with issues ranging from customer service to leadership to manager skills, continue to be important training programs offered in companies and organizations of all sizes and across the globe. The ASTD Trainer's WorkShop Series has helped more than 60,000 trainers and occasional trainers deliver top-notch programs that meet business needs and help drive performance.

And while many things about the delivery of soft-skills training have not changed in the last decade, there have been advances in technology and its use in training. So, when we began talking about how to refresh this popular series, we knew we needed to incorporate technology and new topics. We also wanted to make sure that the new series was cohesively designed and had input from author-practitioners who are, after all, the heart and soul of this series.

In this series, we are pleased to feature the work of outstanding trainers and innovators in the field of talent development. Inside *Emotional Intelligence Training* by Karl Mulle, and each of the titles in the series, you'll find innovative content and fresh program agendas to simplify your delivery of key training topics. You'll also find consistency among titles, with each presented in a contemporary manner, designed by peers, and reflecting the preferences of training professionals who conduct workshops.

We hope that you find tremendous value in the ATD Workshop Series.

Tony Bingham
President & CEO
Association for Talent Development (ATD)
August 2016

Preface

When I was first approached to put together this workshop series I said: "Sure! How hard can it be?" After all, my colleague Jeff Feldman and I had already coauthored a book on emotional intelligence that was published by ASTD Press in 2008. I had designed and delivered numerous half-day, full-day, and two-day workshops on the topic. Then I started putting pen to paper.

I realized very quickly that it is one thing to personally absorb a certain amount of knowledge in this field, interpret that knowledge, and then translate it into a series of very organic learning experiences. It is quite another thing to explain to other people *how to do it* in a written format that is sometimes referred to as a *training manual* or *workshop guide.*

For me to say "I teach this piece first, and this takes 10 minutes. And then I move into this section for 15 minutes, and then we do this activity, and here is how I would debrief it, and so on" is to add a level of structure to the learning experience that only approximates what really happens. In addition, numerous pictures and models and concepts and even stories get passed around from one trainer to the next and become the pool of information that we collectively share with only one real goal—*that people learn.*

I have done my best to give credit where credit is due and to provide step-by-step instructions about how to teach this material. The important thing is that if you are going to use the slides and handouts and learning activities with accompanying instructions to facilitate a workshop, then I hope that you will ingest the content and deliver it in your own personal style.

The first time I ever taught a course, I was extremely nervous. A professor friend of mine gave me some surprising advice: "Throw away your first 100 clients." I was shocked. Then he said: "I don't mean literally. But it takes time to grow into your style. You have learned a lot, but when you are in the actual training environment, it is just you and your participants. At the end of the day what you are really doing is reaching into your heart, and pulling out the truth that is in you at that moment, and then offering it to others. What they do with it is up to them." I think this is good advice. Do not become too invested in the success or failure of your techniques. Learn and grow yourself as you help others to learn and grow as well.

Please consider these outlines and structures to be *guidelines* that help you find your special place in the world of emotional intelligence training. I am always amazed when companies and organizations opt for six-sigma training and then eliminate other training programs because of "overlap." The reason given is always that it would be an inefficient use of time and money for employees to learn the same material *twice*. It amuses me, because I have taught the same material hundreds of times, and each time I learn something new. I hope you have the same rewarding experience as you present this material wherever you have the opportunity.

Karl Mulle, MACP
Bloomington, Minnesota
August 2016

Introduction

How to Use This Book

What's in This Chapter

- Why emotional intelligence training is important
- What you need to know about training
- Estimates of time required
- A broad view of what the book includes

Why Is Developing Your Emotional Intelligence Important?

Perhaps answering the question "What is emotional intelligence?" will help us to understand why developing your emotional intelligence is important. Emotional intelligence has been defined as *using your emotions intelligently to gain the performance you wish to see within yourself and to achieve interpersonal effectiveness with others.* The definition itself provides us with the reason. So if I desire to achieve my goals in life and have effective relationships, then developing my emotional intelligence is important.

But how do we know that the definition isn't self-serving? According to Daniel Goleman (1998), who has conducted studies in more than 200 large companies: "The research shows that for jobs of all kinds, *emotional intelligence is twice as important* an ingredient of outstanding performance as ability and technical skill combined. The higher you go in the organization, the more import-ant these qualities are for success. When it comes to leadership, they are almost everything."

In many ways, our simple definition doesn't say enough. Emotional intelligence works more like a construct, a comprehensive model that is used to understand how cognitions and emo-tions impact both personal and interpersonal behaviors. If you are emotionally intelligent, then you are self-aware, you know yourself well, you know your strengths, and you are clear about

what you need to develop. You manage impulsive, unpleasant, and disruptive emotions that often lead to unwanted behaviors. You also know how to tap into self-motivating emotions such as confidence, passion, enthusiasm, desire, happiness, and anticipation. You understand other people, how to influence people, how to lead people through times of change, how to handle conflict, and how to build high-performance teams.

Emotional intelligence, then, is the *X-factor* that separates those who are successful at managing their emotional energy and navigating through life from those who find themselves in emotional wreckage, derailed, and sometimes even disqualified from the path to success. It is important to develop because it separates those who know themselves well and take personal responsibility for their actions from those who lack self-awareness and repeat the same mistakes. It separates those who can manage their emotions and motivate themselves from those who are overwhelmed by their emotions and let their emotional impulses control their behaviors. It separates those who are good at connecting with others and creating positive relationships from those who seem insensitive and uncaring. Finally, it is important to develop because it separates those who build rapport, have influence, and collaborate effectively with others from those who are demanding, lack empathy, and are therefore difficult to work with.

Developing emotional intelligence is a lifelong journey. The workshop agendas, activities, and resources in this book are designed to help your workforce better understand themselves and others so that they can build rapport, lead change, handle conflict, and collaborate effectively.

What Do I Need to Know About Training?

The ATD Workshop Series is designed to be adaptable for many levels of both training facilitation and topic expertise. Circle the answers in this quick assessment that most closely align with your state of expertise.

QUICK ASSESSMENT: HOW EXPERT DO I NEED TO BE?			
Question	**Authority**	**Developing Expertise**	**Novice**
What is your level of expertise as a facilitator?	• More than 5 years of experience • Consistently receive awesome evaluations • Lead highly interactive sessions with strong participant engagement	• From 1 to 5 years of experience • Catch myself talking too much • May feel drained after training • Participants sometimes sit back and listen instead of engage	• Less than 1 year of experience • No idea what to do to be successful • Eager to develop a facilitative style

QUICK ASSESSMENT: HOW EXPERT DO I NEED TO BE?			
Question	**Authority**	**Developing Expertise**	**Novice**
How proficient are you with the topic?	• Well versed • Have taken courses • Read books/ authored articles • Created training materials • Am sought out by peers on this topic • It is my passion	• On my way • Have taken courses • Read books • Created workshop materials • Would benefit from the book's support tools	• I can spell it! • Had a course in school • Received feedback from respected colleagues indicating I have a natural inclination for this topic (but feel a bit like an imposter)

Two-fold novice: Your best bet is to stick closely to the materials as they are designed. Spend extra time with the content to learn as much as possible about it. Read the examples and sample stories, and plan examples of your own to share. Also, closely read Chapter 8 on training delivery, and consider practicing with a colleague before delivering the program. Take comfort in the tested materials you are holding and confidence in your ability to apply them!

Developing your expertise in one or both areas: Logical choices for you may include using the outline and materials, and then including material you have developed that is relevant to the topic *and* your participants' workplace needs. Or, take the core content of the materials and revise the learning techniques into interactive approaches you have used with success in the past. Play to your strengths and develop your growth areas using the resources in this volume that complement your existing skills.

Authority twice over: Feel free to adapt the agendas and materials as you see fit and use any materials that you have already developed, or simply incorporate training activities, handouts, and so forth from this volume into your own agenda. Enjoy the benefits of ready-to-use processes and support tools and have fun tailoring them to your preferences and organizational needs.

How Much Time Will Preparation Take?

Putting together and facilitating a training workshop, even when the agendas, activities, tools, and assessments are created for you, can be time consuming. For planning purposes, estimate about four days of preparation time for a two-day course.

What Are the Important Features of the Book?

Section I includes the various workshop designs (from half day to two days) with agendas and thumbnails from presentation slides as well as a chapter on customizing the workshop for your circumstances. The chapters included are

- Chapter 1. Half-Day Workshop (3 to 4 hours program time) + Agenda + PPT (thumbnails)
- Chapter 2. One-Day Workshop (7.5 hours program time) + Agenda + PPT (thumbnails)
- Chapter 3. Two-Day Workshop (15 hours program time) + Agenda + PPT (thumbnails)
- Chapter 4. Customizing the Emotional Intelligence Workshops.

The workshop chapters include advice, instructions, workshop-at-a-glance tables, as well as full program agendas.

Section II is standard from book to book in the ATD Workshop Series as a way to provide a consistent foundation of training principles. This section's chapters follow the ADDIE model—the classic instructional design model named after its steps (analysis, design, development, implementation, and evaluation). The chapters are based on best practices and crafted with input from experienced training practitioners. They are meant to help you get up to speed as quickly as possible. Each chapter includes several additional recurring features to help you understand the concepts and ideas presented. The Bare Minimum gives you the bare bones of what you need to know about the topic. Key Points summarize the most important points of each chapter. What to Do Next guides you to your next action steps. And, finally, the Additional Resources and References sections at the end of each chapter give you options for further reading to broaden your understanding of training design and delivery. Section II chapters include

- Chapter 5. Identifying Needs for Emotional Intelligence Training
- Chapter 6. Understanding the Foundations of Training Design
- Chapter 7. Leveraging Technology to Maximize and Support Design and Delivery
- Chapter 8. Delivering Your Emotional Intelligence Workshop: Be a Great Facilitator
- Chapter 9. Evaluating Workshop Results.

Section III covers information about post-workshop learning:

- Chapter 10. The Follow-Up Coach

Section IV includes thumbnail versions of all the supporting documents for reference and online guidance for accessing the documents online:

- Chapter 11. Learning Activities
- Chapter 12. Assessments
- Chapter 13. Handouts
- Chapter 14. Online Supporting Documents and Downloads.

The book includes everything you need to prepare for and deliver your workshop:
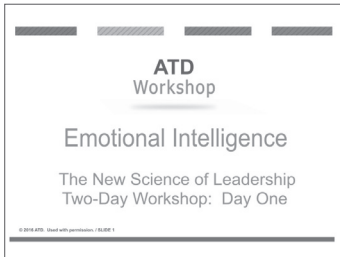
- **Agendas,** the heart of the series, are laid out in three columns for ease of delivery. The first column shows the timing, the second gives the presentation slide number and image for quick reference, and the third gives instructions and facilitation notes. These are designed to be straightforward, simple agendas that you can take into the training room and use to stay on track. They include cues on the learning activities, notes about tools or handouts to include, and other important delivery tips.

- **Learning activities,** which are more detailed than the agendas, cover the objectives of the activity, the time and materials required, the steps involved, variations on the activity in some cases, and wrap-up or debriefing questions or comments.

- **Assessments, handouts, and tools** are the training materials you will provide to learners to support the training program. These can include scorecards for games, instructions, reference materials, samples, self-assessments, and so forth.

- **Presentation media** (PowerPoint slides) are deliberately designed to be simple so that you can customize them for your company and context. They are provided for your convenience. Chapter 7 discusses different forms of technology that you can incorporate into your program, including different types of presentation media.
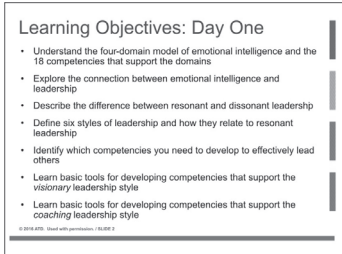
All the program materials are available for download, customization, and duplication. See Chapter 14 for instructions on how to access the materials.

How Are the Agendas Laid Out?

The following agenda is a sample from the two-day workshop.

Day One: (9:00 a.m. to 4:30 p.m.)

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
Before the Workshop (at least 60 minutes)		**Workshop Setup** Arrive one hour before the start to ensure the room is set up, equipment works, and materials are arranged for the participants. This gives you time to make them feel truly welcomed. Chatting with them builds a trusting relationship and opens them up for learning.
9:00 a.m. (5 min)	Slide 1 ATD Workshop Emotional Intelligence The New Science of Leadership Two-Day Workshop: Day One © 2016 ATD. Used with permission. / SLIDE 1	**Welcome and Introduction to Emotional Intelligence** Welcome participants and introduce yourself. Let participants know that in this workshop they will explore the topic of emotional intelligence (EI) as it relates to *leadership effectiveness*. Because EI is such a broad topic (and time in this workshop is limited), set the stage for the program by asking participants to introduce themselves to the group and share one learning goal that they have for the workshop. Use this as an opportunity to set expectations for the workshop and to discuss learning objectives. If a participant's learning goal does not align well with the learning objectives for the workshop, write it down as a "sidebar" on a sheet of flipchart paper and let the participant know that you will address these concepts during the Q&A portion of the workshop if time permits. Revisit this list at the end of the program.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:05 a.m. (5 min)	Slide 2 Learning Objectives: Day One • Understand the four-domain model of emotional intelligence and the 18 competencies that support the domains • Explore the connection between emotional intelligence and leadership • Describe the difference between resonant and dissonant leadership • Define six styles of leadership and how they relate to resonant leadership • Identify which competencies you need to develop to effectively lead others • Learn basic tools for developing competencies that support the *visionary* leadership style • Learn basic tools for developing competencies that support the *coaching* leadership style © 2018 ATD. Used with permission. / SLIDE 2	**Learning Objectives** • **Handout 39: Two-Day Workshop Learning Objectives: The New Science of Leadership** Lay out the basic flow of the workshop. Rather than explaining each objective, explain how each objective will be covered. "I will spend some time talking about. . . . And then we will have a small group discussion . . ." Reference participant learning goals as appropriate.

How Do I Use This Book?

If you've ever read a "Choose Your Own Adventure" book, you will recognize that this book follows a similar principle. Think back to the self-assessment at the beginning of this introduction:

- If you chose *authority*, you can get right to work preparing one of the workshops in Section I. Use Section II as a reference.

- If you chose *developing expertise*, read Section II in depth and skim the topic content.

- If you chose *novice at training and the topic,* then spend some serious time familiarizing yourself with both Sections I and II of this volume as well as the topic content.

Once you have a general sense of the material, assemble your workshop. Select the appropriate agenda and then modify the times and training activities as needed and desired. Assemble the materials and familiarize yourself with the topic, the activities, and the presentation media.

Key Points

- The workshops in this book are designed to be effective at all levels of trainer expertise.

- Good training requires an investment of time.

- The book contains everything you need to create a workshop, including agendas, learning activities, presentation media, assessments, handouts, and tools.

What to Do Next

- Review the agendas presented in Section I and select the best fit for your requirements, time constraints, and budget.

- Based on your level of expertise, skim or read in-depth the chapters in Section II.

- Consider what kind of follow-up learning activities you will want to include with the workshop by reviewing Section III.

Additional Resources

Biech, E. (2008). *10 Steps to Successful Training.* Alexandria, VA: ASTD Press.

Biech, E., ed. (2014). *ASTD Handbook: The Definitive Reference for Training & Development,* 2nd edition. Alexandria, VA: ASTD Press.

Emerson, T., and M. Stewart. (2011). *The Learning and Development Book.* Alexandria, VA: ASTD Press.

Goleman, D. (1998). *Working With Emotional Intelligence.* New York: Bloomsbury.
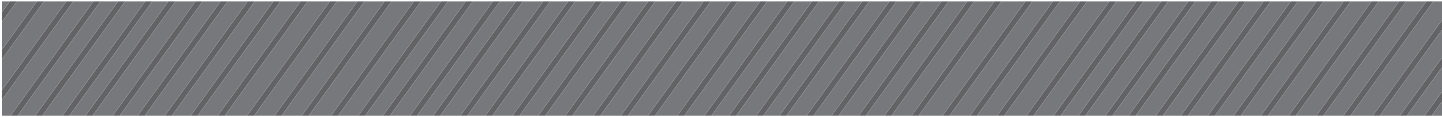
McCain, D.V. (2015). *Facilitation Basics,* 2nd edition. Alexandria, VA: ATD Press.

Russell, L. (1999). *The Accelerated Learning Fieldbook.* San Francisco: Jossey-Bass/Pfeiffer.

Stolovitch, H.D., and E.J. Keeps. (2011). *Telling Ain't Training,* 2nd edition. Alexandria, VA: ASTD Press.

SECTION I

The Workshops

Chapter 1

Half-Day Emotional Intelligence Workshop: The New Science of Success

What's in This Chapter

• Objectives of the half-day Emotional Intelligence Workshop

• Summary chart for the flow of content and activities

• Half-day program agenda

Do your workshop participants have the goal of increasing their emotional intelligence? Are they getting feedback from coaches, supervisors, or mentors that they need to work on their emotional intelligence? The phrase is often used on development plans or in feedback conversations with varying degrees of understanding about what it actually means on both sides of the conversation—manager and employee. The reason emotional intelligence can be confusing and misunderstood is that it is not a simple behavior that can be easily defined in a competency dictionary. More accurately, it is a set of 18 or more competencies that relate to four or more domains of effectiveness depending on which model is referenced. Most people need help to be able to understand what emotional intelligence is and how to develop more of it. That is where this workshop comes in.

The half-day, one-day, and two-day formats in this series are framed around Daniel Goleman's four domains of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. To figure out which agenda is the right fit for your participants and your organization, start with this question: How many domains can realistically be addressed within the given timeframe? One challenge with designing and delivering a half-day workshop is that the time constraints force you to either explore several topics in less depth or choose a smaller set of topics to explore more thoroughly. Another challenge is trying to cover enough content while still providing opportunities for participants to practice and apply what they are learning. My belief is that it is better to select a more focused set of topics so that you can offer participants the opportunity to learn applicable skills. For that reason, this half-day format has been designed around two of Goleman's domains—self-awareness and self-management—to focus on the new science of *success*.

Any workshop, regardless of length, benefits from incorporating the principles of active training. This workshop design presents activities that engage participants in relevant and meaningful learning experiences, small group discussion, and skills practice. Be sure to allow time for discussion and reflection to increase learning and retention.

Half-Day Workshop Objectives: The New Science of Success

By the end of the half-day workshop, participants will be able to

- Learn about the anatomy of an emotion and how emotions and thoughts work together to influence behaviors
- Understand the link between emotional intelligence and success in life
- Discern the difference between automatic limbic decisions and intentional, conscious decisions
- Discover when their automatic processes serve them well, and when these processes need to be better managed
- Practice agile thinking, increasing self-awareness and intentional thinking
- Leverage due diligence and intuition to make effective decisions
- Develop cognitive and behavioral strategies to *manage emotions intelligently.*

Half-Day Workshop Overview

TOPICS	TIMING
Welcome and Introduction to Emotional Intelligence	5 minutes
Learning Objectives	5 minutes
The Anatomy of an Emotion	5 minutes
Learning Activity 1: When Emotions Get the Best of Us	10 minutes
The Anatomy of an Emotion, Take Two	10 minutes
Two Brain Systems That Control Your Attention	10 minutes
Learning Activity 2: System 1 vs. System 2 Thinking	20 minutes
Agile Thinking: Awareness Plus Intentionality	10 minutes
BREAK	**15 minutes**
Emotions, Thoughts, and Behaviors	10 minutes
Learning Activity 3: Three Behavioral Principles	5 minutes
Learning Activity 4: Behavior Strategies	10 minutes*
Cognitive Strategies	10 minutes
Learning Activity 5: Emotional Triggers Exercise	15 minutes
EQuip Yourself for Success: Manage Expectations	10 minutes
Learning Activity 6: EQuip Yourself for Success: Managing Expectations Discussion	10 minutes
EQuip Yourself for Success: Choose Your Battles	5 minutes
Learning Activity 7: EQuip Yourself for Success: Practice Asking System 2 Questions	10 minutes
Learning Activity 8: EQuip Yourself for Success: Reframe	10 minutes
Q&A	10 minutes
Learning Activity 9: EQuip Yourself for Success: Action Plan	10 minutes
Wrap-Up	5 minutes
TOTAL	**210 minutes (3.5 hours)**
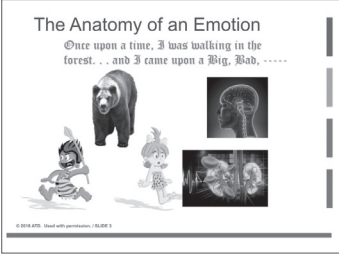
*Or 20 minutes, depending on activity variation chosen. If video clip variation is chosen, an additional 10 minutes will need to be added or made up elsewhere in the agenda timing.
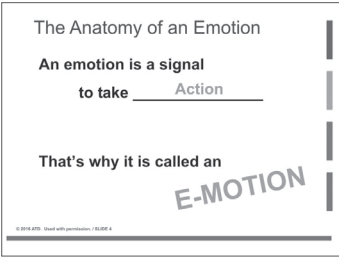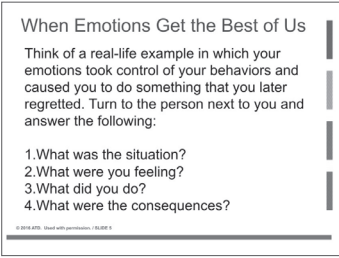
Half-Day Workshop Agenda
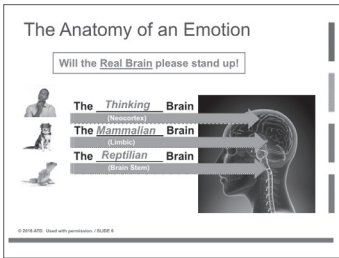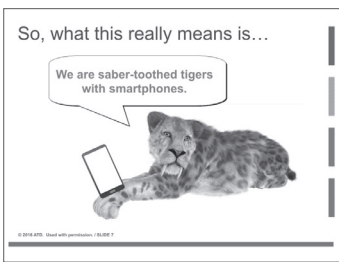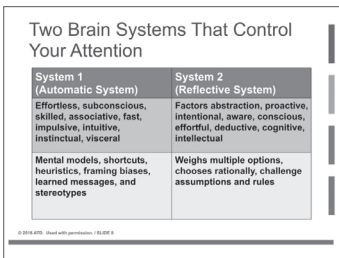
You can use the agenda on the following pages as a quick-reference, bird's-eye view to the workshop while you are facilitating. The learning activity pages in Chapter 11 provide the details that support the workshop design, so be sure to have those pages available during your facilitation, as well as a reference set of handouts.
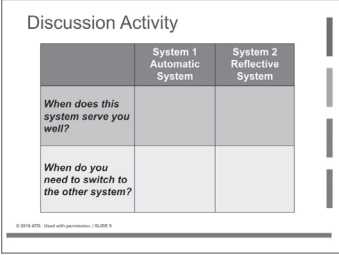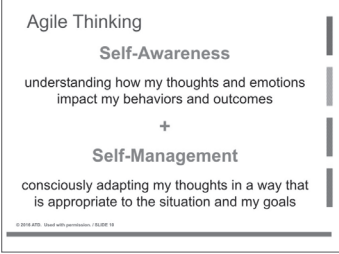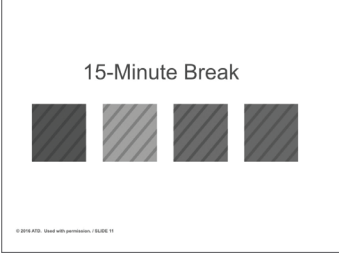
Half Day: (9:00 a.m. to 12:30 p.m.)

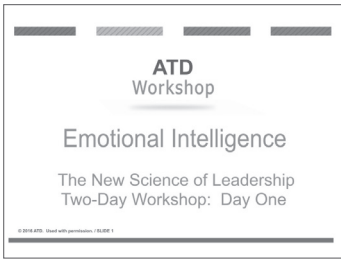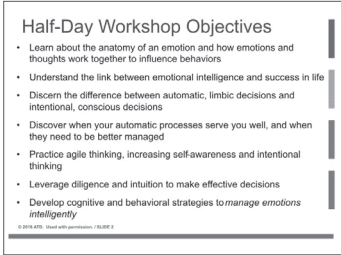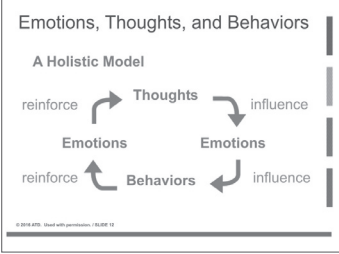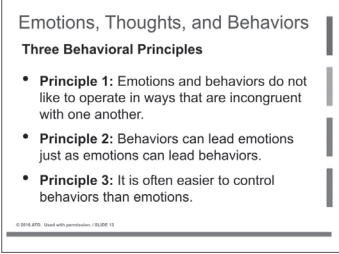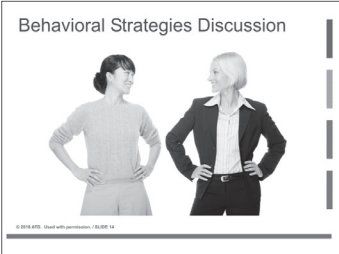| TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
Before the Workshop (at least 60 minutes)		**Workshop Setup** Arrive one hour before the start to ensure the room is set up, equipment works, and materials are arranged for the participants. This gives you time to make them feel truly welcomed. Chatting with them builds a trusting relationship and opens them up for learning.
9:00 a.m. (5 min)	Slide 1 ATD Workshop Emotional Intelligence The New Science of Leadership Two-Day Workshop: Day One © 2016 ATD. Used with permission. / SLIDE 1	**Welcome and Introduction to Emotional Intelligence** Welcome participants and introduce yourself. Let participants know that in this workshop they will explore the topic of emotional intelligence (EI) as it relates to *success*. Because EI is such a broad topic (and time in this workshop is limited), set the stage for the program by asking participants to introduce themselves to the group and share one learning goal that they have for the workshop. Use this as an opportunity to set expectations for the workshop and to discuss learning objectives. If a participant's learning goal does not align well with the learning objectives for the workshop, write it down as a "sidebar" on a sheet of flipchart paper and let the participant know that you will address these concepts during the Q&A portion of the workshop if time permits. Revisit this list at the end of the program.
9:05 a.m. (5 min)	Slide 2 Half-Day Workshop Objectives • Learn about the anatomy of an emotion and how emotions and thoughts work together to influence behaviors • Understand the link between emotional intelligence and success in life • Discern the difference between automatic, limbic decisions and intentional, conscious decisions • Discover when your automatic processes serve you well, and when they need to be better managed • Practice agile thinking, increasing self-awareness and intentional thinking • Leverage diligence and intuition to make effective decisions • Develop cognitive and behavioral strategies to *manage emotions intelligently* © 2016 ATD. Used with permission. / SLIDE 2	**Learning Objectives** • **Handout 1: Half-Day Workshop Learning Objectives: The New Science of Success** Use the handout and slide to lay out the basic flow of the workshop. Briefly explain how each objective will be covered. Let them know that you will spend some time talking about the ideas and concepts, and then they will have a chance for small group discussion and activities to explore the concepts further.
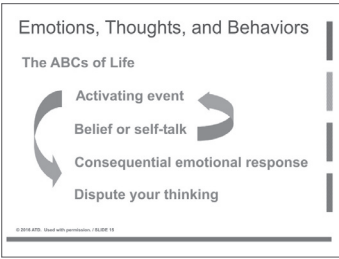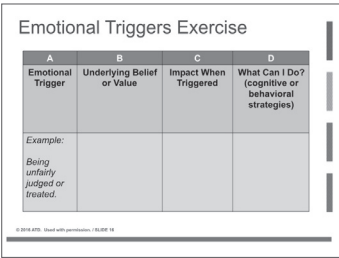
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:10 a.m. (5 min)	Slide 3 **The Anatomy of an Emotion** *Once upon a time, I was walking in the forest. . . and I came upon a Big, Bad, · · · · ·* © 2018 ATD. Used with permission. / SLIDE 3	**Learning Content/Lecture** **The Anatomy of an Emotion** • **Handout 2: The Anatomy of an Emotion** Use this handout and set of slides to grab your participants' attention with a quick primer on why emotional intelligence is so important. Begin with a strong statement about how we are wired to experience events and situations *emotionally* before we experience those same events and situations *rationally*. Then explain the anatomy of an emotion using Slides 3 and 4, which serve as a foundation for the course and will help you transition your participants to the first learning activity. I usually stick fairly close to a "script" for this section. Slide 3 presents what I refer to as "the original story of your emotions." Say: > Once upon a time you were walking in a forest and you came upon something dangerous—such as a big bear. Your eye saw the bear and immediately sent a message down to your adrenal glands. Your adrenal glands pumped adrenaline into your system, your heart beat faster, your breathing quickened, your palms got sweaty, your muscles tensed up, and you were prepared for fight or flight. NOTE: Both Slides 3 and 4 are animated (if you have licensed the custom version of the slides). Click through the animation at the appropriate portion of the script. If you are using the ready-to-use pdf version of the slide deck, simply point out the portion of the slide as you run through the script. (Slide 1 of 2)
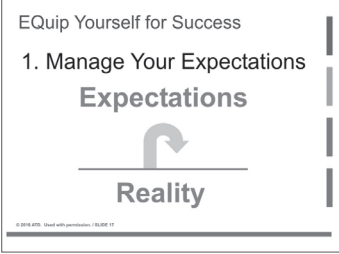
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	Slide 4 The Anatomy of an Emotion **An emotion is a signal** **to take** _____ Action _____ **That's why it is called an** E-MOTION © 2018 ATD. Used with permission. / SLIDE 4	Move directly into Slide 4 and say: Your response was actually an *emotional* response triggering your brain to move you toward taking action. That's essentially what all emotions are—signals to take *action*. That's why it is called e–*motion*. This second slide makes the point that emotions are *signals*. I often share the analogy of a smoke detector here. The detector signals that there is a fire to pay attention to. Similarly, emotions signal that there is a situation that requires your attention. After these two introductory slides, flow right into Learning Activity 1. (Slide 2 of 2)
9:15 a.m. (10 min)	Slide 5 When Emotions Get the Best of Us Think of a real-life example in which your emotions took control of your behaviors and caused you to do something that you later regretted. Turn to the person next to you and answer the following: 1. What was the situation? 2. What were you feeling? 3. What did you do? 4. What were the consequences? © 2018 ATD. Used with permission. / SLIDE 5	**Learning Activity 1: When Emotions Get the Best of Us** • **Handout 3: When Emotions Get the Best of Us** This small group activity will help participants connect with the reason we all need this workshop. It will lead them to identify a past experience that they will revisit during the application phase of the workshop. Use this slide and the instructions in the learning activity to conduct the discussion. There is no need to debrief this activity, except to mention that you will revisit these stories later in the workshop.
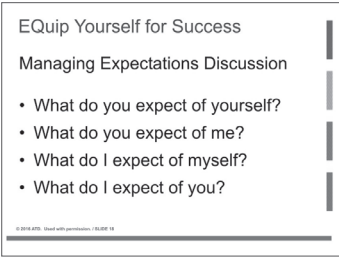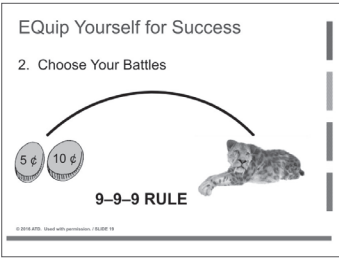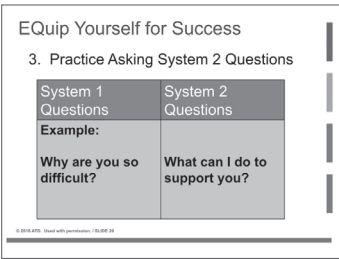
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:25 a.m. (10 min)	Slide 6	**Learning Content/Lecture** **The Anatomy of an Emotion, Take Two** • **Handout 2: The Anatomy of an Emotion** Continue exploring the anatomy of an emotion. Explain the *reptilian* brain first, then the *mammalian* brain, and finally the *thinking* brain. (Detailed explanations of each type of brain and the concepts illustrated on the slide are included in Handout 2.) Emphasize the link between the emotions and the limbic system. The big idea here is that emotional intelligence uses the "thinking brain" to manage the "emotional brain." NOTE: This slide is also animated (if applicable to your version of slides). (Slide 1 of 2)
	Slide 7	Emphasize that although we are all quite intelligent and sophisticated, there is still a part of us that is primal and causes us to react without thinking. And this kind of reacting can have an impact on our success. (Slide 2 of 2)
9:35 a.m. (10 min)	Slide 8	**Learning Content/Lecture** **Two Brain Systems That Control Your Attention** • **Handout 4: Two Brain Systems That Control Your Attention** This short lecture sets up the next discussion activity and also creates a kind of shorthand for referencing brain function throughout the rest of the workshop. Explain the difference between System 1 and System 2 thinking. Create a flipchart page of this slide and tape it to the wall somewhere in the room so that you can refer back to System 1 and System 2 during workshop discussions.
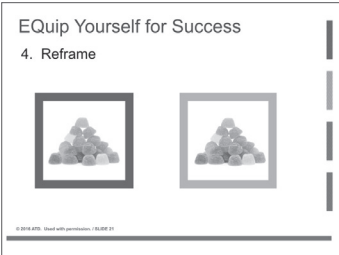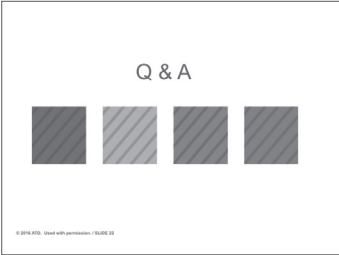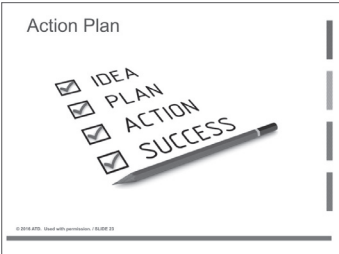
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:45 a.m. (20 min)	Slide 9 Discussion Activity (table with columns: System 1 Automatic System, System 2 Reflective System; rows: "When does this system serve you well?", "When do you need to switch to the other system?") © 2016 ATD. Used with permission. / SLIDE 9	**Learning Activity 2: System 1 vs. System 2 Thinking** • **Handout 5: System 1 vs. System 2 Thinking** This small group discussion is a self-awareness activity that helps participants discover when their automatic processes serve them well and when they need to be better managed. Use this slide and the instructions in the learning activity to conduct the discussion. Lead a large group discussion to debrief the exercise.
10:05 a.m. (10 min)	Slide 10 Agile Thinking **Self-Awareness** understanding how my thoughts and emotions impact my behaviors and outcomes + **Self-Management** consciously adapting my thoughts in a way that is appropriate to the situation and my goals © 2016 ATD. Used with permission. / SLIDE 10	**Learning Content/Lecture** **Agile Thinking: Awareness Plus Intentionality** • **Handout 6: Mental Agility** Provide participants with a high-level summary of Daniel Goleman's four-domain model of emotional intelligence, and then introduce them to the first two domains of emotional intelligence: self-awareness and self-management. These two domains in combination enable us to effectively manage System 1 and System 2 thinking, the automatic and the intentional. Walk the participants through the example on the handout to help them understand how System 1 thinking can act as a barrier to success and how agile thinking can help them overcome the unconscious biases that can threaten their success. How do we increase our mental agility? Explain that answering that question is what the rest of the workshop is all about.
10:15 a.m. (15 min)	Slide 11 15-Minute Break © 2016 ATD. Used with permission. / SLIDE 11	**BREAK**
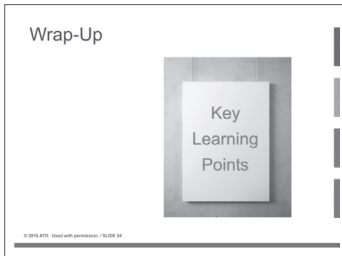
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
10:30 a.m. (10 min)	Slide 12 Emotions, Thoughts, and Behaviors **A Holistic Model** reinforce → **Thoughts** → influence **Emotions** **Emotions** reinforce ← **Behaviors** ← influence	**Learning Content/Lecture** **Emotions, Thoughts, and Behaviors** • **Handout 7: Emotions, Thoughts, and Behaviors** Use this handout and slide to help participants develop cognitive and behavioral strategies to *manage emotions intelligently*. Be sure to emphasize the key learning point here: People manage their emotions by managing either their *cognitions* or their *behaviors*. NOTE: This slide is animated (if applicable to your version of slides).
10:40 a.m. (5 min)	Slide 13 Emotions, Thoughts, and Behaviors **Three Behavioral Principles** • **Principle 1:** Emotions and behaviors do not like to operate in ways that are incongruent with one another. • **Principle 2:** Behaviors can lead emotions just as emotions can lead behaviors. • **Principle 3:** It is often easier to control behaviors than emotions.	**Learning Activity 3: Three Behavioral Principles** • **Handout 8: Behavioral Strategies for Managing Your Emotions** Use the slide and handout to briefly overview the three behavior principles to help manage emotions. The activity will get the participants out of their seats and discovering the importance of congruence between emotions and behavior. Follow the instructions in the learning activity to conduct and debrief the activity. Learning Activity 3 will roll right into Learning Activity 4.
10:45 a.m. (10 min) (or 20 min if you choose the video clip option)	Slide 14 Behavioral Strategies Discussion	**Learning Activity 4: Behavior Strategies** This activity will help participants understand and experience the physiology behind behaviors and emotions. You can choose one of two options for this activity. You will need to adjust timing, depending on which variation you choose. Use the instructions in the learning activity to conduct this activity.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
10:55 a.m. (10 min)	Slide 15 Emotions, Thoughts, and Behaviors **The ABCs of Life** **Activating event** **Belief or self-talk** **Consequential emotional response** **Dispute your thinking**	**Learning Content/Lecture** **Cognitive Strategies** • **Handout 9: Cognitive Strategies and the ABCs of Life** Use this slide and handout to discuss how to use cognitive strategies to manage emotions. Briefly present Ellis' ABCs of Life model to the participants, emphasizing his basic thesis: Your feelings follow your beliefs; what you believe about your world determines how you feel. NOTE: This slide is animated (if applicable to your version of slides).
11:05 a.m. (15 min)	Slide 16 Emotional Triggers Exercise 	A Emotional Trigger	B Underlying Belief or Value	C Impact When Triggered	D What Can I Do? (cognitive or behavioral strategies)
Example: *Being unfairly judged or treated.*					**Learning Activity 5: Emotional Triggers Exercise** • **Handout 10: Emotional Triggers Exercise** This activity revisits the examples the participants identified earlier that described a time when their emotions got the best of them. Or they are free to come up with a different example to use here if they desire. They will use this story to practice System 2 thinking to manage their thoughts. You may want to work through the chart with the participants using the example given on the slide to get them started. Use this slide and the instructions in the learning activity to conduct and debrief the activity.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
11:20 a.m. (10 min)	Slide 17 EQuip Yourself for Success 1. Manage Your Expectations **Expectations** **Reality** © 2018 ATD. Used with permission / SLIDE 17	**Learning Content/Lecture** **EQuip Yourself for Success: Manage Expectations** • **Handout 11: EQuip Yourself for Success: Manage Expectations** Explain that any slide or handout in the workshop that begins with the phrase "EQuip Yourself for Success" will share an application point. In the next section of the workshop they will explore four application points for managing emotions by managing thoughts: 1. Manage expectations 2. Choose your battles 3. Practice asking System 2 questions 4. Reframe. To discuss this slide, begin with the idea that one of the principal sources of emotional conflict and resentment in the workplace is the mismatch between what we expect and what we actually get from the people we depend on to deliver results. The two parallel lines represent this mismatch with *Expectations* above the top line and *Reality* below the bottom line. The arrow between the two represents how expectations often fall short of reality. Then reemphasize the idea that the principal source of emotional conflict and resentment in the workplace is the *mismatch* between what we expect and what we actually get from the people we depend on to deliver results. This content will set up the next learning activity, which gives participants a chance to practice a managing expectations conversation. NOTE: This slide is animated (if you have licensed the custom version of the slides). If you are using the ready-to-use pdf version of the slides, point out the portion of the slide as you discuss it.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
11:30 a.m. (10 min)	Slide 18 EQuip Yourself for Success Managing Expectations Discussion • What do you expect of yourself? • What do you expect of me? • What do I expect of myself? • What do I expect of you? © 2016 ATD. Used with permission. / SLIDE 18	**Learning Activity 6: EQuip Yourself for Success: Managing Expectations Discussion** • **Handout 12: EQuip Yourself for Success: Manage Expectations Discussion** This application activity is designed to engage System 2 thinking to avoid System 1's tendency to get upset when expectations are not clearly defined. The takeaway for participants who have a difficult time with this activity is that they actually need to conduct these kinds of conversations in real life. Use this slide and the instructions in the learning activity to conduct and debrief the activity.
11:40 a.m. (5 min)	Slide 19 EQuip Yourself for Success 2. Choose Your Battles 5 ¢ 10 ¢ **9–9–9 RULE** © 2016 ATD. Used with permission. / SLIDE 19	**Learning Content/Lecture** **EQuip Yourself for Success: Choose Your Battles** • **Handout 13: EQuip Yourself for Success: Choose Your Battles** This second application of cognitive strategies is designed to engage System 2 thinking to avoid System 1's tendency to spend emotional energy on unworthy battles. Introduce this slide by explaining that the events and experiences of life belong on a continuum somewhere between "nickle and dime stuff" and the saber-toothed tigers of life. Explain the 9-9-9 Rule and its powerful questions on the handout.
11:45 a.m. (10 min)	Slide 20 EQuip Yourself for Success 3. Practice Asking System 2 Questions 	System 1 Questions	System 2 Questions	 **Example:** **Why are you so difficult?**	**What can I do to support you?**	 © 2016 ATD. Used with permission. / SLIDE 20	**Learning Activity 7: EQuip Yourself for Success: Practice Asking System 2 Questions** • **Handout 14: EQuip Yourself for Success: Practice Asking System 2 Questions** The third application of cognitive strategies is designed to engage System 2 thinking to avoid System 1's tendency to ask critical judging questions instead of listening and learning questions. Use this slide and the instructions in the learning activity to conduct and debrief the activity.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
11:55 a.m. (10 min)	Slide 21 EQuip Yourself for Success 4. Reframe © 2018 ATD. Used with permission. / SLIDE 21	**Learning Activity 8: EQuip Yourself for Success: Reframe** • **Handout 15: EQuip Yourself for Success: The Power of Reframes** The fourth application of cognitive strategies is designed to engage System 2 thinking to avoid System 1's tendency to stereotype people or jump to negative conclusions about people. Use this slide and the instructions in the learning activity to conduct and debrief the activity.
12:05 p.m. (10 min)	Slide 22 Q & A © 2018 ATD. Used with permission. / SLIDE 22	**Q&A** There are three parts to facilitating the Q&A. First, let participants know the workshop is not over yet. Say: "Before I give you time to work on your action plan, what questions do you have about today's workshop?" Second, wait a full 7 seconds to give people time to reflect and process. Third, if there is time after you have addressed their questions, revisit any learning goals that participants discussed at the beginning of the workshop (and recorded on the flipchart) that were not covered by the program. Refer participants to the one-day or two-day program, if appropriate.
12:15 p.m. (10 min)	Slide 23 Action Plan ☑ IDEA ☑ PLAN ☑ ACTION ☑ SUCCESS © 2018 ATD. Used with permission. / SLIDE 23	**Learning Activity 9: EQuip Yourself for Success: Action Plan** • **Handout 16: EQuip Yourself for Success: Action Plan** This activity is designed to create alignment between the workshop content and the participants' development plans. Give participants 10 minutes to reflect on lessons learned and to fill out the action plan as outlined in Handout 16.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
12:25 p.m. (5 min) Ends at 12:30 p.m.	Slide 24 Wrap-Up Key Learning Points © 2018 ATD. Used with permission. / SLIDE 24	**Wrap-Up** • **Assessment 1: Workshop Evaluation** Close workshop on a positive note. Distribute the workshop evaluations. As they are completing the evaluations, ask them to think about the most valuable idea or strategy they learned today. When you have all the evaluations, ask everyone to form a circle. Start by sharing something that *you* learned today. Then toss a soft throwing object such as a Koosh ball to one participant and ask him or her to share a key learning point. Continue tossing the ball around the circle until everyone who is willing to share has shared. Be available to answer any questions participants may still have about the workshop content. Share plans for follow-up coaching, if applicable (see Chapter 10 for ideas to follow up the training with support and activities). Thank participants for their contributions and wish them well.

What to Do Next

- Determine the schedule for training workshops; reserve location and catering you may wish to provide.

- Identify and invite participants.

- Inform participants about any pre-work, if applicable, that you want completed before the workshop begins.

- Review the workshop objectives, activities, and handouts to plan the content you will use.

- Prepare copies of the participant materials and any activity-related materials you may need. Refer to Chapter 14 for information about how to access and use the supplemental materials provided for this workshop.

- Gather tactile items, such as Koosh balls, crayons, magnets, Play-Doh, or others, that you wish to place on the tables for tactile learners. See Chapter 8 for other ideas to enhance the learning environment of your workshop.

- Prepare yourself both emotionally and physically. Confirm that you have addressed scheduling and personal concerns so that you can be fully present to facilitate the workshop.

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About the Author

Karl Mulle is a corporate trainer, coach, and a popular keynote speaker, as well as a psychotherapist in private practice. He has over 33 years of experience in the design and delivery of energizing and fun programs on human effectiveness. He specializes in developing leaders, building healthy relationships, increasing emotional intelligence, managing diversity, developing communication and presentation skills, managing change, and building effective teams. Karl applies an experiential approach to learning, creatively designing sessions to maximize interaction and self-discovery for businesses, organizations, and associations worldwide. His clients include General Electric, Chevron, Johnson & Johnson, 3M, Citibank, Nielsen, Cigna, the U.S. Food and Drug Administration, and the U.S. Office of Personnel Management.

Karl coauthored *Put Emotional Intelligence to Work: EQuip Yourself for Success* (ASTD 2007, with Jeff Feldman).

Karl holds a bachelor of arts from Cornell University, a master of divinity from Trinity International University, and a master of arts in counseling psychology from Trinity International University.

He has traveled extensively throughout the United States (46 states) and European/Asian countries (31 countries) and resides in Bloomington, MN.

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