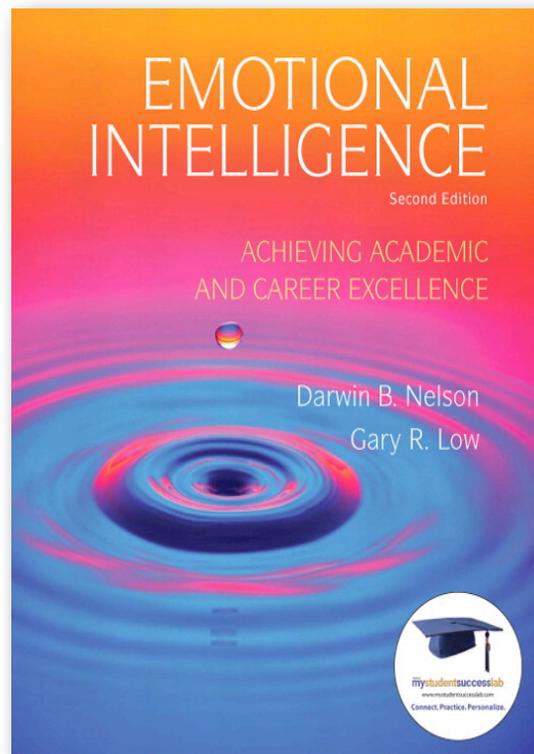


Emotional Intelligence: Achieving Academic And Career Excellence

Instructor's Guide



Darwin B. Nelson and Gary R. Low

EMOTIONAL INTELLIGENCE: INSTRUCTOR'S GUIDE

EMOTIONAL INTELLIGENCE

Second Edition

**ACHIEVING ACADEMIC
AND CAREER EXCELLENCE**

INSTRUCTOR'S GUIDE

**Darwin B. Nelson
Gary R. Low**

Dear Colleague:

Thank you for your interest and consideration of our book as a learning resource for your students. The Emotional Skills Assessment Process (ESAP) is the positive self-assessment instrument that we have developed to quantify the essential skills of personal, academic, and career excellence. We embedded the ESAP assessment in our book so that students would have a valid and reliable measure of their current academic and career success skills. We encourage you to complete the assessment as a way of becoming familiar with the EI skills that we have identified as most important to academic success.

Emotional Intelligence (EI), as defined in our transformative educational theory, is the learned and developed ability to think constructively and behave wisely. Our book, *Emotional Intelligence: Achieving Academic and Career Excellence*, identifies and teaches the skills essential to high levels of academic achievement, career effectiveness and personal well being. The assessment instruments included in the book are valid and reliable measures of the higher order cognitive, affective and behavioral skills that students will need to be successful in the global economy of the 21st Century.

Our book has been used world wide in community colleges, universities, and business organizations to teach emotional intelligence skills. Our transformative theory of emotional intelligence is research derived and practical. The book is for doing as well as reading, and students are able to explore, identify, understand, learn and apply specific skills to improve their academic achievement, career effectiveness, and personal well-being. The most important variable in student learning is the relationship created between the instructor and students. Our book is a reflective learning tool to help you engage students in meaningful learning so that they can learn and practice specific success behaviors essential to academic and career excellence.

The *Instructor's Guide* provides a general course syllabus for a semester long course. Teaching points and learning activities for each chapter have been included, as well as a power point presentation that emphasizes major concepts. A student journal is available that teaches students how to apply EI skills daily. The EI Student Journal teaches the process of reflective thinking, creative problem solving and personal goal setting. This is the process that teaches intelligent self-direction as a positive habit and improves achievement, productivity and personal well-being.

Our book emphasizes Emotional Intelligence (EI) as the most important variable in academic and career excellence. Because our emphasis is on skill development as well as information, the Instructor's Guide focuses on the instructor as a mentor who guides students in developing specific behaviors. Emotional Intelligence (EI) skills are best developed in a relationship focused learning environment that is characterized by trust, acceptance, respect, and empathy. The ideal learning environment is one that is free of threat and filled with challenge. As the instructor you are the most important factor in student success. We offer tools and processes to help you engage students in meaningful learning.

We provide professional training and certification workshops for persons using our books and emotional learning systems in teaching, mentoring, coaching and research. Our eighth international conference will be convened in February 2011 and we would invite you to join us in

San Antonio, Texas, and meet the many colleagues from around the world who are using our work to enhance student learning and success. Visit our websites to review doctoral research, current publications and descriptions of major application studies that have been completed in a variety of settings worldwide.

Thank you for your interest in our book and we hope that you will find it helpful in your work with students. Please contact us for any additional or more detailed information that you might require.

Darwin Nelson & Gary Low
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EMOTIONAL INTELLIGENCE (EI)

A first step in deciding about how best to use our book to help students improve academic achievement and retention in college is to understand our definition of EI. In the past few years we have presented many programs at world and international conferences that have focused on the value of EI in academic achievement, career success, leadership, and personal well-being (physical and mental health). We have conducted EI certification and training workshops for hundreds of professionals in education, business, clinical, organizational and military settings who are using our work.

We are continually asked the same questions as we speak to professional groups who are extremely interested in EI but do not seem to know what it really is or how to use it to help themselves or others. Most are very interested in EI because they can sense its value at the personal level, and they have read books and articles emphasizing different theories and definitions - Goleman, Salovey and Mayer, Bar On, Epstein and Howard Gardner. Since our Transformative Theory of Emotional Intelligence, our positive assessments, and emotional learning systems are very unlike other approaches, we would like to share our answers to questions that we have been asked about EI. We invite you to formulate your own personal and meaningful definition of EI and reflect on how EI may be valuable and helpful to you and your students. Six of the most frequently asked questions that we hear in our workshops are provided below, along with our responses.

Question #1: What is emotional intelligence?

Emotional Intelligence (EI) is a confluence of cognitive, affective, and behavioral skills that you and I can learn and develop in becoming the best and most effective person that we can become. We define EI as the learned and developed ability to think constructively and behave effectively and wisely. Effective, productive, and wise behavior requires that we harmonize (attune) our thoughts and emotions and accurately recognize and communicate an understanding and respect for the thoughts, beliefs, and behaviors of others. Accurate empathy is an essential intra and interpersonal skill and the prerequisite of teaching and leadership excellence. We must respect, accept and trust ourselves before we can do that in our relationships with others. Research in teaching effectiveness clearly identifies the importance of EI skills. The human brain learns best in an environment high in challenge, trust, respect, empathy and caring. When we teach for student learning and success, modeling EI skills is the best way to teach them.

Question #2: How do you know EI when you see it?

EI is observed and identified by how a person thinks, expresses and manages emotions, and behaves. Wisdom is the behavioral reflection of EI that you see as you watch a person interact in their relationships with others. Wise and effective behavior is the defining quality of the emotionally intelligent person. Wisdom is the developed ability to make good judgements based on past experience.

The brains of adolescents and young adults are quite different than those of persons twenty five years and older. The area of the brain controlling the executive functions of impulse control, planning, organizing and prioritizing, intentional speech, goal setting, and conforming behavior to felt needs is the neo cortex. This part of the brain is not developed in first-year college students. The ESAP is in essence a measure of current cognitive functioning, and the five most important skills for academic success are; (1) Stress Management, (2) Time Management, (3) Assertion, (4) Drive Strength, and (5) Commitment Ethic.

One cannot behave intelligently unless thoughts, emotions, beliefs and values are in harmony. Intelligent self-direction is choosing and guiding one's daily behaviors so they are self-valued and affirming of others. Self-direction has been identified as the most important employability (career success) skill in the work environment of the 21st Century. Intelligent self-direction is the hallmark of emotionally intelligent behavior. Emotionally intelligent behavior is intentional, positive, goal directed, and self-valued.

The emotionally intelligent person creates and follows a personally meaningful path in both living and working. Their work is passionate, playful and a positive flow of high energy and achievement. They respect, appreciate and focus on the positive history of their past, live fully in the present and work incessantly to create a better future for themselves and others. Rogers called this fully functioning. Maslow called it self-actualization. We call it intelligent self-direction.

EI is the key to liberating and actualizing human potential. To liberate is to free from within. EI is the foundation stone of high achievement, career success, and leadership excellence. Accurate empathy is the EI skill most essential in building healthy people and creating a more peaceful and collaborative world community. Emerging models of educational excellence stress the importance of both cognitive and affective skill development. Skill development does not occur in response to lecture, power point presentations, or experiential games. College success skills must be practiced daily as intentional positive habits. We see our role as a guide, mentor, or model in helping students explore, identify, understand, learn, and apply these EI skills.

Question #3: What is the value and importance of EI?

From our research and experience in four decades of teaching and mentoring college students, we have identified some of the most important benefits of EI (as we quantify and define it) as the following.

- EI is essential for emotional self-control (Stress Management) and personal well being. The emotional mind determines physical health (the quality and longevity of your life) and your happiness (contentment and peace of mind).
- EI is the most important factor in career/life success. The longest and most exhaustive longitudinal study of factors influencing career/life success and personal well being (the Grant Study at Harvard University) clearly identifies EI as the key to a happy and healthy life. Dr. George Valiant who directed the study for more than four decades answered the question of what makes us happy by saying that "relationships are

happiness and happiness is love.” The nature and quality of the relationships that we develop with self and others are the best predictors of health, career success, and happiness.

- EI is a focus on personal well being and effective behavior and the key construct moving us toward an integrated and holistic theory of human behavior. The positive emotions of love, joy, happiness, interest, and contentment are emphasized in the conceptualization of healthy human behavior. The destructive emotions of anger, fear, and sadness are weakened and constructively managed through the development of emotionally intelligent behavior. Happiness and excellence (self-realization) are within and require an accurate awareness and knowledge of self. This has been known for thousands of years in the East. We of the Occident have but recently noticed that the internal world is the key to happiness in the external world. Our work in India is easily understood and applied because Eastern thought is holistic rather than dichotomous. Many people in the United States are confused about EI because they think that the two words, Emotional and Intelligence, do not belong together and that thoughts and emotions are two different things.
- EI is the key skill for improving student engagement, achievement, retention, and success. As pointed out in the recent book by Malcolm Gladwell, *Outliers*, success is not an event but rather the end result of about ten thousand hours of practice in one area. College attrition and graduation rates of students have not changed significantly in more than one hundred years because colleges are still teaching students in the same way. Some college success texts barely mention EI and are filled with information and experiential games that students enjoy. Students get good information and feel good about the class and do not improve their academic achievement. Colleges that we are working with realize that you have to help students develop skills that are cognitive, affective, and behavioral and that the success of the student is the primary focus of the institution.
- EI is the essential and most important factor in leadership excellence. There is a growing realization that leadership is relational not positional. Healthy and growing institutions that thrive in the 21st Century will develop leaders who are emotionally intelligent and skilled in working with others in collaborative relationships. Teachers are leaders and students are leaders. Excellent teachers continue to learn and can model scholarship and high levels of achievement in their relationships with students. Life long learning are not words but rather an attempt to communicate the importance of a personal commitment to continued personal and professional development.
- EI is the essential skill in establishing and maintaining healthy and constructive relationships. I-me is intrapersonal. I-thou is interpersonal. I-thee is spiritual. Harmony in all three makes a happy and successful me. We are one-not three. Mind, body, and spirit are not three parts of a person. EI skills harmonize the mind, body and spirit.

- EI skills as we define them are the identified priorities for employability and career success in the 21st Century. EI is essential for healthy, satisfying and productive work. The healthy and productive organization is an emotionally intelligent learning organization. Our book, *Fueling Success: How EI helped Hindustan Petroleum Corporation Limited (HPCL) and Its Employees Grow*, is a case study describing the process and outcomes of relationship focused emotional learning. EI training is a multi million dollar enterprise in global Fortune 500 Corporations like HPCL. Many educational institutions are talking about EI and few are doing it.
- EI is the most crucial skill set in effective parenting. Assertion and Empathy are important communication and interpersonal skills. Emotional self-control skills (Anger and Anxiety Management) are essential to creating and maintaining healthy families.
- EI is the celebration of the positive contributions of the emotional mind and for the first time in history there is a growing recognition that positive emotions outnumber negative emotions. The emotional mind is the source of love, joy, laughter, interest, contentment and creativity. EI skills increase the positive emotions that are helpful and healing and reduce the effects of the destructive emotions of anger, fear, and sadness.

The emotional mind is the oldest and smartest cognitive (thinking) system and the dominant system shaping human behavior. Emotions are a way of knowing and experiential schemas are the basis of intuitive wisdom. Seymour Epstein succinctly makes this point by saying; “If you think constructively you are emotionally intelligent and if you do not you are not.”

Question #4: What is the first step in developing EI?

The first step in developing EI is achieving more accurate self-awareness. The self is process not event or object, and mind develops self as a process of self-storying. People change and their awareness of self changes. We define more accurate self-awareness as a positive self-assessment of personal strengths and weaknesses. Healthy and effective people know both and honestly share them in their relationships with others. The prerequisite skill for more accurate self-awareness is reflective thinking. We use the Emotional Skills Assessment Process (ESAP) as a positive self-assessment to help students identify their current strengths and target areas for focused skill development and/or change of problematic behaviors.

The ESAP is an integral part of our book and serves as a learning tool to help students understand the value of reflective thinking. Students complete the ESAP to explore, identify and understand their EI skills. Remember that the ESAP does not measure emotional intelligence or what some refer to as EQ. The ESAP is a valid and reliable measure of constructive thinking skills that engender effective and productive behaviors. The ESAP skills profile is a map or guide for students to use for positive self development.

Question #5: How do you learn, teach, and develop EI?

Human potential is liberated and enhanced in a learning environment of; (1) acceptance, (2) positive regard, (3) empathy, (4) trust, (5) honesty, and (6) empowerment. Empowerment is a

challenge to students to be their best and a commitment to guide and support their success. Relationships are the vehicles of empowerment, and this is the key to teaching excellence. The research on teaching effectiveness clearly points out the importance of EI skills. Students evaluate EI skills as the most important aspects of teaching excellence. EI skills are best taught in person-centered classroom environments where expectations are high and students feel challenged. Healthy relationships provide the best environment for personal growth, EI skill development, and positive change. Our book is how we teach EI skills to students.

We see intellectual (cognitive) and experiential (emotional) learning as equally important. We do not believe in EQ any more than we do IQ. Rather, $IQ + EI = \text{Actualizing Potential}$ is more reflective of our education model. If we view cognitive and experiential learning as equal and additive, we would help students develop their full potential. In new reform models of education world-wide, EI (soft skills) are weighted and emphasized equally in the curriculum. Many of our brightest graduates are struggling with unemployment and underemployment because they were not helped to develop the skills that are most needed in the 21st Century workplace.

Question #6: What are the EI skills essential for achieving excellence?

Our research and experience over the last four decades suggest that emotionally intelligent (high achieving and healthy) students behave in the ways that follow.

1. Communicates clearly, honestly and directly (Assertion)
2. Quickly establishes and maintains healthy and effective relationships (Interpersonal Comfort)
3. Accurately senses and communicates an understanding of the thoughts, emotions, and beliefs of others (Empathy)
4. Makes quick, creative and effective decisions (Decision Making)
5. Positively impacts and empowers others (Leadership)
6. Consistently (daily) sets and achieves meaningful personal goals (Drive Strength)
7. Effectively manages self to meet accepted responsibilities and commitments on time (Time Management)
8. Completes responsibilities and commitments despite challenging difficulties, hardships and distractions (Commitment Ethic)
9. Identifies, manages and expresses anger constructively and in a manner not harmful to self and others (Anger Management)
10. Effectively manages anxiety, threat, and fear (Anxiety Management)
11. Manages the demands and stressors of day to day living and working (Stress Management)
12. Identifies potential areas for increased positive growth (skill development) and works to change self-defeating and problematic behaviors (Positive Personal Change)

13. Acts and accepts responsibility for thoughts, feelings and behaviors (Active rather than Reactive)
14. Seeks challenge and personally meaningful learning (Intelligent Self-Direction)
15. Actualizes potential (Engaged and Committed to personal and professional growth)

The behaviors (EI Skills) listed above are explored, identified, and quantified by the ESAP positive self-assessment. Students change themselves in ways that they perceive as relevant, valuable and meaningful. We help students liberate and actualize their potential by providing a relationship (learning environment) that is: (1) protective and safe, (2) permission giving and affirming and (3) empowering (high in expectations and challenge). Developing EI skills is the process that guides and actualizes student potential.

In summary we see the essential elements of emotionally intelligent behavior as developing and modeling: (1) coherent mind (constructive thinking), (2) healthy and effective intra and interpersonal relationships, and (3) neural integration (contentment and peace of mind). Learning and developing EI requires a classroom learning environment that encourages and nurtures positive growth, change, and skill development.

TEACHING FOR STUDENT SUCCESS AND LEARNING

Your philosophy of learning and teaching guides your actual behavior in the classroom environment and shapes the nature of the relationships that you create for student learning and success. What you believe about the nature of the learning process and your view of the learner is extremely important in effective emotional learning. Most professional teachers who embrace a student or person-centered philosophy of education and learning do so because they trust their experience and intuitively know that learning is meaningful and motivating when it is perceived as relevant within the frame of reference of the individual. Our philosophy of education and learning is passion driven, and we believe that the emotional system is the lead system in human behavior.

Our philosophy, theory, and practice as professional educators are research-derived and based on best practices of adult learning. Our extensive experience in a variety of cultural settings has shaped our acceptance and celebration of differences in the languages and cultures of the students and teachers that we encounter in the world community. Our assessment and emotional learning models have been translated in many languages and used worldwide in a variety of educational and organizational settings. A primary focus of our work has been with new and first-generation college students from diverse cultural backgrounds. In the sections that follow, we share the philosophy, theory, and professional practice that we have found most effective in helping students achieve academic, personal and career excellence.

Philosophy

Our philosophy of education is built on the belief that significant and meaningful learning is student centered and relationship focused. We feel that students learn best in relationships that are characterized by trust, caring, acceptance of differences, dialogue, and a shared vision of learning goals and outcomes. We see learning as the primary focus of teaching and view our students as equal partners in this process.

We define learning as both cognitive and emotional. In our view, the positive development of student potential is the goal of meaningful learning. To the extent that we develop our own potential and develop the ability to model emotional intelligence skills, we are able to create caring and trusting relationships with students that are empowering and positive. The teaching relationships that we create with students are mentoring and coaching relationships that emphasize the development of emotional skills as well as cognitive and knowledge based skills.

Our philosophy emphasizes the importance of interest or passion in motivation. When students see learning as personally meaningful and relevant to their needs, motivation is intrinsic, and learning becomes self-directed and self-regulated. Dialogue rather than discussion is the key element in emotional learning. Team based learning is more meaningful and powerful than independent learning. Students form learning teams to achieve both individual and mutually shared goals that have been established as learning outcomes. Emotional learning is experience based, and students are encouraged to focus on personal goal setting that leads to high levels of achievement and personal well-being.

Our philosophy of education is based on the needs of adult learners as identified by current research in neuroscience and positive psychology. The preponderance of research evidence suggests that learning occurs best in an environment that is caring, safe, trusting, and provides an optimal level of stress (challenge). Expecting high levels of achievement and excellence from students is consistent with a relationship environment in which the brain learns best.

Our research indicates that student achievement and motivation increase when emotional learning is emphasized as well as cognitive and knowledge based content mastery. Essential cognitive skills and mastery of content is required to develop knowledge-based competencies. Essential emotional skills need to be learned and developed if students are to develop excellence in their lives and careers. Emotional intelligence skills are the key to academic and career excellence and high levels of personal well-being.

Theory

Our Transformative Theory of Emotional Intelligence (EI) and our positive assessments and emotional learning systems have been developed in an on-going research program (Nelson & Low, 1977-2010). More than fifty doctoral dissertations as well as published research, and ongoing research and application projects have demonstrated the validity and usefulness of our theory and learning models. We have quantified emotional intelligence as a construct and developed assessment instruments and emotional learning systems to help students and teachers develop the essential emotional skills important to personal and teaching excellence.

In our theory and education models, emotional intelligence is defined as a learned and developed ability to think constructively and behave effectively and wisely. Emotional intelligence skills are defined as higher order thinking skills that engender intentional and wise behaviors. The Emotional Skills Assessment Process (ESAP) is the positive assessment instrument that we use to quantify emotional intelligence. The ESAP profile is the visual and cognitive model for developing intelligent self-direction in students. This positive assessment instrument is a reflective learning tool that is valid and reliably measures on how we currently think about: (1) how we think, (2) how we identify, manage and express emotions, and (3) how we choose our behaviors.

A growing body of interdisciplinary research has clearly connected the relationship of emotional intelligence to achievement, productivity, leadership, and personal well-being (physical and mental health). Recent doctoral research has linked emotional intelligence with academic achievement and college success. These research studies have identified the need to provide emotional intelligence instruction as an experience based curricula to improve levels of engagement in learning, academic achievement, program completion, and personal well-being.

Recent research (Goad, 2005 & Justice, 2006) has indicated the importance and value of emotional intelligence in teacher education programs. According to their research, Goad and Justice indicated that pre-service teacher education induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classroom management performance and teacher retention factors for new and novice teachers.

With the established relationship of emotional intelligence skills and academic achievement, students benefit from learning and applying emotional intelligence skills to improve academic achievement in school and college settings. With new research evidence linking emotional intelligence to instructional performance and as a factor in student retention, pre-service, new, and novice teachers will benefit from learning and using emotional intelligence daily for personal and professional development.

Our transformative theory is an educational model of Emotional Intelligence (EI). Emotional intelligence is not a static quality or quantifiable unitary construct but rather a life-long process of learning, developing, and applying emotional intelligence skills in daily living and working. In our educational model (Nelson & Low, 1977-2010), a defining feature is that emotional intelligence is best-understood and learned when framed around specific emotional skills and competencies. Emotional Intelligence is a learned and developed ability to: (1) know and value self, (2) build and maintain a variety of strong, productive, and healthy relationships, (3) get along and work well with others in achieving positive results, and (4) effectively deal with the pressures and demands of daily life and work.

Emotional (experiential) learning requires a person-centered process for teacher and student growth and development. When emotional intelligence skills are a focus of learning (in any course or discipline), teachers and students are building human development attitudes and behaviors that are intricately related to the positive outcomes of achievement, goal achievement, and personal well-being. The key EI competencies and skills are conceptualized in our Emotional Skills Assessment Process (ESAP) and EI Lessons in chapters 3, 4, 5, and 6.

How To Use Our Book

In colleges that have embraced EI as an institutional model for student success, our book is used as a learning resource in a semester long course that focuses on improving student achievement and retention. Galveston College, South Texas College, Coastal Bend College, San Antonio College, and Hallmark College have used the ESAP and our book with thousands of students as the basis for: (1) an Institutional Effectiveness Plan (Galveston College), (2) a institutional model for student success (South Texas College), (3) college success classes (Coastal Bend College and San Antonio College) and (4) an institutional model for developing academic and employability skills (Hallmark College). If you consider using our EI theory, assessment instruments, and emotional learning systems at the institutional level, we would encourage you to contact our professional colleagues at these institutions so that you can gain feedback about the effectiveness and value of EI as an institutional excellence model.

At the individual level instructors and professors use our book as: (1) a required text for a semester long course in student success, (2) a supplemental text in college success classes that emphasize note taking, study skills, and other cognitive skills, (3) a resource and reflective learning guide in developmental and facilitated mentoring programs, (4) a text in positive psychology and personal development programs, (5) a text in leadership development courses, (6) a text in EI centered adult learning programs, and (7) a guide for personal and professional development.

Our book is used as a supplemental text in disciplines like English, Business, and Psychology to emphasize the development of employability skills. Courses in medical service, counseling, and high stress career areas use the book to help students develop career success skills.

When You Use Our Book

When you begin to use our book you will do so in a way that meets the demands and needs of your current situation and you will teach EI skills in ways that are most meaningful and comfortable for you. Each of us has our own philosophy, theory, and style of teaching. It is important to know that our book is simply a resource for you to use in helping students learn important information and behaviors. The authors have been friends for 60 years (since first grade), and we have done research, teaching, consulting and training together for more than 40 of those years. We are co-authors of the book, and we would not teach a course using our book in the same way.

This is important because what we want you to focus on is how you teach and how you could use the book in the way that would be most helpful to you and your students. Our book, assessment instruments, and emotional learning systems are only tools for a skilled professional to use in the way that is most effective for them. It is your skill as a teacher, counselor, mentor or coach that make EI skills meaningful and helpful to students. Our goal is to provide you with valid and reliable tools that are research derived and consistent with best practices in teaching and learning excellence.

Our book can be taught on three levels for three different purposes. The levels are cognitive, affective, and behavioral. At the cognitive level you would use our book as one model for providing students with information about EI and the importance of EI skills in academic and career excellence. The purpose would be to increase awareness about the specific skills that students need to be successful in college, careers and life. At one college that uses the ESAP with thousands of students the college success faculty use our book and assessment instruments as one unit in their semester long two-hour credit course.

At the cognitive/affective level our book is used to focus students on both cognitive and experiential learning. A nursing faculty uses our book in discipline specific classes to help nurses in training develop communication, decision-making, stress management, and relationship skills to improve their performance in high stress work environments. A university professor uses our book to teach a course in servant leadership and interpersonal communication. In this type of class the purpose is to help students understand the role of thoughts and emotions in effective behavior in specific situations.

At the cognitive/affective/behavioral level our book is used to focus on EI skill development. A college that emphasizes personal skill development as a primary focus for preparing graduates for employability uses our book and assessment instruments with all students in all classes. The purpose is to change and transform individual lives and help students develop their fullest potential for career/life success. Employers do not put much emphasis on grades or degrees when they interview job applicants. Employers want workers who are self-directed, self-

motivated, confident, able to get along with others, personally responsible and dependable. These are EI skills and the skills that organizations are looking for with future employees.

I (Darwin Nelson) am in my 47th year of teaching, and I have taught at all levels of education. For the past ten years I have taught EI classes for doctoral students and directed EI dissertation research. For the last few years I have taught EI skills to experienced professionals in business, education, psychology, and counseling in many countries. I use our book for all these purposes and how I teach depends on the nature of the situation and the skill level of the students. In the sections that follow, we share a sample course syllabi built around our book. We hope that this will be helpful to you as you use the book in the way that is most helpful and meaningful to you.

EMOTIONAL INTELLIGENCE COURSE SYLLABUS

Level/Domains: Cognitive-Affective-Behavioral

Purpose: To improve academic and career achievement by developing EI Skills

Course Number and Title	Course number appropriate for institution, area, and level. <i>Emotional Intelligence: Developing Personal, Academic and Career Excellence Skills</i>
Credit Hours	3 semester hours
Instructor's Name	Darwin B. Nelson, Ph.D. Professor of Education
Required Text	Nelson, Darwin and Low, Gary. <i>Emotional Intelligence: Achieving Academic and Career Excellence</i> , Prentice-Hall, 2e, 2011.
Course Description	This course emphasizes the development of the specific skills essential in achieving academic, career and personal excellence. The key skills are assertive communication, time management, goal achievement, stress management and commitment ethic. Emotional Intelligence (EI) is the integrative construct used to help students develop these behavioral skills at the personal level. The purpose of the course is to provide skill development experiences that improve students' academic achievement, level of involvement in learning, and personal well-being.
Prerequisites	None/permission of instructor.
Course Rationale	<p>A confluence of emerging interdisciplinary research from education, psychology, business, and adult neuroscience point to the significance and importance of emotional intelligence and reflective/constructive thinking to personal, academic, career, and life success. This course is designed to provide a current, research-based approach to developing high levels of achievement, productivity and leadership excellence. The course is research derived and requires active involvement in personal skill development. This course is based on five fundamental beliefs of human development grounded in current research.</p> <p>Emotional intelligence as a learned ability is an important influencing variable in physical health, personal well-being, high levels of achievement, and leadership.</p>

Emotional intelligence as a learned ability flourishes in active and intentional skills development processes and learning environments that are learner-centered, engaging, and personally meaningful.

Emotional intelligence as a learned ability requires balanced contributions of emotional & cognitive minds.

Emotional intelligence as a learned ability can be learned and applied through self-directed, experiential, guided, and facilitated mentoring.

Emotional intelligence as a learned ability is best learned and applied through reflective, constructive, and critical thinking when structured around key skills, behaviors, attitudes, and competencies.

Course Audience Candidates

Students and adult learners interested in improving academic and career achievement by developing EI Skills.

Course Content

Education and Transformational Model of Emotional Intelligence. Includes an overview of the research and 'best practice' use of the Emotional Skills Assessment Process (ESAP), hallmarks of academic and career excellence, skills and skill sets for career, life, leadership development, and a process of managing change and transitions in life.

Emotional Learning System includes an experiential and self-directed process to develop emotional intelligence and reflective/constructive thinking. Developing a personal and practical understanding of primary human emotions and how they are important for high levels of achievement and leadership.

Emotional Health and Reflective/Constructive Thinking explores the research and relationship of reflective and constructive thinking to developing an emotionally healthy mind. Includes planning a self-science curriculum for personal and professional growth.

Skills and Competencies of Emotional Intelligence includes ten skills of emotional intelligence and three potential problem areas needing skill intervention. Skills and EI lessons in four dimensions (skill sets): (1) Interpersonal Development, (2) Leadership Development, (3) Self-Management in Career and Life, and (4) Intrapersonal Development.

Positive Contributions of the Emotional Mind includes current findings from adult neuroscience identifying positive contributions of emotions and emotional intelligence, connecting the importance using key skills and behaviors for intelligent self-direction in life and career, and learning that is personally meaningful, self-directed, and self-defined.

Self-Renewal, Resiliency, and Personal Excellence includes the planning and application of the Emotional Learning System to develop a model for self-renewal and personal excellence.

Learning Objectives/Outcomes

Create a caring, supportive, interactive classroom environment to maximize personal learning.

Complete positive self assessments and develop a Profile of EI Skills.

Interpret and organize skills into a plan of action for personal and organizational excellence.

Implement a development plan and monitor results, achievements with a personal journaling process.

Synthesize a development plan for personal and organizational excellence.

Present your learning and link development with key skills and skill sets.

Assignments and Learning Activities

Complete, discuss, and respond to readings and assignments on emotional intelligence, emotional human behavior, and emotional learning for career and life success

Plan, organize, and participate in individual and group presentations on selected topics

Complete, score, profile, and interpret your results from the Emotional Skills Assessment Process (ESAP).

Develop a personal profile of emotional skills strengths and areas to develop further.

Construct an action plan to improve your academic and career achievement. Your profile and interpretive narrative should reflect accurate understanding and correct applications of the emotional skills, EI lessons, and consistent with adult learning principles and practices.

Implement your action plan and maintain a personal journal/narrative of key learning and experiences.

Complete a final examination and presentation related to your personal profile, action plan, and results of implementation.

Assessment and Evaluation	Individual and Group Presentations	20%
	Profile and Interpretive Narrative	20%
	AWAKE EI Daily Journal/Narrative	30%
	Final Examination and Presentation	30%
Selected References	See text pages 199-203	
Doctoral Dissertations	See text pages 203-206	

INTRODUCTION TO THE EI GUIDE

The Instructor's Guide has been organized to emphasize key teaching points and learning activities for each of the seven chapters. The accompanying Power Point presentation provides a visual picture of the emotional learning process emphasized and a brief summary of important areas for discussion and dialogue. Our book, *Emotional Intelligence: Achieving Academic and Career Excellence*, the Power Point Presentation, and the Instructor's Guide contain all the resources you need to teach a semester long course. Each teaching point, learning activity, and visual was developed so that it can be presented individually or linked with the other content and skill development components presented in the book.

Individual consultants, trainers, and organizations have purchased chapters of our book from the publisher to use for specific purposes like leadership development, communication skills training, EI mentoring and coaching modules, Anger Management workshops, Stress Management Training, and other personal and professional development programs that focus on developing specific cognitive/behavioral skills. You may use the content and processes that we share in the book to develop your own teaching units for an hour or for a forty five hour semester long learning experience. Take the best that we have to offer and improve it to best help your students.

A unique feature of our book is that the ESAP and the behavioral check lists can be used for teaching effectiveness and program evaluation purposes. External funding proposals usually require a sound research design and multiple outcome criteria to demonstrate the efficacy of interventions, programs, and/or classes. Do college success classes significantly improve student achievement, level of engagement in learning, retention and graduate rates? What are the effects of a facilitated mentoring program on student achievement?

These questions need to be answered by sound research studies that demonstrate teaching, learning, college effectiveness, and the toughest areas for continuous program improvement. We have included brief action research and program evaluation sections throughout the Instructor's Guide. These action research and outcome studies make positive contributions to the quality of learning provided in the class and directly benefit students rather than wasting their time completing survey instruments. The ESAP assessment, items in the book, and learning activities, when combined with student reflections and academic achievement criteria, provide rich data for evidence based action research.

Introducing The Course

The purpose of the course is to provide a personally meaningful learning environment for you to explore, identify, understand, learn, and apply the skills most important to high levels of academic achievement, career effectiveness and personal well being. This course will be different than most of those that you have completed in the past because the focus is on helping you learn thinking, emotional, and behavioral skills that you will actually practice. Emotional intelligence is the major area that we will explore and learn about. We will learn important information, explore

the positive contributions of the emotional mind, and learn specific behaviors, skills, and attitudes that will help you in all areas of your life.

The 10 basic learning goals of this course are the following. As we briefly review them think of any important personal goals that you would like to add to the list. You will have an opportunity to set and accomplish goals that are important to you throughout the semester. We will learn a process for personal goal setting that will increase your productivity and level of achievement.

1. Learn a practical model of Emotional Intelligence (EI) essential to success.
2. Explore, identify and understand EI competency areas and skills.
3. Develop a helpful profile of your current EI skills.
4. Learn to use the Emotional Learning System (ELS) for developing constructive thinking, creative problem solving and personal goal achievement skills.
5. Understand how the emotional mind works and learn its positive contributions to your health, happiness and career/life success.
6. Develop a personally meaningful and valuable action plan to improve your academic achievement, career effectiveness or personal well being (physical and mental health).
7. Establish positive and effective learning relationships that are collaborative and productive.
8. Make positive changes in your understanding and use of emotional intelligence skills.
9. Learn, apply, and model stress management skills to improve your personal effectiveness.
10. Protect and improve your physical health by learning and applying EI skills.

The text that we are using is based on research, and the instruments that we will be completing are valid and reliable measures of factors essential to academic success. The whole purpose of the course is to help you learn specific skills that will help you now and give you the tools for creating a successful career and satisfying life. Until recently not much was known about the importance of emotions in academic achievement, career success and physical and mental health. EI is a very positive and practical learning approach for developing personal, academic, and career excellence. Our focus in this class is positive and my role as professor is to help you understand and develop the skills that will help you most as a student and professional.

Let's focus on a few of the positive contributions of the emotional mind so that you can reflect on the importance and value of the learning activities that we will be doing as a part of the course. Emotional Intelligence (EI) as defined in the text is a learned ability to think constructively (reflectively) and act wisely. EI can be learned and developed, and the skills that you learn will be important to you now as a college student and later in your career and in your important relationships. Some of the most important positive contributions of the emotional mind are as follows:

1. Single most important influencing factor in high levels of academic achievement and career success.
2. Key to physical and mental health.
3. Enables us to respond to others with empathy and guides our interactions with others.
4. Makes self-reflection and goal setting possible.
5. Lead system in positive personal change.
6. Controls vital survival and stress management functions.
7. Source of laughter, happiness, joy, and love.

How long you live and how well you live is directly related to your ability to understand, manage, and express strong emotions. If any of you get really interested and motivated in increasing your academic achievement and personal well being, you may want to focus on personal skill development and learn to use the AWAKE EI Daily Journal. The AWAKE process is the secret of high achievers, and it is a daily process of reflective thinking, creative problem solving, and personal goal setting. As we review the course requirements and finalize the syllabus, you might reflect on what areas of the course would be most important to you. EI skills are strengthened through daily practice. EI skills are really new habits and behaviors that improve your performance and personal satisfaction. Students who have learned and applied the AWAKE process have reported increased levels of achievement, productivity, relationship satisfaction, and personal well being.

Creating Positive and Engaging Classroom Learning Environments

Gary and I are always interested in creating a positive learning environment in our classes, and we try to actively engage our students by asking them to think about their best learning experience and to reflectively think about excellent teachers in their past. We are completing a new book this year, *Teaching For Student Learning and Success: Modeling Emotional Intelligence Skills*, and our current research interests are focused on the skills, attitudes, and behaviors that students associate with teaching excellence. We initiate a dialogue with our students about this and ask that they complete the Teaching Excellence Assessment (TEA). You may want to use it as a way of learning about how your students perceive effective teachers. The feedback increases our awareness about our teaching behavior, and it is a good discussion piece about the importance of EI skills in teaching excellence.

TEACHING EXCELLENCE ASSESSMENT (TEA)

INSTRUCTIONS: Students and experienced educators are valuable sources of information about teaching excellence. Please complete the Teaching Excellence Assessment (TEA) and share your perceptions and experience of what excellent teachers actually do in their classrooms. Thank you for your willingness to participate in the study, and your responses are considered confidential and will be used for research purposes.

Name: _____ Age: _____ Female/Male (circle)
 Address: _____ City: _____
 State: _____ Postal Code: _____ Country: _____
 Years of Education: _____ First Language: _____ Second Language: _____

Teaching Excellence Behaviors

For each statement, circle the number that corresponds to your rating of the importance of the behavior to teaching excellence. From your own experience, you may add additional teacher behaviors that you feel are important to teaching excellence (items 20-25). The rating scale for selecting your response to each item is as follows: 4 = Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, and 0=Not Applicable.

No.		NA	SD	D	A	SA
1.	Communicates clearly, honestly, and respectfully to students.	0	1	2	3	4
2.	Clearly communicates specific learning objectives and expectations.	0	1	2	3	4
3.	Cares about and encourages high quality work from students.	0	1	2	3	4
4.	Positively impacts and engages students in meaningful learning.	0	1	2	3	4
5.	Accurately understands and accepts differing points of view.	0	1	2	3	4
6.	Models a commitment to personal development and life long learning.	0	1	2	3	4
7.	Controls strong emotions and effectively manages students with strong views.	0	1	2	3	4
8.	Encourages students to set personal goals for high achievement.	0	1	2	3	4
9.	Models high achievement through commitment to achieve challenging goals.	0	1	2	3	4
10.	Effectively organizes and manages teaching/learning responsibilities.	0	1	2	3	4
11.	Is decisive and makes good choices in dealing with student questions.	0	1	2	3	4
12.	Models patience and positive stress management skills.	0	1	2	3	4
13.	Communicates a positive view of students as capable and competent.	0	1	2	3	4
14.	Genuine, authentic, and comfortable as a person.	0	1	2	3	4
15.	Encourages a free exchange of ideas and respects student contributions.	0	1	2	3	4

No.		NA	SD	D	A	SA
16.	Emphasizes the strong points of students.	0	1	2	3	4
17.	Creates a classroom environment of trust and mutual respect.	0	1	2	3	4
18.	Effectively uses class time for meaningful learning.	0	1	2	3	4
19.	Personally responsible in meeting class and office hour commitments.	0	1	2	3	4
From your experience, add additional descriptors and ratings of teaching excellence below.						
20.	_____	0	1	2	3	4
21.	_____	0	1	2	3	4
22.	_____	0	1	2	3	4
23.	_____	0	1	2	3	4
24.	_____	0	1	2	3	4

Positive / Significant Impact of Teaching Excellence

Think of your experience as a student in the classroom of an excellent teacher that was important to you. What did this teacher do or say that was most valuable, helpful, or meaningful to you. Please share your brief story of how and why this learning experience was positive and meaningful to you.

Thank you!

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 Darwin B. Nelson, Ph.D.

NOTE: Current research indicates that college students consider these EI skills and behaviors as important factors in teaching excellence. Most student evaluation forms not include these factors in the evaluation of teacher effectiveness.

TEACHING POINTS AND LEARNING ACTIVITIES

In the sections that follow, we would like to share teaching points and learning activities that we tend to emphasize with our own students. We recommend these, plus any ideas that you have to connect meaningfully with your students, as you pursue excellence in teaching and learning emotional intelligence and personal emotional skills.

Chapter 1: Your Emotional Mind

Understanding your emotional mind and the role of emotions in effective learning provide a foundation for becoming a better teacher, learner, and student. Gaining a basic understanding of how your emotional mind works has been an essential and missing aspect of our educational system. This chapter provides a beginning point to both appreciate and know the value of using two minds (emotional and rational) to deeper and more lasting learning.

As we share ideas for each of the seven chapters to enhance the teaching and learning of emotional intelligence with students, we encourage you to use and adapt the steps of the Emotional Learning System to engage students in the discovery of the key skills, attitudes, and behaviors of emotional intelligence. Add your own teaching style, personality, and experiences to fully enjoy the scholarship of teaching and learning and create a healthy and challenging classroom environment for your students.

We try to follow the five steps of the Emotional Learning System – EXPLORE – IDENTIFY – UNDERSTAND – LEARN – APPLY/MODEL – in each chapter, each class we teach, and every project we undertake. We respect you as a colleague and enjoy working with good professionals dedicated to helping students succeed in college and life. We know and you know that you are the most important factor in the success of each student in the courses you teach.

We share ideas for approaching each chapter: GUIDING QUESTIONS, TEACHING POINTS, LEARNING ACTIVITIES, and INTEGRATING EI LINKS. We encourage you to adapt and strengthen the learning process at every point.

Guiding Questions For Your Emotional Mind

1. What is the emotional system and why are emotions essential to meaningful learning?
2. How do I break the habit of emotional reactivity and deal with strong primary emotions?
3. What is a healthy learning environment and how does it improve learning?
4. What are the key EI college success factors, attitudes, behaviors of high achievement?
5. What are the key research-derived lessons and hallmarks of EI learning?

Teaching Points and Content Highlights

Create a healthy and engaging learning environment and encourage your students to read each chapter in advance of class discussions and learning activities. Students enjoy learning and discovering new information about themselves, and EI provides new and meaningful content for

them. Remind students that they will be following the same learning process in each chapter and lesson in the book. By exploring, identifying, understanding, learning, and applying EI information, skills, and strategies, students are able to become even better learners and create a foundation for achieving academic and career excellence.

Teaching Point I: Emotional Literacy 101

Reflect upon the notion of emotional learning and emotional literacy. Ask students to think about how emotions affect learning. Have them think about when they were at their very best in learning and how that felt. Learning emotional intelligence helps students to become the best they can be by adding positive contributions of EI into a daily strategy.

Ask: What is the difference between a thought and an emotion? Give students a chance to explore this question and identify some ideas. HINT: Emotions are not neutral; emotions lead to behavior; emotions are impulses to act.

Ask and Lead Discussion: What are the primary emotions experienced by almost everyone in the world? We try to include just the 4 primary emotions – Anger, Fear, Sadness, and Happiness. We include joy, love, contentment, interest, etc., with the emotion Happiness.

While the four primary emotions are natural and serve good purposes in life, which three primary emotions tend to create difficulty when too intense for too long or when they occur without an emotionally intelligent skill? TEACHING AND LEARNING LINK: Emotions are important sources of information. When a person experiences a strong, primary emotion, this means that something important is going on and is a valuable piece of information.

Review each exhibit and facilitate a quick reflective learning process. Ask questions to lead students to discovery and discussion points. Dealing with strong emotions in healthy and skilled ways results in confidence and better outcomes than the reactive nature of strong emotions. For example, review Exhibit 1.4: Dealing with Strong Emotions. Exhibit 1.4, like all of the exhibits and learning activities, can be used to enhance learning.

Teaching Point II: Attitudes, Behaviors, EI Skills, and Strategies

-  Ask students to think about the two curricula of college – Formal and Cognitive (academic content, degree plan, courses, major, testing, accountability – Informal - Covert – Emotional. HINT: Both curricula are important to academic and life success if approached with skill and intentionality. However, the covert curriculum is the one not so organized and is often experienced with reactive behaviors. EI skills, attitudes, and behaviors need to be fully developed to benefit from the entire college experience.
-  Secret is to learn the balance needed for enjoyment, health, and high levels of achievement. Most of education has focused on the formal and cognitive. This class focuses on emotional mind and experience-based learning with EI skills and strategies.
-  Exhibit 1.5 includes the Emotional Curriculum Attitudes and Behaviors of EI. Ask and Review: Why is each item included in College Success Factors section in the very first chapter?

- ✚ Exhibit 1.6 College Success Factors: Each factor can be an engagement point to reinforce the value of learning and applying emotional intelligence in college. Which ones relate more to the Covert Curriculum? Which are more important? Now and into the future?
- ✚ Exhibit 1.7 Emotionally Reactive Student VS Emotionally Intelligent Student. Ask: Where do you tend to fall on each of the categories? Often procrastination behaviors tend to emerge as well as corrective (EI skills and behaviors). Challenge self-defeating reactive habits and build intelligent self-direction skills and habits.

Teaching Point III: 12 Lessons & Hallmarks of EI Learning

- ✚ The lessons and corresponding hallmarks of transformative learning can be reviewed in several ways. For example, groups could be organized and asked to review specific lessons and hallmarks with examples and discussion points. Each group could report back to the whole class and gain experience in guided group work. Or, each lesson could be reviewed and discussed by the class with individual comments and examples. You could provide personal examples from your experience.
- ✚ Each student could be assigned to identify their two or three most important lessons and hallmarks (from their own ideas or experience).

Learning Activities: Your Emotional Mind

Learning Activity I: Emotional Literacy and Primary Emotions

- ❖ Exercise – Ask: What are the 4 Primary Emotions? When the list includes Anger, Fear, Sadness, and Happiness, ask what color do you think Anger is? Fear is? Sadness Is? Happiness is? Let them come up with different colors for each.
- ❖ While we do not intend for the colors to be absolute or even correct, the activity is fun and helpful for students to identify colors for each of the primary emotions. Students enjoy this exercise, and it is helpful to accurately identify emotions as soon as possible to negate the almost automatic reactive nature of strong, negative emotions.
- ❖ Anger is RED – occurs quickly and almost without thought, red hot and leads to impulsive and reactive behavior. Anger is a powerful attempt to change the present...NOW AND IN MY WAY! We all have experience with this red hot emotion. Most groups agree that Anger is Red.
- ❖ Fear is YELLOW – a caution light, traffic sign warning of potential danger. When fear is experienced, it is time to be cautious and careful to keep us safe. We sometimes have fun with yellow and indicate lines from movies – yellow cowardly action depicted in films.
- ❖ Sadness is BLUE – as in feeling blue, singing the blues in New Orleans, sad songs, and blue Mondays. We have fun with the colors and then share the color we decided to include in the book...which makes the color absolutely right? Again a fun approach.

- ❖ Now, here is a good question. If Anger is RED; and Fear is YELLOW; and Sadness is BLUE, what color is Happy? Happiness usually includes a variety of colors depending on personal favorites or meaning to individuals. HINT: Happiness varies from person to person, and it is important to create (not hope for) happy days while being a good student, person, worker, leader, etc. Picture a bucket with Happy in it to represent what makes us happy. We have to intentionally build in healthy ways for happiness and joy in our lives.

Learning Activity II: College Success Factors, Attitudes, and Behaviors

- ❖ Exercise: For additional personal meaning and learning, ask or assign students to review carefully Exhibits 1.5, 1.6, and 1.7. Then ask them to identify their current strong points on each exhibit and identify their weak points. A personal development plan for the course could be constructed for further study and practice. NOTE: Healthy and successful people can do one thing better than those not quite so healthy and successful They can be honest, objective, and open about acknowledging strengths as well as weaknesses.
- ❖ It is important for students to know that they can improve each behavior, strategy, or skill included in each of the exhibits. Students could submit these for review and or class discussion, as appropriate.
- ❖ A journal could be assigned to capture significant learning through the many exhibits, teaching points, and learning activities. We encourage the use of journals. NOTE: We have created an *AWAKE EI Student Journal: Create Your Path to Intelligent Self Direction* as a brief structured guide for achievement and career excellence.

Learning Activity III: 12 Lessons and Hallmarks of EI Learning

- ❖ Exercise: The 12 lessons and hallmarks could be used the same as the college success, factors, attitudes, and behaviors. Students could reflect and select 2-3 of the lessons and corresponding hallmarks that they feel would be most important for them to truly learn and use (apply and model) on a daily basis.
- ❖ This activity could be assigned for a journal or quick class assignment for reflective learning and practice in becoming an even better student and learner.

Learning Activity IV: Lessons from the Hermit Crab

- ❖ Exhibit 1.8 could be used as a reflective learning exercise and/or assignment. Students could read, summarize, and capture the lessons of life from the Hermit Crab. You could find similar stories to capture the key aspects of learning and life excellence through narratives and story telling.
- ❖ Ask students to find a story that is meaningful to them describing learning from life's experience through nature or positive learning from past achievements. Bring the story to class, present the story to share with fellow students, and include in journal.

Integrated EI Links

Each part of the book builds upon the next part and can be integrated for maximum learning and discovery of self and strategies for achievement and college success. Our experience with new and first-generation college student, as well as adults in transition, is that change and growth can be better understood through the lens of emotionally intelligent behavior and skills.

Ask students to read all parts of the book, including the dedication, acknowledgements, and introduction. Perhaps the best learning for any student is to see how he/she can change and grow in positive ways throughout life. The inspirations and brief introductions to each chapter represent real life examples of teachers and students who have used our EI assessments, learning systems, programs, and book.

The ESAP assessment is embedded into the skill development chapters (3-6), and the Emotional Learning System is used in each of the EI Lessons throughout the book. When students see the links from each teaching point and learning activity and use the same learning process with intentionality, they become better learners. When students set personal goals to become an emotionally intelligent student who fully uses both the cognitive/rational mind and emotional/experiential mind, they achieve at higher levels and experience more success and satisfaction.

Chapter 2: Developing An Emotionally Healthy Mind

Developing an emotionally healthy and intelligent mind is not an accident or a reactive outcome to life's many challenges and experiences. Rather, intelligent self direction is achieved intentionally by exploring, identifying, understanding, learning, and applying EI skills, attitudes, and behaviors. The Emotional Learning System (ELS) is a sequential, step-by-step, interrelated process of learning emotional intelligence. Illustrations and diagrams help make the ELS process easier to understand and follow. Each diagram can be used to engage students and for relevant teaching points and learning activities.

There are two really good reasons to intentionally develop an emotionally healthy mind. One is that emotional intelligence is related to high achievement, success, personal well-being, and leadership. The second is that EI skills are the skills that are needed most for meaningful employment and employability skills for the 21st century workforce.

Self-directed learning, personal responsibility, and resiliency are essential for successful work and a healthy career approach in every organization. An emotionally intelligent mind is developed by learning and applying EI skills, attitudes, and behaviors. Intelligent self direction in life and work is the behavioral reflection of emotional intelligence . . . the learned ability to think constructively, make good choices, and act wisely.

Guiding Questions For Developing An Emotionally Healthy Mind

1. What is the Emotional Learning System? Why is the ELS essential for teaching and learning excellence?
2. How do learning styles connect with emotional intelligence and EI skills and strategies?
3. What are three EI Learning Strategies for developing an emotionally healthy mind and how do they work?
4. What is the Emotional Skills Assessment Process (ESAP) and how is the ESAP connected to learning the key skills and competencies of emotional intelligence?

Teaching Points and Content Highlights

Chapter 2 provides brief descriptions with illustrations of the learning process (what and how) as well as the value (why) of the ELS as a path for achieving academic and career excellence. Educators know the importance of learning styles for student achievement. The learning styles of Visual, Auditory, and Tactile-Kinesthetic are weaved into strategies for becoming a high achieving student as well as connected to positive change and lifelong learning.

Three ways to learn EI (and connected to learning styles) are Active Imagination (Visual), Self-Directed Coaching (Auditory), and Guided Mentoring (Kinesthetic). Checklists, charts, and diagrams are presented to facilitate student learning and strategies for academic and career success. The emotional system is the lead system for positive change.

The Emotional Skills Assessment Process (ESAP) is introduced and organized into Interpersonal, Leadership, Self Management, and Intrapersonal Skill Dimensions and then

presented with specific skills to learn and develop. The ESAP is a research-derived assessment of EI skills and factors and embedded into the skill development chapters 3, 4, 5, and 6. The ESAP is the first EXPLORE step of the Emotional Learning System and provides a positive assessment of EI skills for students to IDENTIFY EI skills to develop, strengthen, and enhance.

Teaching Point I: Introducing And Using The Emotional Learning System

Through research and experience now spanning into 4 decades, we have seen the value of having a well-defined and structured process for learning how to learn from life experience. The ELS is a learning system and model to intentionally learn with reflection VS the tendency to use the habit of emotional reactivity. The ELS follows a 5 step process for learning emotional intelligence skills and behaviors and to develop a habit of reflective thinking instead of reactive behaviors.

-  Too often as educators, we present subject matter content and begin with the need for students to understand and learn the material. This is counter-productive to learning emotional intelligence as the EXPLORE and IDENTIFY steps are necessary for personal meaning and respecting the internal frame of reference of the student.
-  Person-centered or student-centered education needs to place the student first and foremost in teaching philosophy, practice, and lessons. The ELS recognizes and respects each student as capable of high achievement and as a person who brings a richness of culture, family, history, and experiences to our schools and colleges. The ELS learning process is based on the idea of building quality from within . . . within a healthy environment for teaching and learning.
-  Ask students to read about the ELS and learn the 5 steps. Ask students to reflect upon Exhibits 2.1, 2.2, 2.3, 2.4, and 2.5. Each exhibit provides some new information and pieces of the puzzle for learning emotional intelligence. Invite them to discover and figure out why we place so much emphasis on the learning system throughout the book.
-  Ask students to re-read the dedication and preface section of the book. Then, ask them to make the learning process personal and meaningful at every point. Remind them about the habit of emotional reactivity and to learn reflective and constructive thinking instead.
-  If we (teachers and students) want to change and become even better teachers and learners, the emotional system is the lead system for positive change. When we truly understand this on a personal level, we learn a valuable lesson for our careers and lives.

Teaching Point II: Learning Styles, EI Strategies and Change

-  Ask and invite students to explore their learning style and check the learning strategies they actually use for each learning style. Ask each student to identify one or two learning strategies she/he would like to learn more about. This would make for a good class discussion, group exercise, or journaling activity. Exhibits 2.6 and 2.7 often generate ideas and insights for students.

- ✚ Try to relate the learning styles to study skills and strategies, such as note-taking, study groups, review processes for longer-term memory and use, and creative ways to engage in active learning for each of their courses.
- ✚ Connect Active Imagination (Visual), Self-Directed Coaching (Auditory), and Emotional Mentoring (Kinesthetic) strategies and invite ideas on how to become an even better student and learner (expand comfort and learning zones). Exhibit 2.6 illustrates the integrating nature of EI with learning styles and strategies connecting thinking-feeling-behaving into action.

Teaching Point III: Introducing/Understanding/Using ESAP

Current and accurate self-awareness is key to our continued growth and development as a student, educator, administrator, and leader. One of the real strengths of the book is that the ESAP is embedded into the book. A valid assessment provides a “map” or profile of skills to develop a plan of action for skill development. This is what the ESAP does throughout the book.

The ESAP is research-derived and a beginning point to explore emotional intelligence and identify our current skill strengths and areas to develop, strengthen, and enhance. In chapters 3, 4, 5, and 6, the ESAP provides an awareness and focus for the 13 EI Lessons. Then, each chapter follows the steps of the ELS with examples, diagrams, exhibits, and learning activities to guide student learning.

- ✚ The ESAP is a learning tool. The ESAP is not a test. The ESAP is a positive assessment of current skills and provides an interesting and meaningful way to explore yourself. We encourage teachers to model EI skills, attitudes, and behaviors and take the ESAP as well to share with students as appropriate. The more that students experience the positive aspects of assessment and see teachers modeling what we hope they learn the better the learning for students.
- ✚ The ESAP is a tool for understanding how your emotions work. Do emotions and emotional skills work for you or against you? Can we control and manage emotions well or do emotions tend to control us? Are you assertive in communication or are you aggressive or timid? How are your emotional skills working for you currently?
- ✚ As a reminder to students before taking the ESAP, we ask them to be honest and objective. Often, we ask them to be brutally honest with themselves as the ESAP is a learning tool, not a test. You can take the ESAP either generally as a student or teacher, or you can take the assessment within a specific context of life that is challenging.
- ✚ The ESAP is organized around 4 skill competency areas: Interpersonal, Leadership, Self Management, and Intrapersonal Skills. There are ten skills and three non-skill areas that are potential problematic indicators (Aggression, Deference, and Change Orientation) which need to be converted to the EI skills of Anger Management, Anxiety Management, and Positive Change. So, there are 13 EI Lessons in the book, and all begin with assessment (explore) and move through the other steps of the Emotional Learning System.

- ✚ Invite students to enjoy the positive assessment process of the ESAP. We often have students complete an ESAP at the beginning of class and again toward the end of class. Students can see change or see how there is still much skill development to do. Either way, the assessment is positive and a current review of skills.

Learning Activities: Developing An Emotionally Healthy Mind

Learning Activity I: Emotional Learning System

- ✚ Ask students to reflectively think about the Exhibits illustrating the Emotional Learning System. Each exhibit adds a little more to the process. A quick glance will not make the connection. Guide the process by noting that the baseball like diamonds provide a lot of information about the process of learning EI skills and developing wisdom. Note that the steps move from the top to third base (right not left), to second base, to first base, and then back to top and then down to center – home plate.
- ✚ Ask students to note that when you have a strong emotion you have a tendency to use your old habit of emotional reactivity (see Exhibit 2.3). As an exercise, homework, or journal assignment, ask students to come up with an example of the Habit of Emotional Reactivity and then to give an example of how they could use reflective thinking instead of reactive behavior. The example could be taking a first test in a difficult subject.

Learning Activity II: Learning Styles – EI Learning Strategies

- ✚ Invite/assign students to make a check of the strategies and behaviors they consistently use for each learning style (pp. 25-27). Then, ask them to identify one or two strategies that have potential for improving their learning and studying. Class discussion and sharing of ideas could lead to teaching and learning points for becoming an even better student . . . a student who models intelligent self direction.
- ✚ Ask students to rank (1st, 2nd, 3rd, 4th) their preferred and best learning styles using the text and Activity 2.1 - Identifying Your Learning Style. This activity could be in-class or homework. Journaling would help with a guided discussion of learning styles and study methods and skills at the next class. Students tend to enjoy and appreciate learning style discussions and learning that each learning style is a good one . . . expand your learning.
- ✚ Ask students to rank the Learning Strategies of Active Imagination, Self-Directed Coaching, and Emotional Mentoring according to their use or potential value for higher achievement and performance. Examples by you will help with this activity.

Learning Activity III: Emotional Skills Assessment Process (ESAP)

- ✚ Ask students to review the ESAP factors and skills in the book. Then, use Exhibit 2.8 as a guide to discuss and understand each of the skills. Even before taking the ESAP, you could ask students which skill area or two would they want to develop to a higher level in order to be an even better student.

- ❖ NOTE: All EI skills are related to performance and healthy behaviors. However, the Self Management skills are very related to achievement in college. Time Management is the number one self-mastery skill to high achievement; Commitment Ethic is the number one indicator of persistence and staying in college; Drive Strength is related to both and involves setting clear goals for achieving academic and career excellence.
- ❖ Review the Academic and Career Success Planner Activities (p. 37) as a path to follow for higher levels of academic performance. These activities in the book have been used in our Intelligent Self Direction guides and are infused throughout the book.
- ❖ For fun, you can ask students to identify their major field of study. As you know there are quite a few students who do not have a clearly defined major field of study. We use Activity 2.2 What Is Your Favorite University Color. If a student does not have a clear major, ask them “What is your favorite color”? If they say “green”, indicate that they may want to major in Medicine. When and if they react negatively, just ask them “What is your next favorite color”? This can be a fun discussion and way to bring up career exploration and development.

Integrating EI Links

The ELS and ESAP are used throughout the book. Encourage students to see the “big picture” and learn new skills important to success in college and life. As you prepare for Chapter 3 Interpersonal Skills, you could share the value and importance of healthy and effective relationships as keys to happiness and to successful living and working. We often share that the business of life is relationships. Interpersonal skills are perhaps the best skills a person can learn to develop and maintain a variety of healthy, effective relationships . . . at work and at home.

Chapter 3: Interpersonal Skills

Developing healthy interpersonal and relationship skills may be the most important skills a person can learn and use. Our effectiveness at work, home, career, and life is intricately related to our ability to initiate, develop, and maintain a variety of healthy and productive relationships. Some are personal: some are based on mutual interests; some are based on teams and work; some are based on economic aspects of life; some are based on spiritual beliefs. In short, relationships are important for every aspect of our lives, and our health and happiness are related directly to the quality of our relationships. Communication skills are essential to high performing groups and teams.

Where do we learn about relationships? There are not many formal courses available in most degree plans; perhaps a few in speech/communication. Relationships occur in our daily life throughout our life. We learn from life experiences, and we already know about the Habit of Emotional Reactivity. Emotional intelligence skills, attitudes, and behaviors are really essential for our growth, development, and success as a person. Interpersonal skills open doors to a meaningful life.

Assertion is the interpersonal EI skill we emphasize along with understanding and managing the strong, primary emotions of Anger (Aggression) and Fear (Deference). You can make a strong case that Assertion is the most important skill for developing healthy and effective relationships of any kind. Honest, appropriate, respectful communication is a learned ability. Interpersonal Skills emphasized are Assertion, Anger Management, and Anxiety Management. Our skill and pattern of communication depend on how well we learn the importance of these key EI skills.

Guiding Questions for Interpersonal Skills

1. What is Assertion and why is Assertion such an important EI skill in relationships?
2. How do Aggression and Deference communication patterns impact relationships?
3. What is my primary and secondary communication style under stress conditions?
4. How do I learn assertive communication skills to improve health and success?

Teaching Points and Content Highlights

Communication skills and healthy relationships are too important for life and career success to leave to chance and the Habit of Emotional Reactivity. We can know and not do. This is especially true of communication. We may know that it would be better to listen and understand others, and we may not do this. We may know that aggression in communication is negative and still resort to reactive negative behaviors. We may know that we need to build communication skills and confidence and still not be willing to practice EI skills and behaviors.

EI Lessons 1, 2, and 3 are good starting points to develop positive habits and effective communication and healthy relationships with emotional intelligence. From here through chapter

6, EI Lessons follow ESAP assessment and use the same five steps of ELS. With practice, students get better and better with each step of the process.

Important teaching and learning aspects are built into understanding EI skills from a cognitive focus, an emotional focus, and an action (behavioral) focus. When students become aware that each focus is important, it is even more important to harmonize and integrate them into effective communication. For all of us, this is an exciting and positive discovery.

Teaching Point I: Understanding and Learning Assertion

- ✚ Assertion is a skill. Aggression and Deference are styles or patterns of communication that are problematic and not helpful. As a skill, you can learn more about the skill and its many degrees and nuances when you consider how thoughts, feelings, and behaviors interact with each other.
- ✚ Our goal is to learn how to communicate more effectively, become a better team or group member, and learn the skill of Assertion. Exhibit 3.1 and 3.2 provide practical ways of thinking about and studying the skill and patterns of communication.
- ✚ Ask your students to develop their own way of explaining assertion vs aggression and deference. How and when does communication become too strong and negative? Why do you think that to defer to others too much is not a helpful way to communicate?
- ✚ Note: Some of the ESAP items specifically include how we think, feel, and behave in some stressful situations. This provides a good way to discuss how all of these are important and learn that our behavior is influenced by thoughts and emotions. Reactive behaviors are problematic and easily lead to ineffective ways to deal with relationships.
- ✚ Review and use ESAP items as teaching and learning points. This was a major reason for embedding ESAP into the skill development chapters. Making social and emotional learning practical and personally meaningful are important and essential pieces of the self development puzzle.
- ✚ Exhibits 3.1 and 3.2 provide teaching and learning points with Assertion.

Teaching Point II: Identifying Aggression and Learning Anger Management

- ✚ The emotion of anger is an “old brain” reactive response, and anger is a strong, quick, primary emotion. Anger can be destructive and destroy relationships. In our EI model, aggression is viewed as a potential problematic way of thinking, feeling, and behaving. We are not referring to violent behavior, and yet we can easily see the connection from life experience.
- ✚ Learning the difference between Assertion and Aggression is a good starting point to understand how Assertion is a skill and Aggression is a reactive patterned way of responding to difficult situations. We can learn to use assertion in varying degrees to make

our feelings and thoughts understood. Aggression is usually a one way street that discredits the other person. Bad feelings are a typical outcome.

- ✚ Remind students that when you experience a strong, primary emotion, something important is going on. Emotions are a source of important information. Anger and Fear provide important data and information to us when we are emotionally intelligent.
- ✚ Ask students to identify communication situations that became problematic due to negative emotions. Exercise: Individually or in small groups, ask students to identify situations in school/college that are affected by negative emotions. Hint: A student who is intimidated by a professor and does not ask questions for clarification for study direction. A student who becomes angry and avoids certain classes or resources.
- ✚ Exhibits 3.3, 3.4, and 3.5 are positive ways to understand aggression and manage anger effectively. Reinforce the Emotional Learning System as a process to follow, practice, and get better with each EI Lesson.

Teaching Point III: Identifying Deference and Learning Anxiety Management

- ✚ The emotion of fear moves us away from a risky or threatening situation. Fear helps us when it protects us from danger or potential danger. However, fear can inhibit our behavior and result in not engaging in learning, such as speaking in class, making oral presentations, taking a math class, participating in class discussions.
- ✚ Exhibit 3.6 provides a positive way to think about deference and to practice dealing with the emotion of fear and anxiety behaviors. Ask students to identify situations where they did not ask questions or deferred in classroom assignments.
- ✚ Revisit Exhibit 3.2 to again see the relationship among aggression – assertion – deference. Assertion is the skill.
- ✚ Practical examples are helpful to student learning. Anger moves us toward someone or something – potential danger. Fear moves us away from someone or something – and results in caution and sometimes avoidance. Try to share personal examples when possible and appropriate.

Teaching Point IV: Your Communication Style

- ✚ Valuable information can be gained by reviewing and reflectively thinking about self-assessed scores for ASSERTION, AGGRESSION, DEFERENCE. Assertion is the EI skill, and Aggression and Deference scores can serve as problematic indicators. While high scores on Assertion is positive, high scores on Aggression and/or Deference are negative styles or patterned ways of responding in difficult situations. Assertion is the focus for EI Lesson 1, and assertion is related to positive outcomes.
- ✚ Aggression needs to be reframed and converted to the EI skill of Anger Management. Managing strong emotions, such as anger and fear, helps us to use skilled behavior and

keep us on a good path for communicating with others. Anger Management is the focus of EI Lesson 2.

- ✚ Deference needs to be reframed and converted to the EI skill of Anxiety Management. Anxiety Management is the focus of EI Lesson 3.
- ✚ By reviewing scores in Assertion, Aggression, and Deference, you can discover your primary style of communication under stress. This is an important finding. For example, if Assertion is your highest score, you tend to use the skill of Assertion in difficult circumstances. If Aggression or Deference are your highest scores, you may tend to use aggression and/or deference when under stress.
- ✚ What is your primary style of communication? Assertion, Aggression, or Deference? What is your secondary style? This information is valuable when developing EI skills as you can target communication areas to improve . . . in priority order.

Learning Activities for Interpersonal Skills

Learning Activity I: EI Skill of Assertion

- ❖ Ask students to see where their ESAP score placed them on their profile after ESAP assessment. This is Step B IDENTIFY of each lesson. Scores will fall in the DEVELOP, STRENGTHEN, OR ENHANCE AREA. As an exercise, students should complete (for practice) each of the steps with reflection and with the purpose of learning more about each EI skill area. This activity can be a discussion focus or used for individual growth with journaling/working in the book by writing responses for each step.
- ❖ Exhibit 3.1 provides practical ways of thinking about Assertion and shares positive ideas for developing Assertion. While not illustrated the way we would like, Exhibit 3.1 represents the sage advice of a caring and wise mentor . . . practical and sound.
- ❖ Ask students to differentiate the cognitive, emotional, and action focus when working on improving Assertion. What is the difference between thinking, feeling, and behaving?

Learning Activity II: EI Skill of Anger Management

- ❖ Ask students to follow the same activity process for Anger Management. Where did their ESAP score place them on the Step B IDENTIFY area on the profile for Aggression? High scores may be or become problematic if we use aggression under stress. Low and Normal scores may be appropriate for effective communication under stress.
- ❖ Exhibits 3.3, 3.4, and 3.5 can serve as discussion points and ways to constructively think about Anger Management and aggressive interpersonal communication. The Exhibits are designed to be used not just to be read. Students need to know that anger can be regulated and managed with skill, and it is not caused by another person. Some students who have difficulty with anger do not know or believe that they can learn to control, regulate, and manage anger. They simply believe that anger is caused by others.

- ❖ Ask students: Can you think of how aggression has resulted in either negative or counter-productive behavior? Ask students: Can you think of how managing anger has helped in a difficult situation? The learning idea is to clearly recognize the self-defeating aspects of aggression and to differentiate aggression from the skill of assertion.

Learning Activity III: EI Skill of Anxiety Management

- ❖ Ask students to follow the same activity for Deference. Where did their ESAP score place them on the Step B IDENTIFY area on the profile for Deference? Which score was higher Deference or Aggression? Ask students to think of examples of how higher scores on Deference may have hindered learning or effective communication.
- ❖ Exhibit 3.6 provides a practical way of thinking about Deference and managing anxiety. Guided discussion and journaling assignments work very well with the style of Deference and the EI skill of Anxiety Management.

Learning Activity IV: Your Communication Style Under Stress

- ❖ Ask students to use the profile chart on page 66 to see how their scores placed them on ASSERTION – AGGRESSION – DEFERENCE profile areas. The highest score may represent their primary way to communicate under stress. The next highest score may be their secondary communication style. The third highest may be a fall-back pattern of reaction or a mixed communication style . . . which may be confusing to others.
- ❖ Class discussions on communication styles are interesting and relevant to students. We all seem to want to understand better how we communicate and what others may see in our communication. Journaling assignment would be to describe your communication style by ranking your three scores on Assertion, Aggression, and Deference and provide examples of positive communication outcomes and identify problems when we use Aggression and Deference.

Learning Activity V: Academic Success and Career Planner Activities

- ❖ Invite/Assign students to complete Activity 3.1 to make their college environment more personal and to get to really understand their schedule and instructors. When students know their instructors by name and office location, they tend to be more comfortable asking for help or clarification of assignments. Many first-year students simply do not learn or use the names of instructors.
- ❖ Invite/Assign students to use Activity 3.2 Assertion circle calendar to highlight assignments, priorities, target dates, etc. This gives them a quick visual picture for using Assertion to become a better student. The calendar can be neat or messy as long as it helps to focus on priorities and doing behaviors.
- ❖ Assign students to complete Activity 3.3 The Academic Behavior Checklist and turn in to you for review. This is an important checklist that you can use early in the semester and again later in the semester. This helps the student and you to identify behaviors that

improve academic success or not. Each of the 36 academic behaviors are important for learning and college success.

- ❖ Assign students to complete Activity 3.4 Assertive Behaviors for High Achievement and turn in to you for review. The yes/no responses are related to active learning and student engagement (taking responsibility for their own learning). This quick survey can be used early in semester and again later in the semester to measure their level of growth and engagement.
- ❖ Activity 3.5 The Assertion Map for Higher Personal Achievement can be used to help students develop a process to practice the skill of Assertion. This activity can be used for focused classroom discussion, journaling, and/or as an activity to turn in for grade.

Integrating EI Links

Interpersonal skills provide a foundation for improving communication and relationships. Assertion skills are related to higher academic achievement, and discussions illustrate real-life applications of assertion in action in classroom and learning environments. Assertion may be the best skill a student can learn to build a variety of effective and healthy relationships. On the other hand, Aggression and Deference are not skills and are or can become counter-productive and self-defeating.

Effective communication and relationship skills are essential for success in college, career, and life. Relationships are sources of much joy and happiness in our personal and career lives. When we think of a healthy learning environment, we usually think of environments that are comfortable and enjoyable . . . as well as challenging . . . the people not the physical space.

Communication and relationship skills are essential to developing your leadership skills. In the next chapter, you will easily see that the skills of Comfort/Social Awareness, Empathy, Decision Making, and Personal Leadership are related to Assertion and interpersonal skills. Effective and transformative leaders of today and tomorrow need to be skilled in interpersonal areas as well as working well with diversity.

Chapter 4: Leadership Skills

In our EI model of leadership, believing in the positive development of self and others is a defining quality of positive and effective leadership. Our vision of leadership excellence is (1) an unrelenting commitment to develop and become the best we can be and (2) to see the value of encouraging, supporting, and helping others to do the same. Learning, developing, and modeling EI skills, attitudes, and behaviors are essential to emotionally intelligent leadership.

Leading with emotional intelligence requires a commitment to personal excellence and to learn and model key leadership skills of Social Awareness/Comfort, Empathy, Decision Making, and Positive Influence. Leadership skills build upon the Interpersonal Skills in chapter 3 as well as the Self Management Skills in chapter 5, and Intrapersonal Skills in chapter 6. Effective leaders of today and tomorrow care about, respect, and work well with others. They build effective teams (healthy relationship and production focus) and are healthy models of high personal and team achievement. Effective leaders manage the pressures, conflicts, and stressors of living and working and reduce the stress of others. EI-centric leadership is a self-valued and self-directed focus of leading with emotional intelligence.

Guiding Questions for Developing EI Leadership Skills

1. What is effective leadership and how is Social Awareness/Comfort connected?
2. Why is Empathy such an important skill for leaders of today and tomorrow?
3. How can I learn the EI leadership skill of problem solving and Decision Making?
4. Why is leadership referred to as Positive Influence?

Teaching Points and Content Highlights

Within our education model of emotional intelligence, Leadership is viewed as person-centered and a building quality from within learning process. Leadership skills, attitudes, and behaviors can be explored, identified, understood, learned, and applied. The key skills are:

- Social Awareness/Comfort: Positive people skills – comfort and skill in meeting another person – building rapport – confident – relaxed – when meeting and interacting with others
- Empathy: Understanding the perspective of others – non-judgmental and active listening – seeking to understand and respond to the ideas and feelings of others – not sympathy and not agreeing with others – recognizing the value of listening to understand
- Decision Making: Formulating and coming up with alternatives and making effective choices – problem solving with a purpose – understanding that life is about challenges – embracing life with problem solving and decision making skills
- Personal Leadership: Intentionally leading self in the best ways for healthy and successful results – learning and using EI skills to lead self, positively impact and influence others, and achieving tasks and goals

Teaching Point I: Social Awareness and Comfort

- ✚ Ask students to come up ideas on how to get to know others in good and positive ways – think about meeting new people in college (joining organizations) or developing common grounds with people who are different from you. HINT: Everyone is unique with their own richness of family, culture, geography, history, language, opportunity, etc.
- ✚ Share your own best lessons of meeting new colleagues, students, supervisors, community members. Identify the people, courses, lessons that have helped you the most with social awareness and comfort with others. Affirm that this course and book will help.
- ✚ Use Exhibit 4.1 EI Skill- Social Awareness and Comfort as a practical way to learn about the importance of attending skills and building rapport when meeting new people. What ideas emerge from this?

Teaching Point II: Empathy

- ✚ Briefly discuss the skill of Empathy and ask students what classes have helped them learn about this important skill. Where do you learn about empathy and its value in college, life, relationships, and leadership? Capture ideas and develop (or have students develop) a list and visual of the key ideas.
- ✚ Share your ideas on how empathy has made a difference in your life . . . or not! Perhaps you could identify both positive and not so positive outcomes of interactions to illustrate the true meaning of the skill of Empathy.
- ✚ Use Exhibit 4.2 EI Skill – Empathy as a practical way of understanding and explaining Empathy. Ask students to identify people who have inspired or made a difference in their life – discover what made these people so special and influential – does empathy surface or not?

Teaching Point III: Decision Making

- ✚ Briefly discuss the notion that life is a series of choices we make every single day. Examples can be from deciding to get up in time to make it to class to making a choice to not attend class (by choosing to sleep or procrastinate instead). Ask students to share strategies for making effective decisions and choices. How do they solve problems?
- ✚ Share your perspectives of how decisions are made – reactive or active using reflective thinking. Review the baseball type diagrams of the Emotional Learning System and the characteristics of the Emotionally Reactive Student vs Emotionally Intelligent Student.
- ✚ Use Exhibit 4.3 EI Skill – Decision Making to lead a discussion or have students read and discuss in small groups. Be sure to have them know that they will be reporting out and sharing the ideas which emerged from their group.

Teaching Point IV: Positive Influence

- ✚ Briefly discuss the idea of leadership and that leadership can be thought about on a continuum of negative to positive, coercive to collaborative, reactive to active, etc. Ask students to describe the qualities, characteristics of good/excellent and bad/ineffective leaders. Develop a list of positive and negative qualities in class discussion or small groups. Check to see if EI skills, attitudes, behaviors are in the good/excellent list. Most likely, EI skills will be related to effective leadership. EI is directly and indirectly related to Positive Influence/Leadership from research, current literature, and experience.
- ✚ Use Exhibit 4.4 EI Skill – Leadership and Exhibit 4.5 Positive Influence: An Emotional Skills Model as ways to engage and dialogue with students on the important and interesting topic of Leadership and Positive Influence. Make sure that students check the three areas of Know Self (Intrapersonal Skills), Influence Others (Interpersonal Skills + Leadership Skills), and Accomplish Tasks (Career/Life Skills – Self Management – Commitment Ethic). Effective leaders are able to achieve well in all three areas.

Learning Activities: Developing Leadership Skills

Learning Activity I: Understanding/Using Leadership Skills

- ❖ Use the Exercises of the ELS for EI Lessons 4, 5, 6, and 7 for practice and to develop personal meaning of the value of each EI Leadership Skill. Developing their own way to describe and understand the meaning of each skill is very important. It is not important to have students try to memorize the definition. Excellent leadership is modeled.
- ❖ Learning to explain the skill and its practical value is a wonderful skill for students who aspire to high achievement and leadership. Ask students to do this in their own words and stories with examples and inspirations.

Learning Activity II: Learning Environment

- ❖ Use Academic and Career Success Planner Activity on page 99. Have students complete Activity 4.1 Create An Environment for High Achievement and have them turn it in to you for review and use.
- ❖ We encourage you to have students complete this semantic differential early in the course and late in the course for a pre-post type of assessment. The Learning Environment scale is a good indicator for how students perceive and engage themselves in college or your class. Important learning can result from this learning activity and discussion.

Learning Activity III: Action Research for Learning and Teaching

- ❖ Use Activity 4.1 the same as you did in the Interpersonal Skills and Learning Activities for Chapter 3. The Academic Behavior Checklist and Activities (Activity 3.3, page 69, Activity 3.4 Assertive Behaviors for High Achievement, page 70, and Activity 4.1) are wonderful

and quick ways to do action research related to teaching and learning excellence. For example, do these assessment activities change and in which direction of high achievement as a result of their experiences in your class?

- ❖ This information can be shared with students for end-of-class and course capstone learning. You also can develop a Teaching Excellence research activity for your annual performance review portfolio. These quick and easy action research methods add much to your scholarship of teaching and learning.
- ❖ Plot the scores on each activity to get an early and late look at student responses. This makes an excellent visual to present to students and colleagues to illustrate your own strategies for improving engagement, dialogue with students, and student growth in your course. EI research and action research related to achievement, engagement, and student learning are needed to show what differences we make as teachers.

Integrating EI Links

Leadership skills build upon Interpersonal skills and integrate well with the next chapter Self Management Skills and then again with Intrapersonal Skills. It is hard to imagine an effective leader who does not have and use EI skills, attitudes, and behaviors. Research and experience confirm the value and relationship of EI skills to leadership excellence. We have developed personal and leadership excellence models with our transformative theory of emotional intelligence. Chapter 7 provides a glimpse at some of our current work with leadership through the lens of personal excellence and self-renewal.

The ESAP provides an honest and valid way of assessing key skill areas and increasing personal awareness needed for leadership growth and development. It is interesting and highly relevant to note that the emotional system is the lead system for leadership development and positive change. The ESAP, ELS, and EI Lessons provide structured processes to begin and continue to learn the essential skills, attitudes, and behaviors of high performing students, effective leaders, and emotionally intelligent learning organizations.

In our next book, *Teaching for Student Learning and Success: Modeling Emotional Intelligence Skills*, we emphasize essential aspects of teaching and learning excellence. Modeling EI skills are needed to develop teaching excellence. The same can be said for developing leadership excellence. We can know and not do. It is critically important for us (teachers, leaders, students) to intentionally use and model EI skills every day and as often as possible.

Chapter 5: Self-Management Skills

Self Management skills are the most important skills for academic achievement and success in college. Our own research and experience, as well as corroborating doctoral research, point to the positive, significant relationship of Self Management skills to college success . . . academic achievement and program completion. Time Management, Drive Strength, and Commitment Ethic consistently show up as key EI skill indicators of achievement, performance, and success.

Time Management is perhaps the major self-mastery skill for students to learn and use. We have learned that Time Management is an emotional skill and best understood as effective self management . . . intelligent self direction for success in college. Drive Strength is related to goal achievement drive and motivation. Commitment Ethic (personal responsibility) is a personal standard of work ethic and is reflected by persistence (even under difficult circumstances or interferences), resilience, and dependability in completing assignments and responsibilities.

Each year, we plan and convene the Institute for Emotional Intelligence to disseminate research data and information and share 'best practice' teaching, learning, and leadership excellence. Our 8th annual conference is scheduled for February 21-25, 2011, in San Antonio. We hope users of our EI assessments and books join us. We welcome proposals to illustrate programs that work to improve student success and institutional effectiveness using EI curricula and programs.

Guiding Questions for Developing Self-Management Skills

1. How can I teach and learn the essential EI skills related to high achievement?
2. What is Drive Strength and how is it related to goal achievement and motivation?
3. How do I learn the skills to be and become more personally responsible?
4. Why is the EI skill of Time Management the self-mastery skill for achievement?
5. How can I learn a personal model and process for positive and healthy change?

Teaching Points and Content Highlights

Our long-term research clearly supports the Self Management competency dimension as being critical to higher academic performance and college success. For new and first-generation college students, the EI skills of Drive Strength (achievement motivation), Commitment Ethic (personal responsibility), and Time Management (self management) are essential skills for learning readiness and navigating the college experience. These three skills are related to each other and provide a clear behavioral reflection of intelligent self direction for high achievement.

The EI skill areas (especially Self Management skills) are excellent and 'best practice' ways to incorporate study skills programs. When students can understand on a personal level the importance of Self Management and EI skills, they are better able to connect with and use more external and traditional student methods and skills. For example, when students discover that time management is really self management and that time management is an EI skill and not so much a cognitive skill, they become more interested for intrinsic motivation reasons.

The key self management skills are:

- Drive Strength: Goal-directed behavior – active and focused on goals – achievement drive and energy – motivation – inner strength and drive to achieve.
- Commitment Ethic: Personal responsibility – strong work ethic – personal standard of excellence – persistence even with difficult tasks/assignments/projects – dependable.
- Time Management: Self management – goal setting focus – balance of cognitive and emotional goals – stay on track with goals, tasks, assignments – efficient use of the resource of time – an emotional skill and not a cognitive skill.
- Positive Change: An EI skill – Change Orientation is a measure of readiness to change satisfaction/dissatisfaction of current EI skills, and receptiveness to new learning – Positive Change is converted into an EI skill from Change Orientation.

Teaching Point I: Understanding/Using Self-Management Skills

- ✚ Exhibits 5.1 EI Skill of Drive Strength, 5.2 EI Skill of Commitment Ethic, 5.3 EI Skill of Time Management, and 5.4 Change Orientation provide a good way to introduce students to the practical value of each EI skill and the change process. Each exhibit can serve as an excellent teaching point and learning activity.
- ✚ Ask students to describe the EI skills in their own words and to indicate how they could use each skill to improve learning and performance. Capture key ideas and relate to studying, learning, and becoming a better student, person, and achiever. General class discussions, small groups guided by each skill, and journaling for learning are good ways to engage students into effectively learning these key skills of achievement.

Teaching Point II: Learning/Applying Self-Management Skills

- ✚ EI Lessons 8 Drive Strength, 9 Commitment Ethic, 10 Time Management, and 11 Positive Change follow the Emotional Learning System (ELS). Note that Change Orientation is assessed, and students need to convert Change Orientation to the skill of Positive Change.
- ✚ You can guide students into discovering how each self management skill is related to learning methods, resources, study skills, and workshops/programs. Class, group, and journaling activities work well with the EI Lessons. Also, it is helpful for students to share how they are understanding and approaching the five steps of the learning process. Students can learn and gain valuable insights from other students.

Teaching Point III: Including/Using Academic & Career Success Planner Activities

- ✚ Review and use Activity 5.1 Goals Calendar for High Personal Achievement, Activity 5.3 Commitment Ethic Calendar for High Personal Achievement, and Activity 5.5 Time Management Calendar for High Personal Achievement.

- ✚ The calendars for each skill are designed to provide a focus for planning and using EI skills. The circles are used instead of calendar boxes to encourage students to think beyond the box. Also, we think the space between each circle (day) can be personal time to use for becoming a better student and to improve personal-well being.
- ✚ Review and use Activity 5.2 Goals Map for High Personal Achievement. The Goal Achievement Map is designed to illustrate the interactive forces of thinking-cognitive-should do activities with feeling-emotional-want to activities. Balance is the key to intentional behavior. Identifying Feelings and Thinking activities/goals are key to harmony and balance. Both lead to Intentional Behaviors with priority, urgency to do, and target dates.
- ✚ Review and use Activity 5.4 Clarify Your Commitment Ethic and Increase Your Personal Responsibility for Achieving Your Goals. This chart/illustration provides a way to see how needs interact with values/beliefs and EI skills, campus resources, and intelligent self direction actions.
- ✚ Review and use Activity 5.6 Time Tracker and 5.7 Time Watch to teach and learn the self mastery EI skill of Time Management. You may already include some type of activity like Time Tracker. These activities help organize the assignment and learn the value of Time Management as an EI skill.

Learning Activities: Developing Self-management Skills

**Learning Activity I: Understanding/Using EI Skill
– Drive Strength**

- ❖ Ask/Assign Exhibit 5.1 Drive Strength for students to read again for discussion. This can be a class discussion to encourage student engagement, a small group activity, and/or a journaling activity.
- ❖ By reviewing the exhibit and gaining practical information about Drive Strength, students are more likely to benefit even more from EI Lesson 8, ESAP assessment and the ELS step-by-step process.

**Learning Activity II: Learning/Developing EI Skill
– Commitment Ethic**

- ❖ Same idea for Exhibit 5.2 Commitment Ethic and EI Lesson 9. The self management skills are so important to achievement and student performance in college that you may want and need to spend more time with the EI skills in this chapter.
- ❖ Commitment Ethic is important for learning personal responsibility and to seeing the current and long-term value of setting personal standards for excellence as a student, person, career worker, servant leader, community member, parent/family member.

Learning Activity III: Learning/Developing EI Skill – Time Management

- ❖ Same idea for Exhibit 5.3 Time Management and EI Lesson 10. Students often report that the Time Management activities were the ones most remembered and helpful in end-of-class reports.
- ❖ While they may not be real excited to track and monitor time for a week, students do benefit from studying how they actually spend time and check to see if the balance for studying and other activities are appropriate . . . for achievement and fun.
- ❖ Review and use the Time Watch activity at least once and preferably more. These could be quick learning activities/homework to use during the week of recording Time Tracker Activities or right after the Time Tracker to learn more about using time for intelligent self direction. Students can learn through Time Watch activity to plan for an enjoyable and highly productive day . . . after day after day.

Integrating EI Links

All EI skills are related to achievement, career success, personal well-being, and leadership excellence. Interpersonal Skills help build healthy, responsible, and long-lasting relationships. All organizations value communication skills and people who develop effective relationships are healthy and productive. Leadership Skills help build personal effectiveness when dealing with differences and diversity in every school, college, and community. Self Management Skills are essential for high achieving behaviors, attitudes, and intelligent self direction.

Each student has the ability and capability to be and become a better student. He/she has the capacity to be successful in college and life. All students want to be successful and healthy. In a sense, Interpersonal Skills improve communication and build relationships; Leadership Skills improve our ability to lead self and to assume leadership responsibilities; Self Management Skills improve achievement, performance, and college success.

Intrapersonal Skills (the next and last skill development chapter) improve our overall outlook in life, quality of life, confidence, sense of well-being, and survival. Self-Esteem and Stress Management provide the focus for EI skill dimension – Intrapersonal Skills in Chapter 6.

Chapter 6: Intrapersonal Skills

Intrapersonal skills are essential for personal health, a sense of well-being, and managing the pressures and stress of life experiences. Self-Esteem and Stress Management are the two intrapersonal skills emphasized in our education and transformative model of emotional intelligence. As teachers and students, we often are aware of our imperfections and mistakes. Self-Esteem and Stress Management skills, attitudes, and behaviors enable us to remain positive in our evaluation of self and our ability to improve. Building quality from within is an intrapersonal growth process essential to student and life success . . . and personal health.

Developing positive Self-Esteem is an emotional skills process of learning and growing from life experiences with an emphasis on the positive and learning from the demands of life. When you improve any of the EI skills, you feel better about your ability to experience life and its ups and downs. Learning to positively manage everyday stress and pressures of daily living may be the most important lesson of emotional intelligence to improve the quality of your life.

Guiding Questions for Developing Intrapersonal Skills

1. How can I learn to be more positive about myself and develop Self-Esteem?
2. How can I define stress in ways that help me learn how to positively manage stress?
3. What are my current negative and positive characteristics of Stress Management?
4. What are three positive strategies to practice developing stress management skills?

Teaching Points and Content Highlights

An important discovery for students is to learn about intrapersonal skills. When students explore and discover how important constructive and reflective thinking skills (EI behaviors) are to their Self-Esteem, stress management, and success in work and life, they find even more personal meaning of the value of emotional intelligence. Just as Interpersonal, Leadership, and Self Management skills need to be learned and practiced, so do the Intrapersonal Skills of Self-Esteem and Stress Management.

- Self-Esteem is the focus of Exhibit 6.1 EI Skill: Self-Esteem and provides a practical way to think about Self-Esteem and its importance. Exhibit 6.2 Mountain of Self-Esteem provides a visual approach to reflecting on Self-Esteem and its many aspects.
- EI Lesson 12: Self-Esteem guides students through the five steps and exercises of the ELS. Again, EI skills are better understood when they are studied through the integrating lens of cognitive, emotional, and action focus perspectives.
- Stress Management is viewed in a practical way in Exhibit 6.3 EI Skill: Stress Management, and EI Lesson 13: Stress Management guides students through the steps of explore, identify, understand, learn, and apply/model.
- The Personal Skills Model and Mental Health Continuum is provided in Exhibit 6.4. This illustration provides a growth model for high academic achievement and career success as

well as showing how EI skills, attitudes, and behaviors are reflected in healthy, productive behavior. Self-directed and active behaviors are EI skills in action.

- Identifying Personal Stressors quickly and accurately is an essential skill for managing stress. Exhibit 6.5 guides the learner through a process of identifying sources of stress which need a skilled response.
- Exhibit 6.6 Stress Sources and Recommended Coping Skills illustrate the Emotional Component (with EI skills) – Stress Sources – and related Coping Skills. This is an excellent chart for study and to learn more about sources of stress and positive ways to manage stress for healthy outcomes.
- A Cognitive Restructuring Learning Process is the focus of Exhibit 6.7 and the practice exercise in Exhibit 6.8. Practice is key to managing daily stressors.
- Relaxation through Positive Imagery (Exhibit 6.9) provides one excellent way to see and experience the skill of relaxation. NOTE: The five senses of sight, sound, touch, smell, and taste are included in the relaxation exercise. Students can learn to develop their own script for healthy relaxation and positive stress management.

Teaching Point I: Understanding/Learning Self-Esteem

-  Introduce Intrapersonal Skills in your own way to increase student interest and engage them with Exhibit 6.1 EI Skill: Self-Esteem. Ask students to describe how they view and experience positive and negative characteristics of Self-Esteem . . . with a focus on the positive. This can be a class discussion, small group activity, and/or journaling for personal development. It is important to know that Self-Esteem can be learned, developed, changed.
-  EI Lesson 12: Self-Esteem is improved by following the learning system to explore, understand, and develop the skill. You can discuss and process out each any of the five steps to enhance student learning. The Mountain of Self-Esteem (Exhibit 6.2) can be an excellent discussion point to discover the many aspects of Self-Esteem, its ups and downs, and how important Self-Esteem is to our success, health, and well-being.

Teaching Point II: Understanding/Learning Stress Management

-  Present and share your own perspectives of stress and how stress affects you and your work. Give examples as possible and appropriate. Ask students to review Exhibit 6.3 as a way to describe their own positive and negative ideas about stress. As we learn more about stress and sources of stress, we learn that stress is a part of life. Stress and change provide ways for us to experience the full range of life, so an Emotionally Intelligent Student sees stress as one of the challenges of life (and not something to just try to avoid or react to).
-  EI Lesson 13: Stress Management allows students to assess their current skill and to identify ways to manage stress in healthy ways. Guiding a discussion of stress management after the assessment helps students to gain more personal meaning and insights into the EI skill of Stress Management.

Teaching Point III: Learning/Developing/Applying Stress Management

- ✚ Try to use the exhibits to engage students in the emotional learning process for positive stress management. The Personal Skills Model provides an excellent illustration for discussion and understanding of the negative and positive characteristics of stress management related to mental and emotional health.
- ✚ Identifying Personal Stressors and Stress Sources and Recommended Coping Skills can be used to relate stress to study behaviors that work or that do not work well. Students can see how all EI skills can be used to positively manage stress and improve Self-Esteem.
- ✚ Encourage students to practice Cognitive Restructuring with Exhibits 6.7 and 6.8.

Learning Activities: Developing Intrapersonal Skills

Learning Activity I: Understanding/Using Self-Esteem

- ❖ Ask/Assign students to review the practical ideas of the value of Self-Esteem by reading, reflecting, and identifying personal examples of positive and negative Self-Esteem behaviors. In class guided discussions, group activities, and reflective journaling help make the skill of Self-Esteem more meaningful on a personal level.
- ❖ Complete EI Lesson 12: Self-Esteem and develop responses for each of the five steps of the emotional learning process. NOTE: The items of ESAP assessment are behaviorally anchored to provide students with action items to develop, strengthen, and enhance.
- ❖ Ask students to study the Mountain of Self-Esteem (Exhibit 6.2) and share ideas/insights at beginning of next class. The terrain of life presents many peaks, valleys, and pathways for health and success or ways to get lost. Remember that Self-Esteem is a positive and skilled way of looking at yourself.

Learning Activity II: Understanding/Using Stress Management

- ❖ Review ideas generated from Exhibit 6.3 with guided class discussion, group activity, and/or journaling for success. Complete EI Lesson 13: Stress Management and exercises. Identify positive ways to manage stress and model Stress Management skills.
- ❖ Assign a brief activity for the Personal Skills Model and Mental Health Continuum. Students could be asked to identify 2-3 most important negative and positive ideas from this exercise.
- ❖ Ask students to provide a personal example of studying or study skills using Exhibit 6.5 Identifying Personal Stressors as a guide. Then, lead into Exhibit 6.6 Stress Sources and Recommended Coping Skills for a guided discussion, group exercise, and/or journaling for life success. Students could identify their major stress source from Interpersonal situations, Personal-Academic-Career-life situations, and Intrapersonal situations (thoughts, self-

inhibiting behaviors). Often corrective strategies and skills need to be specific to the source of stress.

- ❖ Have students practice learning about the value of Cognitive Restructuring with the exercises of Exhibit 6.8 and 6.9.

Learning Activity III: Relaxation With Positive Imagery

- ❖ Using Exhibit 6.9 Positive Imagery Relaxation, ask students to use the exercise presented or to develop a similar script for healthy relaxation. Practice the relaxation exercise each day for a week and record observations. Ask: Were you able to relax a little better by listening to the relaxation exercise? Could you notice your breathing becoming a little deeper and calmer? Do you think you could learn to relax more using specific relaxation methods? Remind them that it may take 6-8 weeks of intentional practice to learn relaxation. As with all EI skills, practice is key.
- ❖ Encourage students to build a Stress Management plan using relaxation and Activity 6.1 Stress Management Hints for High Achievement.

Integrating EI Links

Some of our community college colleagues believe that teaching and learning Self-Esteem and Stress Management are the most important part of college success courses. They know that students truly benefit in many ways when they learn about Self-Esteem as an EI skill and practice Stress Management skills in their lives as a student and person.

The EI skill development chapters provide the building blocks to Personal Excellence and Self-Renewal . . . the focus of Chapter 7. EI skills come to life when learning about personal, academic, and leadership excellence. Personal and career development mission statements and imagineering exercises build new pathways for learning about and achieving academic and career excellence.

Chapter 7: Self-Renewal and Personal Excellence

Instead of a concluding chapter on emotional intelligence, Chapter 7 provides a culminating learning process to bring it all together and create a new vision of self-renewal, resiliency with emotional intelligence, lifelong learning, and personal excellence. A framework for personal excellence is included for students to continue to build on the foundation of EI for academic and career success. Our last chapter provides sources of new beginnings and continued learning.

Usually a last chapter is a last chapter. Self-Renewal and Personal Excellence create integrating and next steps pathways to health, success, personal, and career development. The ESAP Emotional Skills Profile presents a picture or 'map' of EI skills and potential problematic areas to develop, strengthen, and enhance. The Personal Excellence Inventory and Continuum of Excellence extend EI learning to continue the pursuit of personal and organizational excellence.

Guiding Questions For Self-Renewal and Personal Excellence

1. How can I learn to think constructively about self-renewal and excellence?
2. What are my current EI skill strengths and areas to develop further?
3. What is my progress toward Personal Excellence using Continuum of Excellence?
4. How do I develop a personal action plan for personal and career development?

Teaching Points and Content Highlights

Learning to think constructively about excellence, self-renewal, high achievement, satisfaction, and lifelong learning can be an important and life changing discovery. The Personal Excellence Framework provides a new, exciting, model to view personal excellence with key systems, principles, and skills that are essential for personal excellence. The Personal Excellence Inventory provides a process for exploring, identifying, and developing the essential personal systems, principles, skills . . . to build upon ESAP EI skills.

The Continuum of Excellence provides a positive way to gauge current progress toward excellence and can be used as a guide for personal and career development. Using personal data/information from ESAP, Personal Excellence Inventory, Continuum of Excellence, a practical and comprehensive plan for personal and career development can be constructed as a guide to intelligent self direction . . . with a focus on excellence and personal excellence.

The Profile of Emotional Skills pulls the mini profiles in chapters 3-6 together for more complete personal understanding and meaning of EI skills and problematic areas. The exhibits, ESAP Profile of EI Skills, Personal Excellence Inventory and Continuum of Excellence, Action Planning Exercises and Imagineering Exercises provide many ideas for teaching and learning.

Teaching Point I: Understanding Excellence and Self-Renewal

-  Introduce, present, and share your take and thoughts on Excellence, Personal Excellence, and Self-Renewal. Give examples in your role as teacher. Ask students to add their ideas and thoughts.

- ✚ Use Exhibit 7.1 Personal Excellence as a practical way to think about the idea of excellence and personal excellence. Guided class discussion, group activity, and/or journaling would serve to engage students and lead them to more personal meaning.
- ✚ Invite/assign students to complete the Personal Excellence Inventory, score their results, and plot their current progress on Continuum of Excellence.
- ✚ Use Exhibit 7.2 to more fully understand the Personal Excellence Framework and Model. Point out how important it is to have: a Guidance System with a Vision forward; a Power System with the Commitment to achieve; a Belief System with a Purpose of personal meaning and values; a Support System with caring and encouraging Relationship; and a Balance System for Positive Change.
- ✚ Lead discussion on developing their Profile of Emotional Skills to consolidate learning from ESAP, EI skills, and problematic areas. Help them transfer their EI scores from chapters 3-6 to the full profile. This information and discussion will help with the action planning process.
- ✚ Use Exhibit 7.3 Self-Renewal and Exhibit 7.4 Systematic Self-Renewal as a guide to renewal process using Emotional Learning System, resiliency and bounce back energy, and lifelong learning.
- ✚ Use Exhibit 7.5 Skill Development and ask students to respond to each of the develop EI skills question and action planning points. Which EI skills are the most important ones to fully develop?
- ✚ Use Exhibit 7.6 Personal Development Mission Statement and Exhibit 7.7 Career Development Mission Statement with goals, strategies, and ideas to develop self to the fullest . . . personal excellence and self-renewal.
- ✚ Learning Activities 7.1 and 7.2 illustrate the value of EI assessment and planning for Imagineering Your Best Self and Imagineering Organizational Excellence. Students who learn the value of balancing, blending, and integrating both personal and work excellence are well on the way to academic, career, and life success and happiness.
- ✚ NOTE: The Personal Excellence Inventory is now a validated assessment Personal Excellence Map and PEM 360 process for pursuing personal excellence and leadership development in organizations. Personal Excellence is our model of leadership excellence for self development and blending personal aspirations within an organizational excellence context and transformational framework.

Learning Activities for Personal Excellence and Self-Renewal

Learning Activity I: Understanding/Learning Personal Excellence

- ❖ Ask students to read and reflect upon Exhibit 7.1 Personal Excellence. Capture their ideas and thoughts about excellence and personal excellence with class discussion, group activities, and/or journaling for student and life success.
- ❖ Have students briefly review Exhibit 7.2 A Framework for Personal Excellence and ask them to try to understand the value of the five systems and principles. This reflective thinking activity leads nicely into the Personal Excellence Inventory.
- ❖ Invite/Assign students to complete the 150 item inventory (Yes or No responses) to gauge their current progress toward excellence. Have them tally their responses and plot on Continuum of Excellence for further study and reflection for growth.
- ❖ Ask students to read carefully and use Exhibit 7.3 Self-Renewal and Exhibit 7.4 Systematic Self-Renewal and reflect on how Self-Renewal is essential to staying on track for high achievement, bounce back energy (resilience), and lifelong learning.
- ❖ Complete Exhibit 7.5 Skill Development to gain a current picture of which EI skills need development or improvement for academic, college, and career success.
- ❖ Complete Exhibit 7.6 and 7.7 to create personal mission statements for personal development and career development. Share ideas on why these personal statements are so important to intentional personal and career development and success. Most people have never developed these brief and personally meaningful mission statements. We know they work. We encourage you to complete them as examples (modeling EI skills for students).
- ❖ Ask/Assign students to complete Imagineering Exercises 7.1 and 7.2 to gain valuable insights into the skills needed for employability and career success throughout their lives. We have used the Imagineering Your Best Self exercise individually and to share with others in group activities. We usually use Imagineering Organizational Excellence in guided group activities for developing executive leadership, building effective teams, and coaching for personal and organizational excellence.

Integrating EI Links

Consider the value of using the brief section Lifelong Emotional Learning and Things To Remember on pages 186-187 as a culminating learning review of the value that emotional intelligence brings to our lives and careers. In essence, our last chapter Self-Renewal and Personal Excellence is a beginning point to continue the journey toward academic and career excellence with emotional intelligence.

We have developed an entire curriculum with emotional intelligence content, competencies, skills, attitudes, and behaviors. In addition to the knowledge of academic majors and the technical information/skills needed for work and careers, emotional intelligence skills and behaviors are the skills needed for meaningful work in the 21st century.

In addition to the reference section, a list of completed doctoral dissertations is included to illustrate the strong research base of our education and transformative models of emotional intelligence. We hope you will be able to attend and participate in our annual Institute for Emotional Intelligence and share your experience with EI skills for college and career success.

Beginning in 2004, the Institute for Emotional Intelligence has been planned and convened to share research, 'best practices', and models for teaching, learning, and leadership excellence. The following is a quick overview to share the guiding themes of our annual institute/conference:

- 2004 at Texas A&M University-Kingsville, Kingsville, TX. "Emotional Intelligence: An Education-Based Model for Academic and Career Success"
- 2005 at Texas A&M University-Kingsville, Kingsville, TX. "Emotional Intelligence: A Transformative Learning Model for Achievement"
- 2006 sponsored by Galveston College to highlight GC's QEP with soft skills and emotional intelligence, Galveston, TX. "Emotional Intelligence: Catch the Wave"
- 2007 at Texas A&M University-Kingsville, Kingsville, TX. "Emotional Intelligence: A Vision of Leadership Excellence"
- 2008 sponsored by South Texas College at South Padre Island, TX. "Emotional Intelligence: Personal Excellence and Building Quality From Within"
- 2009 sponsored by San Jacinto College at Houston, TX. "Emotional Intelligence: Building Healthy People, Schools, and Communities"
- 2010 sponsored by San Antonio College, Coastal Bend College, and Hallmark College at San Antonio, TX. "Emotional Intelligence: Developing Teaching and Leadership Excellence"
- 2011 in San Antonio, February 21-25, 2011, at El Tropicano Riverwalk Hotel, San Antonio, TX. "Emotional Intelligence: Teaching for Student Learning and Success"

A Final Word

We truly hope that you find *Emotional Intelligence: Achieving Academic and Career Excellence* and our *Instructor's Guide* helpful in striving for teaching and learning excellence. EI skills are the skills needed by our students in education at all levels . . . elementary through doctoral studies and lifelong learning. There is little question that soft skills (EI skills and competences) are required for college and life success.

We have dedicated our life's work to the research, study, and application of emotional intelligence in building healthy students, teachers, schools, and communities. For the last several years Dr. Rick Hammett has joined us, and we appreciate his contributions and dedication to helping us develop, promote, and teach our transformational approach to EI. We always respect and value feedback and would enjoy visiting with you about our long term work with emotional intelligence.

Exciting EI developments to look for in 2011

- ✓ 8th annual Institute for Emotional Intelligence, February 21-25, 2011, at El Tropicano Riverwalk Hotel, San Antonio, Texas. We hope to see you there.
- ✓ *Teaching for Student Learning and Success: Modeling Emotional Intelligence Skills*. This is our upcoming new book on teaching and learning excellence by modeling EI skills in the classroom.
- ✓ An International EI Journal to highlight exemplary research and professional practice with the transformative theory and education model of emotional intelligence.
- ✓ *Life Style Type Indicator (LSTI): A Personal Wellness Model*. This exciting new wellness, life style, assessment, and learning model will be introduced on February 21, 2011, at the Institute for Emotional Intelligence in San Antonio.
- ✓ Continued development of online assessment processes and learning materials.
- ✓ EI Family of Assessments, Books, Workshops, Courses, Professional Services with Transformative and Education Models of Emotional Intelligence. A catalog of related assessments (online and paper) and Emotional Intelligence Learning Systems material and services.

Please visit our website at www.EiLearningSys.com or email us at Info@EiLearningSys.com!