

EMOTIONAL INTELLIGENCE  
skills assessment

EISA

Facilitator's  
Guide

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MHS

Emotional Intelligence  
Assessments and Solutions

# Contents

Preface viii

## Part 1: Getting Started 1

- What Is Emotional Intelligence? 1
- Why Is EI Important? 1
- How Do You Talk About EI in the Organization? 2
- About This Program 2
- About This Package 3

## Part 2: The Five Factors of Emotional and Social Intelligence 5

- Perceiving 5
- Managing 6
- Decision Making 7
- Achieving 8
- Influencing 9

## Part 3: Administering the EISA 11

- Preparation 11
- Administering the EISA 14
- Scoring 14

## Part 4: Emotional Intelligence Skills Workshop 17

- Workshop Objectives 17
- Workshop Agendas 18
- Preparing for the Workshop 20
- Planning Checklist 21
- Supplies, Materials, and Equipment Checklist 22
- Room Set Up 23
- The EISA Facilitator's Workshop Script 25

## Part 5: After the Workshop 61

- Next Steps 61
- Follow-up Checklist 62

## Appendix 63

- Development and Normative Information 63
- Common Objections to EI in the Organization 64
- The Business Case for Emotional Intelligence 66
- Frequently Asked Questions 70
- Sample EISA Letters 73
- Sample EISA Feedback Reports 77
- Resources 107

## Endnotes 109

About the Contributors 113

How to Use the Flash Drive 115

# Part 4: Emotional Intelligence Skills Workshop

## Workshop Objectives

During the workshop, participants will:

1 Discover the major components of emotional intelligence.

2 Recognize the behaviors and characteristics of an emotionally intelligent person.

3 Identify areas in which emotional intelligence skills can be applied.

4 Learn about their own emotional strengths and growth opportunities.

5 Generate action steps they can take to improve their emotional and social abilities and their own success.



# Workshop Agendas

## One-Day Agenda

The script provided in this Facilitator's Guide is for a one-day workshop, as shown in the agenda below. However, a one-and-a-half-day agenda is also provided on succeeding pages to illustrate how you might cover the material if you have more time available.

9:00 Part I: Introduction and Overview

9:30 Part II: What Is Emotional Intelligence and Why Is It Important at Work?

*Allow twenty minutes to take and score the EISA: Self (paper-and-pencil assessment), if not done prior to the workshop.*

10:45 **Break**

11:00 Part III: The Five Factors of Emotional Intelligence

12:00 *Hand out reports if using the online version; ensure paper-and-pencil users have scored their assessments and plotted their results.*

**Lunch**

1:00 Part IV: Perceiving

1:30 Part V: Managing

2:00 Part VI: Decision Making

2:40 **Break**

2:55 Part VII: Achieving

3:30 Part VIII: Influencing

4:00 Part IX: Understanding Your Results

*Allow half an hour for the EISA: 360 participants; EISA: Self respondents need only ten minutes and can spend more time on the last topic.*

4:30 Part X: Developing Your Emotional and Social Skills

5:00 Part XI: Wrap-Up

5:15/5:30 End

**Visual 5**

|||||  
**Emotional and Social Intelligence**

**“Emotional and social intelligence is the ability to accurately assess, interpret, manage, and express emotions and solve problems of a personal and interpersonal nature along the path toward realizing the pursuit of realistic and meaningful objectives.”<sup>1</sup>**

**Say**

Our goal for today is that you will leave this workshop with a better understanding of yourself and your strengths and development opportunities, and that you will take away numerous ideas and actions you can immediately implement to improve your emotional and social skills, enhance your team effectiveness, and boost your performance at work. This session is designed to be interactive, with opportunities for group discussion and questions. Your active participation is important.

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**PW, p. 5**

**Visual 6**

**Workshop Objectives**

**Say**

Our objectives for the workshop are to:

1. Discover the major components of emotional intelligence.
2. Recognize the behaviors and characteristics of an emotionally intelligent person.
3. Identify areas in which emotional intelligence skills can be applied.
4. Learn about our own emotional strengths and growth opportunities.
5. Generate action steps you can take to improve your emotional and social abilities and your own success.

**Ask**

Is there anything we need to add? Do you have any questions?

*Take a few minutes to answer participants’ questions and gain agreement on the objectives.*

*Discuss any outstanding administrative details such as break times, the location of restrooms, the availability of lunch, and how you plan to deal with questions that arise during the workshop.*

**Part II. What Is Emotional Intelligence and Why Is It Important at Work? (55 minutes)**

**Visual 7**

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**Part II**  
|||||

**PW, p. 7**

**Visual 8**

**Emotion and Performance**

**Say**

The words emotion and motivation come from the same root Latin verb *motere*, which means “to move.”

The idea is that, without emotions, we are unlikely to be motivated to do much of anything.

**Ask** Where do we see emotions being displayed at work? Can someone offer an example of when you have seen emotion either facilitate or hinder performance?

*Take some examples from the group and record them on a flip chart.*

*You may also offer the following examples:*

Emotions may hinder performance when undesirable feedback is given. As a result, the recipient becomes defensive and communication is derailed.

The boss enters a meeting in a jovial mood, lifting the spirits of the group.

A leader attempts to inspire his or her team using examples that resonate emotionally with the team members.

**Say** The fact that emotions can both help and hinder performance is the reason that it is important for us to know how to use emotions to constructively influence ourselves and others.

**PW, p. 8**

**Exercise**

### **Your Competency Model/Values Statement**

*The following exercise is designed to get all the participants engaged in the topic. Identifying the places where emotional intelligence is valued by the organization helps to engage their interest because they are likely to be held to these competencies in their performance reviews.*

*Hand out or display a copy of the organization's competency model or values statement if it has one. If working with a department or team, use its competency model or values statement. The following example may be used:*

Our organization is committed to fostering an environment that is characterized by teamwork, mutual trust, and collective support; direct, open, and honest communication; and a willingness to actively listen to one another. We are dedicated to sharing, seeking, and using information in ways that lead to empowerment and improved performance, and that enable us to summon the best from each other to achieve success as a team. Responsibility and accountability for decision making are held by everyone in the organization.

We believe in recognizing the contributions of individuals and teams and we are proud of our peers for their achievements. We believe that no one should ever take credit for or fail to acknowledge the contributions of others. We are cognizant of our accountabilities to our teams and acknowledge our own involvement in our teams' failures. We are dedicated to working together to achieve goals and solve problems.

**Ask** Which competencies/values are primarily emotionally or socially based as opposed to those based on technical skills alone?

*Gather responses from the participants. When the participants describe emotionally or socially based values such as being sensitive to others, behaving respectfully toward co-workers, displaying professionalism, being able to curb outbursts, or working well together, encourage them with responses such as "good, yes" and "that's right."*

*Sum up the exercise by pointing out that emotional and social skills are important values in most organizations. Many organizations recognize these factors as the ones that differentiate them from their competitors.*

**PW, p. 9**

### **Anatomy of a Reaction**

**Say**

If you've ever tried to concentrate on a list when you've just received some great news or help a co-worker with a problem when you're anxious about a deadline, you'll know that some emotions are more conducive to getting particular jobs done. For example, mild anxiety helps us in analytical tasks, while a sense of safety helps us to be creative.

The way our brains function has a huge impact on how we can harness these emotions to help us perform better.

Imagine that, while we are in this meeting, the fire alarm sounds.

**Ask**

What do you feel?

*The participants respond "fear," "anxiety," etc.*

**Ask**

And the fire alarm causes the emotion, right?

**Say**

Not exactly. Most people say that, but an alarm itself is not a scary thing. Before we can understand a feeling, we have to figure out what the event means. What does the fire alarm mean?

*The participants respond "fire," "danger," "we might die," etc.*

**Say**

Yes. It is your interpretation of the meaning of the alarm, not the alarm itself, that creates the fear. Our emotions are created by our interpretation of events, not the event itself. This is a subtle but powerful difference.

Let me illustrate. Suppose, when the alarm sounded, I said that the Fire Marshal was here to test the alarm system and that I had forgotten to warn you that the alarm was coming. The alarm is still sounding, but now you know it is just a test. What do you feel?

*The participants respond "relieved," "annoyed," etc.*

**Say**

Notice that your feelings changed, but not the event. Your feelings change because your interpretation of the event changes. Interpretations influence our emotional reactions. Emotional intelligence comprises emotions and logic, both of which are needed to perform tasks.

**PW, p. 10**

**Exercise**

### **The Effects of Mood on Detailed Work**

**Say**

Now let's try a couple of different scenarios to illustrate the effect of your emotions on your ability to accomplish a task.

I want everyone to sit back, close your eyes, and relax. I am going to read you a passage, and I want you to imagine yourself in this situation.



*Have the participants close their eyes while you read the following scenario aloud:*

### **Scenario 1**

**Say** An hour after arriving at work, your office phone rings and it's your boss. Her voice is cheerful as she asks if you have a few minutes free this morning for a quick meeting. You glance at your daily agenda and then head down the sun-lit corridor to her open door and take a seat in one of the comfortable black leather chairs. She slides a piece of paper across her desk not saying a word, but you recognize that it is a copy of the proposal that you submitted last month. She then extends her hand across the desk and firmly grasps your hand while congratulating you. You can't help but smile. Your heart is racing. You can't believe it: your proposal was accepted! You have never been so proud in your life.

**Say** Open your eyes.

*Have participants look at the numbered grid on page 10 in their workbooks. Explain that the page contains the numbers 1 to 100 randomly distributed in the grid and that each number occurs only once. Instruct them to scan the grid visually and circle the numbers in sequence, starting from number 1. They have one minute to complete this task.*

*After exactly one minute, stop the group and ask them to put down their pens and close their eyes again. Repeat the exercise with the following scenario and the second workbook grid.*

**PW, p. 11**

### **Scenario 2**

**Say** You are on the interstate, packed with midday traffic on your way to a meeting with a new client across the city. All of a sudden, a blue pickup truck swerves in front of you with its red brake lights glowing. You quickly slam your right foot on the brake, as all of the muscles in your body tense. Your seatbelt presses firmly across your chest as your heart begins to race. Anger fills you and you pump your fist toward the other driver.

*Have participants turn to the grid on page 11 in their workbooks. As in the previous scenario, they have one minute to find numbers 1 through 100 in sequence. The numbers are in different places this time, but as they have been randomly distributed, the difficulty should be the same.*

**Say** Count the number of numbers you were able to identify on each grid.

**Ask** For the first grid, with a show of hands, who got between ten and twenty? Twenty and thirty? Thirty and forty? Did anyone get more than forty?

**Ask** How many people found more numbers the second time? How many found more after the first situation?

**Say** What was different about each task? The numbers were in different places, but the difficulty was the same. Let's look at another variable.

**Ask** What kind of mood were you in for the first task? What were you feeling after your boss shook your hand?

*Gather responses from the participants.*



**Ask**

And after the second situation? How were you feeling after being cut off by the pickup truck?

*Gather responses from the participants.*

**Ask**

Were you better or less able to concentrate after the second scenario?

**Say**

We saw here how our moods can influence our performance on a detail-oriented task such as finding numbers in sequence that have been randomly distributed on a grid.

As we go through the workshop, we'll go more deeply into why this happens, what moods are best for what tasks, and how to train ourselves to "get in the right mood" to accomplish what we want to do.

|||||

**Visual 9**

**Four-Step Process**

**Say**

You can think of emotional intelligence as a four-step process.

**PW, p. 12**

**Exercise**

**Four-Step Process**

**Step One:** An emotion comes up.

On page 12 in your workbook, record how you feel right now. You may have multiple feelings, even conflicting ones—that's okay. You can keep your feelings private—you won't have to share them with others

**Step Two:** Emotions affect our thinking by directing our attention.

Focus on everything in this room simultaneously and focus on all of your thoughts and body sensations simultaneously. In your workbook, record the thoughts that your feelings directed you to.

Examples of what some of you may have written might be:

Grouchy—"This instructor better hurry up and get to it!"

Happy—"I'm interested in learning more."

Nervous—"I don't want to have to share."

These first two steps are automatic: they happen in all emotional situations. They happen very quickly. The next two steps are strategic and voluntary.

**Step Three:** Ask yourself insight questions.

**Ask**

What is causing these feelings? Where are they coming from?

**Say**

If you are...

Grouchy—perhaps you had a fight with your spouse this morning.

Happy—maybe you heard good things about emotional intelligence but hadn't had a chance to learn about it until now.

Nervous—perhaps someone criticized you publicly yesterday.

Record your answer to the insight question. Where are your feelings coming from?

**Step Four:** Action step.

**Ask** How do you want to feel, and how can you get yourself there?

Record how you would like to feel at the end of this session and what can be done to help you feel that way.

**Ask** What do you need to do to achieve the feelings that you want?

**Say** For example, the grouch could let go of the fight at home for now and mentally come into this room and focus on what is happening here.

You have just completed an emotionally intelligent act. You thought about how you feel and then used thoughts and emotions to help solve a problem.

**(If not done prior to workshop) Take the EISA: Self (20 minutes)**

*If your participants have not already completed the EISA, distribute the paper-and-pencil assessments now.*

*If you did not have an orientation meeting, put the use of the EISA into proper context; for example, explain that completing the EISA represents “a simple way of evaluating your personal and interpersonal skills, which may lead to more efficient and successful functioning at work.” Reassure respondents that there are no right or wrong answers on the EISA and that they will not be expected to share their scores.*

*Briefly describe the inventory, the number of items, the response format, and that it will take about ten minutes to respond to the items and another ten minutes to complete the scoring.*

**Break (15 minutes)**

Part III. The Five Factors of Emotional Intelligence (1 hour)

**Visual 10**

Part III

**Visual 11**

The Five Factors of Emotional Intelligence

**PW, p. 15**

**Say** During this workshop, we’re going to look at the Emotional Intelligence Skills Assessment or the EISA. The EISA breaks emotional intelligence into five factors that you can develop.

**PW, p. 16**

**Visual 12**

Perceiving

*Give an overview of the definition of this factor and what it measures:*

**Definition:** *The ability to accurately recognize, attend to, and understand emotion.*