

*S t u d e n t
W o r k s h o p :*



*On the Job:
Emotional I.Q.*

Introduction

The education of most young workers entering the job market has been directed at the acquisition of trade, professional, and especially technological skills. But employers report that their increasing dissatisfaction with young employees stems not from a lack of task skills, but from a dramatic drop in the social skills vital to succeeding in the workplace.

One survey reports that more than half of young workers lack the motivation to keep learning and improving on the job. Another reports that close to three-quarters of young workers who fail are fired not for lack of task skills but for lack of the “soft” skills: interpersonal relationships, self-discipline, flexibility, ability to resolve conflicts, and appropriate workplace manners. These skills have little if anything to do with basic intelligence, with I.Q. They are the components of emotional intelligence, which can be defined at its simplest as the ability to get along.

In general, I.Q. is regarded as the intelligence we are born with that can be developed but is unlikely to change significantly. Emotional intelligence is essentially different. It can grow and change and develop throughout life. People can learn to be more self-aware, more sensitive to the feelings of others, and more able to handle life’s difficulties and problems. In the context of the workplace, this explains why often it is not the worker with the high skill level who is promoted, but the one with the high emotional intelligence.

That emotional intelligence can be raised is good news. And it is to this end that **Sunburst** has developed **Student Workshop: On the Job: Emotional I.Q.** The program is designed not only to inform young people but to give them hands-on opportunities to explore and develop their emotional skills, with specific application to the situations and requirements they will encounter in the workplace.

On the Job: Emotional I.Q.

Learning Objectives

By viewing **Student Workshop: On the Job: Emotional I.Q.** and working with the accompanying handouts, students will:

- understand the role of emotion intelligence as it applies to the workplace.
- become more self-aware.
- recognize feedback at work and utilize it for change.
- develop skills for reading the feelings and behavior of others.
- learn to develop good working relationships.
- learn conflict resolution strategies specific to work situations.
- understand the critical role of personality and feelings in the workplace.

How Self-Aware Are You?

ANSWER THE WORD AGREE, DISAGREE, OR NOT SURE NEXT TO EACH QUESTION.

Agree

Disagree

Not Sure

SURE

1. I love to try out new situations. _____
2. I'm very competitive when I play a game. _____
3. I hate having to make new friends. _____
4. When I fail at something, I usually feel it's my fault _____
5. I'm a person who gets along with people in authority—teachers, coaches, my parents. _____
6. My top priority is to make a lot of money. _____
7. My top priority is to do work I enjoy. _____
8. I have clear goals for my future. _____
9. I see myself as a leader. _____
10. I'm a good team player. _____
11. I worry about having a quick temper. _____
12. I worry about how being shy will affect me at work. _____
13. My friends say I'm easy to get along with. _____
14. I'm a very hard worker. _____
15. I care about other people's feelings. _____

Look over your answers. What do you observe? How might some of your answers affect you on a job? What would you like to change? _____

You and Your Job

1. The best thing about working is _____
2. The hardest thing about working is _____
3. Five years from now, I'd like to be _____
4. My most important work goal is _____
5. Something about myself I wish I could change is _____
6. I work best with a boss who _____
7. What gets me really mad at work is when _____
8. What bothers me about working with other people is _____
9. What I enjoy most about working with other people is _____
10. The thing I know I'm best at is _____

Did you learn anything about yourself? Did you learn anything about the differences between people?

Manners Matter

Are manners the same at work as at home or with your friends? Generally. Are there manners that apply only or mostly at work? Absolutely. Here's a manners' tip list. (ANSWER YES OR NO)

1. I make it a point to say hello to people. _____
2. I hold the elevator or hall door for someone who is approaching. _____
3. I ask permission before taking as much as a paper clip from someone. _____
4. Unless asked to do differently, I call the big boss Mr., Ms. or Mrs. _____
5. I call outside customers or service people Mr., Ms., or Mrs. unless I'm sure it's okay to use their first name. _____
6. I don't pry into people's personal affairs. _____
7. I don't leave used cups or dishes around. _____
8. I remember to ask after somebody who has been ill. _____
9. I join in company birthday parties. _____
10. I answer the phones correctly and deliver messages promptly and accurately. _____
11. I don't take care of personal errands and phone calls on company time. _____
12. I call in by opening time when I have to be late or stay home ill. _____
13. I recognize job boundaries and don't give unasked for help or advice. _____
14. I recognize stress times at work and help out without complaining. _____
15. I never say, "I wouldn't know" or "I have no idea." Instead, I say, "I'm sorry, I don't know." Better yet, "I don't know, but I'll try to find out." _____

What's the Feedback Here?

These situations are designed to help you work with feedback. Read each story, then write an answer to the question with a COMPLETE SENTENCE.

1. Mary Sue works hard in a place where everything is always rush, rush. She likes being busy, and feels the job suits her. She also is the kind of person who wants everything to be just right and so checks and rechecks her work. One day her supervisor says, "You know, around here getting the work out on time is the first priority. Tuesday at 10, means Tuesday at 10." *What is the feedback Mary Sue is getting? What can she do about it?*
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-

2. Jim gets his daily assignment from his supervisor. One morning, the supervisor starts to hand out the work order for the day, then stops and says, "Maybe you should get Dan to give you a hand with it." Jim looks at his day's assignment and it doesn't seem any different to him than what he does every day. He's puzzled and a little angry. *What feedback is Dan getting? What should he do about it?*
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-

3. At Cindy's job, a group of the women go out together every day for lunch. Cindy likes a quiet lunchtime alone as a break in her busy day, so she keeps thinking up excuses not to go. One day as the group leaves, Cindy overhears one of them say, "Don't bother to ask Cindy to come along. She's turned out to be a real snob." Cindy is surprised and hurt. *What feedback is Cindy getting? Does she have to go along with the group for lunch? If she doesn't want to, how can she handle it?*
-
-

4. Bruce and his supervisor are talking about the upcoming work. As they discuss how to get it done, the supervisor remarks, "I'm shifting this warehouse forms job over to Diane. She's always willing to do overtime and I think this job will need it." *Is Bruce getting a feedback message? What is it? How should he react?*
-
-

5. Samantha has been at her new job for two weeks now. She likes the job, is working hard and hopes she is doing well, although she's not sure. As she is leaving for the day, she passes her boss's office. He calls out cheerfully, "Good night. See you tomorrow. Same time. Same place." *What should Samantha think of that? Is it feedback? If so, what should she think it means?*
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-

Tip Sheet (read only)

- ✓ Listen for more than words. Listen for expression and tone of voice.
- ✓ Watch for body language, facial expressions.
- ✓ Ask for advice. When it comes, evaluate it before rejecting or accepting it.
- ✓ Think about negative feedback before responding to it. Offering an immediate self-defense is likely to put you further in the wrong.
- ✓ Build on positive feedback to find out if there is more you could do, a new responsibility you could be entrusted with.
- ✓ Remember that feedback can be positive as well as negative. Be aware of both.

If you're not getting feedback on your performance, ask for it. Be sure it's specific. Here are some questions that could help: (READ ONLY)

"I've been here ___ weeks/months and I'd really like to know how I'm doing. Do you have time to talk about it now?"

"I think I'm doing okay with the new machine, but do you think I should ask for some help to speed it up?"

"I'm not sure I know if I'm producing as much as you expect. Can you tell me about that?"

"Do you see some place you think I could improve? Learn more?"

"When I was hired, I understood that my performance would be reviewed after three months. That came up last week. Will the review be coming up soon?"

Guessing at Feelings

Read through the following brief situations. For each one, fill in the blank with a word from the list at the bottom of the page that describes how you might feel and the word that describes how the other person might feel.

1. My boss bawls me out in front of two of my co-workers. *I feel*

_____ *I think*
they feel _____

2. My closest work friend gets the promotion I was hoping for. *I feel*

_____ *I think*
my friend feels _____

3. I have to tell my supervisor I can't work overtime on an important job. *I feel*

_____ *I think*
she feels _____

4. I ask a co-worker to please turn down his radio. *I feel*

_____ *I think*
he feels _____

5. I don't want to switch my convenient lunch hour so a co-worker can drop off her children at day care. *I feel*

_____ *I think*

she feels _____

6. I'm asked to help out with low-level work and tell my supervisor politely that it is not in my job description. *I feel*

_____ *I think*
he feels _____

7. My boss asks me to take care of some special and difficult assignment. *I feel*

_____ *I think*
he feels _____

8. To attend a family wedding, I ask to have my vacation time moved even though it will now fall in a busy work period. *I feel*

_____ *I think*
my boss feels _____

On the Job: Emotional I.Q.

jealous

angry

guilty

put down

justified

annoyed

let down

praised

embarrassed

confident

sorry

insulted

upset

complimented

pressured

victorious

What Do They Mean?

Read each story. Then answer each question WITH A COMPLETE SENTENCE ANSWER.

1 You come in late for the third time in a week. The person you share the work with looks up. You say, "That crazy backup on Washington Street again." Your co-worker nods, goes on with the work and mumbles, "Okay."

How do you read that?

2 You've been on a new job for a month. You're carrying some supplies down the hall and accidentally bump into your supervisor. As you begin to apologize, she smiles and says, "Forget it. You shouldn't try to carry so much. Let me give you a hand." ***What may this mean about how you're doing on the job? Is that necessarily true?***

3 You've been on a new job for a month. You're carrying some supplies down the hall and accidentally bump into your supervisor. As you begin to apologize, she interrupts you, looks annoyed and says, "Why are you carrying so much? What do you think we have carts for?" ***What may this mean for how you're doing on the job? Is that necessarily true?***

4 Liza always says things in the fewest words possible. Carl obviously loves to talk. Wain makes a joke out of everything. ***Do you know someone like each of these people? How does it change how you read them?***

5 For the first time, Michael and Patrick are discussing their boss with each other and discovering that each finds his way of talking to them obnoxious and insulting. Sheila joins them and says he talks to her that way, too. ***What could the three learn from this conversation? How might they read him differently after it?***

6 Jeff has just been handed a whole new process to learn. His supervisor describes it to him, helps him get started and then says, "Just work along with this. You'll learn it as you go." Jeff isn't sure he has learned it and thinks his supervisor probably doesn't care if he succeeds or fails. ***Is that the only way to read this?***

On the Job: Emotional I.Q.

Good Advice

Don't always push for a full explanation of people's attitude and behavior towards you. You may learn more than you want to know.

Role Plays

Read each story. Then on your paper, answer what you are asked in italics with a complete sentence.

1 Maria, Tasha, and Joe carpool to and from work together, taking turns driving. Maria is always late—sometimes only a minute or two, sometimes as long as five minutes. When it is Maria's turn to drive, Tasha and Joe are always ready, although Maria always shows up late. Neither Joe nor Tasha want to give up having a third driver. Also, Tasha works side-by-side with Maria. *If you are Joe, try to persuade Tasha to leave without Maria. If you are Tasha, try to convince Joe that you can't do that, but you are willing to work out another scheme.*

2 Danny has a tough job that depends on four people working smoothly together as a team. Now, one of the team is leaving for another job and the three people left are asked to decide what qualities they most need in the replacement who must be hired. Danny's boss tells him, "You've been here longest. So you get the other two guys together and you three let us know what things you think are most important." *Have three people play Danny and the two other workers and try to agree on the qualities they think most important to look for in the new employee.*

3 Annie has a job that involves her working for long periods of time with Marcia. Marcia is a complainer, always irritated at something, always sure other people are treated better than she. Annie dreads the time they spend together. Now a new area of work has turned up that will involve their working together for the next few months. Annie has made up her mind to do something to turn off Marcia's constant whining. *If you're Annie, start by saying, "You know, we're going to be working together on this new system for quite a while." If you're Marcia, respond.*

4 Tyrone is sincerely shocked. He thought work was coming along okay. This morning, the supervisor called him in and told him that the raise he'd been expecting would not happen. He was making too many mistakes. The supervisor is willing to help him to do a better job, but it is important that he shape up. Tyrone thinks that he is being blamed for other people's mistakes. He asks for a meeting with his supervisor for the next day. After work, he tells his friend what happened and asks for advice. *If you are the friend, what would you say? If you are Tyrone, tell what you think of the advice.*

Tip Sheet (READ ONLY)

- ✓ You don't have to like all your co-workers. But you do have to get along with them.
- ✓ Courtesy counts. People notice if you're good about "Please" and "Thank you." They notice even more if you're not.
- ✓ Be sensitive to your co-worker's feelings.
- ✓ Be sensitive to clues to how people feel about you.
- ✓ Stay out of office gossip. Don't repeat rumors.
- ✓ Recognize that people have different styles of working and respect them.
- ✓ Stay away from conflicts and don't take sides if you can avoid it.
- ✓ It is best to keep your personal life and problems out of the workplace. But it is also true that your workplace friends can help you through life's crises.
 - ✓ People are sensitive about their work. Don't criticize. Don't offer unasked for advice.
 - ✓ Offer help to others when appropriate.
 - ✓ Learn to honor diversity—and that means everything from differences in workstyles to differences in race, ethnicity, religion, even appearance.
 - ✓ In the workplace, criticizing a co-worker to other co-workers—and certainly to a supervisor or boss—is an unforgivable sin.
 - ✓ When possible, take an active role in teaching new people the job.
 - ✓ You don't want to be thought of as a complainer, a gossip, or a goof-off. You do want to be thought of as cooperative, reliable, and easy to get along with.

“I” Messages

Look at this situation, then read Responses A and B.

You and Rene work together, dealing with each other all day. Lately, Rene has been taking long breaks and generally goofing off. You’ve about had it. One day, when she comes back 20 minutes late from her break, you decide to settle the problem.

Response A. “Rene, **you make me** so mad with your goofing off. Cut it out or I’m going to the boss about it.”

Response B. “Rene, **I feel** so rushed at the end of the day when I see the work falling behind. **I need** you to keep up.”

Both messages accomplish the same thing. But one is an accusation (**you make me**) and the other is an “I” message, dealing with your concerns (**I feel...I need**). In an “I” message you tell the person what you **feel** and what you **need**. “I” messages are a way to avoid a conflict without accusing or insulting. In each of the following situations, a problem could turn into a conflict. Try to respond to each with an “I” message. It can avoid a fight and still get your point across. Here’s an example

Accusing message: “**You make me mad** when you take a phone message for me and don’t tell me about it right away.

“I” message: **I feel** upset when I don’t get my phone messages. **I need** you to give them to me right away.

1. Gwen follows you into the Ladies’ Room and says, “Don’t think I don’t see that you’re chasing after Mark. I don’t appreciate boyfriend poaching. Especially when it’s my boyfriend.” You’re shocked and embarrassed. You really were flirting with Mark and genuinely didn’t know he was taken.

Your “I” message is: I feel _____ I
need _____

2. The new machine has been explained to you more than once but you keep having trouble with it. Tony, the guy next to you, has to wait til your operation is finished before he can do his job. You keep holding him up and he’s getting mad. Finally, he says, “If you’d listen you wouldn’t keep messing up. Get with it because I’ve had it up to here with you.”

Your “I” message is: I feel _____ I
need _____

3. Yesterday, you heard that somebody who was hired the same day you were got a promotion. You feel unappreciated and cheated, and you don’t intend to let your supervisor get away with it. Yesterday, you were set to go into her office and possibly quit. Today, you’ve cooled down a bit. You may still quit, but you decide that first you’ll try approaching her with an “I” message.

Your “I” message is: I feel _____ I
need _____

Win-Win Compromises

The best solution to a conflict is the one in which everybody wins. And that means give a little, get a little—**COMPROMISE**. Remember, this is work. You don't need to solve deep emotional problems; you need to get through whatever is causing a conflict and then get on with the job.

Tips for Win-Win Solutions (READ THESE ONLY)

- ✓ Choose your timing carefully. You should both have enough time not to feel hurried or tense.

- ✓ Decide in your own mind what you must have and what you are willing to give up. You probably won't get everything you want, so deciding ahead of time will help you focus on reaching a solution that works for you.

- ✓ Try to sense what the other person must have and what he/she might be willing to give up.

- ✓ Consider the other person's feelings about the conflict. Is he/she feeling put down? Cheated? Overwhelmed?
 - ✓ Listen with an open mind. Show by your expression and your body language that you are listening attentively.

- ✓ Don't judge or criticize each idea as it comes up. Wait and see how the conversation develops.

- ✓ When you reach a solution, be sure you both understand the same terms. State them clearly, then get a response to a question like, "Is that right?" or "Then we agree?"

- ✓ End on a friendly note. Remember, you'll have to work together.

Asking for a Raise

True**False****Not Sure**

WRITE TRUE, FALSE, OR NOT SURE IN THE BLANKS.

I can make a list of the successes I've had this year. _____

My boss knows he/she can depend on me to be at my work station on time in the morning, after lunch, after a break. _____

I've gotten positive feedback about my work from my supervisor. _____

I understand my company's policies about raises and promotions. _____

If there is a Company Policy Handbook, I have read it carefully and understand it. _____

I believe I have the reputation of getting along well with my co-workers. _____

I think I show a positive attitude about my work and about my company. _____

I understand the work of my company and my work's part in it. _____

Look over your answers. Do you see any area where you could improve? Do you think you deserve a raise?

Emotional IQ Checklist

Questions to Think About: (ANSWER YES OR NO)

Self-awareness:

- Do you know what you are feeling and why you are feeling it? _____
- Do you recognize the connection between what you are feeling and what you say or do? _____
- Do you recognize how what you are feeling affects your performance at work? _____
- Are you conscious of your values and goals in considering your actions? _____

Self-Assessment:

- Are you aware of your strengths and weaknesses? _____
- Do you evaluate your experiences and learn from them? _____
- Do you look for feedback, new ideas, new learning? _____
- Do you have a sense of humor about yourself? _____

People and You:

- Do you earn your co-workers respect? _____
- Have you learned conflict resolution skills? _____
- Are you aware of how people's expressions, tone of voice, body language convey meaning?

- Are you aware of how your superiors evaluate your performance? _____