

Instructor's Manual  
to accompany

**EMOTIONAL INTELLIGENCE:  
ACHIEVING ACADEMIC AND CAREER EXCELLENCE**

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## A NOTE TO INSTRUCTORS

A special feature of *Emotional Intelligence: Achieving Academic and Career Excellence* is that the book is personalized and process rather than content driven. The focus of the text is on making the emotional mind understandable, helpful, and practical to the student at the individual level. The emphasis is on the Emotional Learning System and the processes of exploring, identifying, understanding, learning, and applying specific skills to improve academic achievement, career effectiveness, and personal well-being (mental and physical health). Our primary learning goal is to actively engage each student in the Emotional Learning System and help the student accept responsibility for developing new behaviors that are personally meaningful. We view ourselves as a guide or facilitator in this learning process, and our presentations (lectures) tend to be confined to less than fifteen-minute time frames.

Because of the need for personal participation and involvement on the part of the student, we begin each Emotional Intelligence Lesson with a self-assessment of current skills. We use the systematic process as a model for helping students break the habit of emotional reactivity and develop behavioral options based on reflective thinking. Our approach is strength focused and we try to help students see skill deficits as indications for personal change. We view students as positive, active, and capable of self direction. The Emotional Skills Assessment Process (ESAP) and the systematic application of the Emotional Learning System presented in the book are offered as personal guides to developing academic and career excellence skills. The processes are aimed at developing new cognitive maps to guide intentional behavior.

The book is best thought of as a self-directed learning program focusing on positive emotional development, and it is meant to convey respect and recognition of a student's ability to improve their behavior in ways that increase academic achievement, career effectiveness, and personal satisfaction. As an instructor and facilitator of this learning process, the strength and quality of the relationship that you create with your students is the most important factor in improving their academic and career success. Our goal has been to provide you with a research based assessment and skill development model that you may use in a way that is comfortable to you.

Please approach your review of our suggested course outline and learning modules with a flexible attitude, a spirit of creativity, and, above all, a sense of humor. We work with young students daily, and recently completed the Javelina EI Program with a thousand first year students. Use anything that you find valuable in our work, and improve our weaknesses with what you do best. Like any assessment or learning model, our approach is incomplete and always in a process of revision and change. We hope that you find value in the work as it is now, and we would appreciate your suggestions for making it more beneficial and helpful to your students. Thank you for your interest and consideration.

Darwin Nelson and Gary Low

## HOW TO USE THE INSTRUCTOR'S GUIDE

- Step 1: Review the application areas and decide how the book and instructors' guide could best be used in your work setting (Class, leadership or mentor training, seminars, supplemental text, required or recommended reading, achievement and retention research, or outcome studies.
- Step 2: Glance over the brief and detailed contents of the text. Pick one skill of interest to you in chapters 3-6 and apply the Emotional Learning System to explore, identify, understand, learn, and apply this intentional behavior. You may want to complete the first three steps of the emotional learning system on each of the 13 skills and graph your results on the emotional skills profile (back cover of instructor's guide). We use our own profile as a teaching aid in the class, and the students can benefit from completing a pre-assessment of all the skills in the first week of class. When they compare their pre-assessment with post-assessment, they have an increased awareness of changes and/or improvements in their skill development. We emphasize the ESAP as a personal learning tool rather than a test. The self-assessment instrument does have very acceptable levels of predictive, concurrent, and construct validity. Internal consistency and stability coefficients have been established in many studies. The relationship of ESAP scales to academic achievement and mental health has been verified in many cultures and languages. Students tend to have little interest in these things, so we avoid talking about them until someone asks.
- Step 3: Review the model for the systematic self-renewal (text chapter 7, exhibit 7.2, page 152). Using your own results, complete a few steps in developing a personal action plan. Completing these first three steps will give you a good idea and feeling about the process you will be sharing with students.
- Step 4: Review the brief overview of key concepts to get a few examples of what we emphasize in our own work with students. Connecting the identified skills to available learning resources on the campus and the Internet is essential. Because current information is so available to our students via the Internet, we encourage self directed learning approaches to expand the cognitive domain of the class. We tend to see behaviors like time management, personal goal setting, and assertive communication as emotional skills, so our focus is on developing intentional behaviors by the process of skill development.

Step 5: Review the course outline and individual learning modules to determine what might be helpful to you. Our suggestions are confined to examples of what we actually do in our class, so anything that you find more appropriate or valuable can be added. We tend to use structure for our own comfort and to provide students with a clear idea of what is expected of them. The framework for the material is vast, and there is a lot of room for experimentation and improvement once the class begins.

## APPLICATION AREAS

The book, Emotional Intelligence: Achieving Academic and Career Excellence, was developed for adult learners in transition. Because the assessment and learning model have an extensive research base and are applicable in a variety of work settings, the book has learning, teaching, counseling, mentoring, and consulting applications. The primary focus for the current book is a self directed learning guide for use as a supplemental text or required reading in student development and career development classes for high school and first year college students. The book and instructors' guide must be viewed as works in progress. They are being used on our campus for the first time this semester, and many improvements are needed. Some current applications on our own campus reflect how the book is being used for a variety of purposes and at different levels of personal change.

It is being used as:

A supplemental text in academic foundation courses for first semester students.

A personal and professional developmental model for graduate students in education.

A personal learning model in a doctoral level class along with Seymour Epstein's book on Constructive Thinking, Robert Ornstein's, The Right Mind, and Joseph Ledoux's, The Synaptic Self. The course explores the role of the brain in emotional learning.

An assessment and early intervention program for improving the achievement and retention of first year college students (the Javelina EI program).

A guidance curriculum for high school counselors teaching personal life skills.

A training model for leadership and facilitated mentoring programs.

A systematic skill development group for students in transition from high school to college (Texas Teach/College Bound Seniors).

An assessment and skill development model in collaborative cross cultural research with high school and college students in China, (Yu Jin, Ph.D. and Xiaohu Wang, MA - East China Normal University, Shanghai, China).

A research tool for doctoral students investigating the contributions of emotional intelligence to school achievement and mental health.

An assessment and skill development model for resiliency and stress management workshops for teacher renewal.

A self-directed skill development guide for students in individual and career counseling.

A seminar and workshop format for professional development experiences.

As current research and application projects are completed, we will revise and improve the assessment and intervention model. If you have questions regarding applications and limitations of the current model, contact [darwin.Nelson@tamuk.edu](mailto:darwin.Nelson@tamuk.edu).

## OVERVIEW OF KEY CONCEPTS

*Emotional Intelligence: Achieving Academic and Career Excellence* was written for students who want to learn and develop specific skills important to academic and career success. The book focuses on experiential learning and emphasizes the positive contributions of the emotional mind.

In our approach, cognitive and experiential learning are seen as equally important to academic and career success. The internal frame of reference is used to help students explore, identify, understand, apply, and model emotional intelligence skills.

Each student begins to understand and learn emotional intelligence skills from their individual frame of reference. The learning can be self-directed and self-paced or structured as a part of a class experience. The positive assessment model, *Exploring and Developing Emotional Intelligence Skills*, is best viewed as an experiential learning model to individualize intervention and skill development activities. Research has demonstrated the psychometric value and limitations of the instrument.

A recent article (Bartlett, 2002) indicates that the first-year experience for many freshmen is negative in terms of mental and physical health. Survey results show freshmen are reporting increased depression and being overwhelmed with the demands of the first year adjustment. A large percentage (39.5%) of freshmen reported being bored in class and 62.5% studied less than fifteen hours per week. The transformative first-year college experience necessitates emotional as well as cognitive skill development.

In the introduction of M.E. Bennett's classic book on *College Life*, Lewis Terman (1933) emphasized the importance of a required orientation course dealing with the problems of self-discovery and self-direction. Terman implied that the leadership and mentorship of a skilled teacher was needed to guide the student through this experiential learning process. What Bennett called *intelligent self-direction* began with an adequate knowledge of self and a focus on developing skills to control behavior. Even though 70 years have passed, first-year students are still in need of improved self-management skills.

In our view, emotional intelligence is a learned ability to more accurately identify and express our feelings, and behave intentionally rather than reactively. Emotional intelligence is presented as an education model featuring 13 skills and 4 competencies or sets of skills.

We agree with Seymour Epstein (1998) and feel that constructive thinking is the key to emotionally intelligent behavior. We refer to reflective thinking. Epstein's scholarly and sound research has done much to integrate psycho dynamic, cognitive, experiential, and self-theory into a view of human behavior that we find meaningful and useful.

We began our work twenty-five years ago when we developed the *Personal Skills Map* as a positive assessment approach to help students identify and understand important life skills. The emotional skills profile incorporated in our book is a guide to identifying, understanding, and improving emotional intelligence skills.

In the past, our work has been used in many countries and by trainers and consultants for major international corporations. Over one million people have completed the assessment instrument and used the results to focus on their strengths and identify self-valued directions for personal change and emotional skill development. Our assessments have been translated into several languages and effectively used in a variety of educational applications.

We are very pleased that our approach to emotional intelligence is now available to high school and college students. As consulting psychologists and educators who work with both teachers and young adults, we know that the relationship that you develop with your students is the key to positively impacting their personal, academic, and career success. Our approach is one way to help students understand and improve skills (intentional behaviors) that are essential to personal, academic, and career excellence. Our approach is not the right way or the true way, and we hope that you find the material valuable as you work with students.

Additional doctoral dissertations are in progress, and a recent, large-scale validity and reliability study has been completed with the Chinese version of the instrument at East China Normal University. We are currently working on synthesizing the findings of cross-cultural research. We are interested in studying the personal and emotional skill characteristics of high achievers across cultures.

As a first step in becoming familiar and comfortable with the material, we would suggest that you complete the assessment, profile your results on the back cover of the **Instructors= Guide**, and identify your current skill strengths. As you understand your results and review the student example, you may find it valuable to work through the Personal Plan of Action (Chapter 7 of the book).

By completing these two steps, you will become comfortable with the basic process that you will be sharing with your students. Like the students, you will not find value in the results unless your participation is honest, reflective of your current thoughts and behaviors, and completed in the spirit of gaining valuable information for your own use for personal development.

## **THE EMOTIONAL LEARNING SYSTEM**

*The Emotional Learning System* is a visual model to help students learn how to replace reactive behaviors by using reflective thinking to choose more constructive and productive behaviors. This systematic model is used to develop emotional intelligence skills and competencies. It is used to access reflective thinking and help students make conscious choices about their behavior.

Look at the *Emotional Learning System* and become familiar with the process. Students will use this process many times to make sense out of emotional experience and expression. Breaking the habit of emotional reactivity and replacing it with a skilled reflective process is helpful in improving achievement and success. When a student stops or breaks a negative, quick reaction, the result is often a gain in confidence and improved behavior.

For many students (and adults), simply breaking the habit of emotional reactivity in a specific problematic situation can be a significant and positive change for them. Many students, especially kinesthetic-tactile learners, may discover that reflective and constructive thinking is an essential life skill as well as an effective learning process.

## **POSITIVE ASSESSMENT**

In our view, assessment is positive and helpful when the results are used to directly benefit students. Students have been and forever will be tested and evaluated. In many cases, this experience is neutral or negative. We feel that it is important to build rapport and trust with students before asking them to share their private thoughts and feelings. We want students to feel respected and confident in how their assessment results will be used.

We ask students to complete the assessment in each lesson as a way to increase self-awareness and self-knowledge. By applying the *Emotional Learning System*, students can then improve their ability to think constructively and behave intentionally.

When behaviors are intentional (consciously chosen) and guided by constructive thinking, academic and career achievement increase. Students can change and improve their performance in self-valued directions when they have a practical model to follow. Emotional development requires self-directed and personally meaningful learning. Assessment results are intended to be helpful directions for positive change. They do not speak to how a person is or should be. Emotional intelligence skills are seen as wise ways of behaving that are consistent with a student=s personal frame of reference.

# THE EMOTIONAL LEARNING SYSTEM

## Exhibit 2.1

### Key Concepts

- § We have two systems that receive and process our experiences. One is unconscious and rapid: the experiential system. One is conscious, slower, and more systematic: the cognitive system.
- § To make judgments and act wisely, we must learn to understand and balance both systems.
- § Emotionally intelligent behavior involves understanding our immediate experience and learning to use this awareness to choose and guide our behavior based on constructive thinking.

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## LINKS TO CAMPUS AND COMMUNITY RESOURCES

As students begin to explore, identify, and understand emotional intelligence skills, they can be introduced to campus and community resources that facilitate academic and career development.

By linking students to student services and organizations, supportive relationships can be developed that positively impact retention, academic achievement, and career success.

On our own campus, we encourage our students to become involved in career life planning activities offered by the Career Counseling Center. Students are more likely to participate in academic skill development programs, personal and educational counseling, and student organizations when they see these activities as opportunities to develop skills that are personally meaningful.

For example, the 13 emotional intelligence skills are defined as Academic and Career Success Skills. A major key to academic and career success is the ability to understand, learn, and apply each of the skills on the Emotional Skills Profile.

## ACADEMIC AND CAREER SUCCESS SKILLS

These skills enable you to:

- |                                |  |
|--------------------------------|--|
| Assertion:                     | Communicate in an honest, direct, straightforward, positive way. especially effective in conflict situations and important relationships.  |
|                                | essential to clarify assignments and expectations from teachers and professors.  |
| Anger Management:              | Control anger and manage strong emotions in constructive ways.   |
| Anxiety Management:            | Control fear and manage daily pressures and stressful events, such as important tests and oral presentations.  |
| Comfort/Social Awareness:      | Meet and interact with a wide range of people you do not know very well. Develop confident, self-assured, and effective social behaviors.  |
| Empathy:                       | Listen to others with care and concern. Understand and accept differences in others and communicate respect.   |
| Decision Making:               | Identify a problem or needed intervention and develop a plan to achieve positive results. Especially effective in work teams and team building when used with Comfort and Empathy. |
| Leadership/Positive Influence: | Impact and influence others in positive ways. An ability to see choices  |

and involve others in achieving goals and good results.

- Drive Strength:** Motivate and direct self to achieve meaningful goals. An ability to focus on high achievement and goal-directed activities.
- Time Management:** Plan and manage self and use the resource of time to complete tasks, responsibilities, and goals.
- Commitment Ethic:** Commit and direct personal energy and resources in dependable and successful ways, even under difficult circumstances. Becoming persistent and resilient. Finishing what you start and with good results.
- Positive Change:** Manage change and transitions in life and work. An ability to handle and take advantage of opportunities created by stress and change.
- Self Esteem:** View self in positive, accurate, and successful ways. A belief and behavioral system reflecting self worth, confidence, and competence.
- Stress Management:** Manage stress and daily pressures of life/work. An ability to relax naturally and exercise healthy self-control under stress.

A brief Academic Success Plan illustrates how the results of the Emotional Skills Assessment Process can be used to construct an action plan for academic achievement and success. The Academic Success Plan can serve as a way to link assessment and planning with resources available to students.

In addition, the skill development section provides some practical examples of how we link emotional skill development to campus and community resources. Students are encouraged to be active and intentional in developing supportive relationships within the campus community.

### **ACADEMIC SUCCESS PLAN (Student Example)**

You are the most important factor in your personal, academic, and career success. You can learn and use each one of the skills we have discussed to improve your academic performance. Research has shown that assertive communication, goal setting, and time management are extremely important skills for you to learn and practice in your university experience. Communicate clearly and ask for help and clarification to better understand and complete academic requirements.

Set personal goals which are meaningful to you, and commit to the idea of finishing what you start. Develop self-discipline skills, and manage yourself effectively so that you have time to be academically successful and enjoy campus life. Find people on campus who will support and help you meet your goals.

Based on the results of my assessment, the most important things that I need to learn or do, in order to be successful academically are:

The university resources (people, organizations, services) that I need to contact for help with personal goals are:

**A Pledge of Achievement: *My Goal Statement***

The most important thing for me to do first is to improve my academic achievement is:

And I will contact or schedule an appointment with  
\_On (date/time)

(Signed)  
(Date)

**RELATIONSHIPS &  
COMMUNICATION SKILLS**

Establishing and maintaining positive relationships with people who support and encourage your academic success is crucial.

Clear (assertive) and direct track communication with friends, mentors, counselors, and professors helps you stay on track and get help when you need it.

Learning to manage feelings while communicating assertively is an important academic skill. ***Check your scores on:***

- Assertion
- Anger Management (Aggression)
- Anxiety Management (Deference)

**HOW TO DEVELOP**

University and College Resources

- College Counselors/Advisors*
- Academic Advisory/Membership 1201*
- Instructors*
- Women=s Center/RAs*
- Student Affairs Personnel*



## ***CONSOLIDATING GAINS AND ENCOURAGING ACADEMIC EXCELLENCE***

The *Emotional Skills Profile* helps students consolidate gains and claim personal strengths.

After exploring, identifying, understanding, and learning emotional intelligence skills, students can benefit from completing the assessment again as a culminating learning experience at the end of the 16 semester long class.

The example *Emotional Skills Profile* shows the profile of a student who completed the assessment at the beginning and end of a course. The pre-assessment is shown by a dotted line and the post-assessment is shown as a solid line.

When students can see how they have improved skills that they targeted for development, they begin to view effective behavior as a process of life-long emotional learning and development. All of us can continually improve our abilities to relate and communicate with others, manage stress, and build self-confidence. Students will benefit from knowing that academic and career excellence are self-defined and self-directed processes and that it is their responsibility to develop themselves in self-valued directions. Our goal has been to make this process understandable and personally meaningful at an individual level.

## **YOUR EMOTIONAL SKILLS PROFILE**

## INSTRUCTOR'S GUIDE: COURSE OUTLINE

### Learning Mode

The text, *Emotional Intelligence: Achieving Academic and Career Excellence*, can be used in a variety of formats and learning modes. The continuum below can be used to select learning modules and activities that complement your personal teaching style and the objectives of the learning experience.

Individual B	Interactive/Discussions B	Teacher Directed B
Self Directed Learning	Facilitated Group Learning	Presentation/Lecture
Student Centered	Interactive/Group Learning	Teacher Centered
Process/Skill Development		Content/Information Focus
Focus		Sage on the Stage
Guide by Your Side		

The text can be used as a supplemental self-directed learning program to help students understand the importance of emotional intelligence in academic and career achievement. The book also provides a specific focus on the role of positive emotional development and can be used in workshops, seminars, and mentoring programs. In the sections that follow, we provide forty five (45) one hour learning modules that illustrate how the authors use the text in a semester long student success course for first year college students.

### COURSE OUTLINE

- Module 1: Introduction to the Course. Overview of Course Content and Process. Introducing the Text. Course Syllabus. Explanation of Course Requirements and Evaluation Procedures. Introductions and Brief Discussion of Classroom Learning Environment.
- Module 2: Emotional intelligence and Your Emotional Mind. Introduction Section of Text. Beliefs About Emotional Intelligence and Achievement in College. Ten (10) Basic Learning Goals. The Emotional Learning System.
- Module 3: The Emotionally Intelligent Student. Emotional Competencies and Related Skills. Personal Change for Academic and Career Success. The Emotionally Intelligent Student.
- Module 4: Your Emotional Mind. Text Chapter 1: Your Emotional Mind. How the Emotional Mind Works. The Difference Between Thoughts and Feelings. Primary Emotions. Visuals 1.1 and 1.2
- Module 5: Emotional Reactivity and Reflective Thinking. Text Chapter 1: A Temporal Theory of Primary Emotions. Visual 1.3 Breaking the Habit of Emotional Reactivity Healthy Learning Environments.

- Module 6: Dealing With Strong Emotions. Text Chapter 1: Stress, Burnout, and Boredom. Dealing With Strong Emotions. Visual 1.4 The Emotional Curriculum Visual 1.5
- Module 7: College Success Factors. High Achievement and Self Directed Learning. College Success Factors Visual 1.6 Ten (10) Important Lessons. Characteristics of the Emotional Intelligent Student. Visual 1.7
- Module 8: Applying the Emotional Learning System. Text Chapter 2: Developing an Emotionally Healthy Mind. The emotional Learning System. Visual 2.1 Applying the Emotional Learning System.
- Module 9: Three (3) Important Learning Strategies Text Chapter 2: Identifying and Understanding Your Learning Style. Auditory Visual Kinesthetic/Tactile Visual 2.3 Learning Strategies to Improve Emotional Intelligence Skills. Self-Directed Coaching Emotional Mentoring. Active Imagination. Visual 2.4
- Module 10: The Emotional Skills Assessment Process (ESAP) Text Chapter 2: Necessary Conditions for Learning. Changing Your Emotional Mind. The Emotional Skills Assessment Process (ESAP) Emotional Competency Areas and Related Skills.
- Module 11: Emotional Skills and Competency Areas. Text Chapter 2: Interpersonal Skills Leadership Skills Self Management Intrapersonal Skills Self Science Curriculum
- Module 12: Theories of Emotional Intelligence, Text Chapter 2: Emotional Intelligence Theories. Five Domains of Emotional Intelligence Visual 2.5 The Emotional Competence Framework and the Emotional Skills Assessment Process (ESAP) Visual 2.6
- Module 13: Successful Adult Learners. Text Chapter 2: Habits of Highly Effective People. Visual 2.7 Erickson's Stages of Development. Visual 2.8 Adult Learning Preferences
- Module 14: Assertive Communication Skills. Text Chapter 3: Interpersonal Skills Interpersonal Intelligence Definition of Assertion Emotional Intelligence Lesson 1: Assertion Apply the Emotional Learning System Complete the Assertion Exercise (Page 41)
- Module 15: Anger Management Skills. Text Chapter 3. Potential Problem Areas, Aggression and Deference Reflective Thinking and Emotional Expression Anger Management Emotional Intelligence Lesson 2: Anger Management Apply the Emotional Learning System Visual 3.1 Anger Control Visual 3.2 Time Out Complete the Anger Management Exercise.

- Module 16: Anxiety management Skills Text Chapter 4: Leadership Skills. Mini Lecture on Leadership. Discussion of Social Awareness. Emotional Intelligence Lesson 4: Social Awareness. Apply the Emotional Learning System. Complete the Social Awareness Exercise.
- Module 17: Leadership Skills Text Chapter 4: Leadership Skills. Mini Lecture on Leadership. Discussion of Social Awareness. Emotional Intelligence Lesson 4: Social Awareness. Apply the Emotional Learning System. Complete the Social Awareness Exercise.
- Module 18: Empathy Skills Text Chapter 4: Mini Lecture on Empathy. Emotional Intelligence Lesson 5: Empathy Apply the Emotional Learning System. Complete the Empathy Exercise.
- Module 19: Decision Making Skills Text Chapter 4: Mini Lecture on Decision Making. Emotional Intelligence Lesson 6: Decision Making. Apply the Emotional Learning System. Complete the Decision Making Exercise.
- Module 20: Positive Influence Skills Text Chapter 4: Mini Lecture on Positive Influence. Discussion of the Emotional Skills Model of Leadership. Visual 4.1 Emotional Intelligence Lesson 7: Positive influence. Apply the Emotional Learning System. Develop your Personal Mission Statement. Complete the Positive Influence Exercise.
- Module 21: Drive Strength Skills Text Chapter 5: Self-Management Skills. Mini Lecture on Drive Strength and Motivation. Emotional Intelligence Lesson 9: Drive Strength. Apply the Emotional Learning System. Complete the Drive Strength Exercise.
- Module 22: Commitment Ethic Skills Text Chapter 5: Mini Lecture on Commitment Ethic. Emotional Intelligence Lesson 9: Commitment Ethic. Complete the Commitment Ethic Exercise.
- Module 23: Time Management Skills. Text Chapter 5: Mini Lecture on Time Management as Self-Management. Emotional Intelligence Lesson 10: Time Management. Complete the Time Management Exercise. Mid-Semester Exam Review. Key Terms and Concepts.
- Module 24: Mid-semester Concept Mastery Exam  
Content Focus: Text Introduction and Chapters 1-5 (Through text page 105)  
Process Focus: Turn in completed Emotional Intelligence Lessons 1-10 - Complete Self-Evaluation of Learning Activities and Instructor Feedback Form

- Module 25: Positive Change Skills Text Chapter 5: Self management Skills Return of Graded Mid-Semester Exams. Progress Check on Completed Emotional Intelligence Lesson 11: Positive Change. Apply the Emotional Learning System. Visual 5.1 Teach and Reinforce the Systematic Process for Making Positive Personal Changes. Complete the Positive Change Exercise.
- Module 26: Self Esteem and Positive Self Efficacy Skills Text Chapter 6: Intrapersonal Skills. Mini Lecture on Self-Esteem, Self-Confidence, and Positive Self Efficacy. Emotional Intelligence Lesson 12: Self Esteem. Apply the Emotional Learning System. Visual 6.1 Complete the Self Esteem Exercise.
- Module 27: Stress Management Skills. Text Chapter 6: Mini Lecture on Stress Management. Emotional Intelligence Lesson 13: Stress Management. Apply the Emotional Learning System. List/Discuss Five Steps to Improve Your Ability to Manage Stress.
- Module 28: Identifying Personal Stressors Text Chapter 6: Mini Lecture on Identifying Personal Stressors and the Continuum of Mental Health. Visual 6.2, Sources of Stressors presented in Visual 6.3 (Text page, 126)
- Module 29: Thought Changing Skills Chapter 6: Developing Specific Stress Management Skills. Mini Lecture on Sources of Stress. Visual 6.4 Sources of Stress and Recommended Coping Skills. Learning How to Change Self-Defeating Thoughts. Visual 6.5
- Module 30: Practicing Thought Changing Skills. Text Chapter 6: Review and Mini-Lecture on the Thought Changing Process (Cognitive Restructuring) Complete the Cognitive Restructuring Exercise. Visual 6.5 (Text page 130). Group Practice/Discussion.
- Module 31: Positive Imagery Skills Text Chapter 6: Mini Lecture on Additional Stress Management Skills and the Importance of Positive Imagery. Visual 6.7 Positive Image Relaxation Practice and Developing Your Personal Relaxation Script. Complete the Stress Management Exercise.
- Module 32: Personal Excellence Text Chapter 7: Self Renewal and Personal Excellence. Mini Lecture on Personal Excellence and Self Renewal. Visual 7.1 Systems, Principles, and Skills of Excellence. Personal Definition of Excellence and Congruence with your Personal Mission Statement.
- Module 33: Improving Emotional Intelligence. Text Chapter 7: Mini Lecture on the Importance of Using Your Emotional Skills Profile in Personal, Academic, and Career Development. Consolidating Gains and Checking Progress. Compare your Pre and Post Assessment on the ESAP.

- Module 34: Personal Excellence Assessment. Text Chapter 7: Mini Lecture on the Importance of Self Appreciation, Personal Orientation, and Goal Setting. Complete the Personal Excellence Inventory. Mark Your Place in the Continuum of Excellence. Class Discussion/How Excellence is Reflected in Behavior.
- Module 35: Self-Renewal Skills. Text Chapter 7. Mini Lecture on the Importance of Self Renewal in Personal, Academic, and Career Excellence. Visual 7.2 Systematic Self Renewal. Developing and Completing Your Personal Action Plan. Prioritize the Skills that are important to you.
- Module 36: Personal Development Mission Statement. Text Chapter 7: Complete and Consult Visual 7.3 Identify Your Top Ranked Emotional Intelligence Skills for Personal Development. List them in Visual 7.4, and Complete the Personal Development Mission Statement.
- Module 37: Setting Personal Development Goals. Text Chapter 7: Complete Your Personal Development Mission Statement by Setting Specific Goals to Improve Your Two Most Important Emotional Intelligence Skills. Complete the Exercise by Listing How You Will Apply the Emotional Learning Strategies of Self-Directed Coaching, Emotional Mentoring, and Active Imagination.
- Module 38: Career Development Mission Statement Text Chapter 7: Complete Your Career Development Mission Statement. Visual 7.5 Mini Lecture on Follow-Up Career Development Skills. Self-Assessment and Career Life Planning, Shadowing, Mentoring, and Internship Experiences.
- Module 39: Text Chapter 7: Mini Lecture on Life Long Emotional Learning. Thought Focus. Important Things to Remember and Apply.
- Module 40: Mini Lecture on Self-Directed Coaching for Personal, Academic, and Career Excellence. Self-Directed Learning Models and Strategies.
- Module 41: Mini Lecture on Emotional Mentoring. Coaching and Facilitated Mentoring Models and Strategies. Observing and Learning Models and Strategies.
- Module 42: Mini Lecture on Using Active Imagination for Personal, Academic, and Career Excellence. Positive Imagery and Goal Achievement. Mind Maps.
- Module 43: Final Review of Important Concepts and Processes. Completion of Course Requirements and Personal Narrative.
- Module 44: Final Review. Strengths Claiming and Feedback from Instructor. Discussion and Clarification of Exam Related Questions.

Module 45: Final Exam and Course Evaluation. Return of Pre and Post Assessment, Personal Narratives, Personal Action Plan, and Completed Projects.

## **STUDENT SUCCESS COURSE**

The semester long course has been organized in sequential and independently designed learning modules consistent with the text. Instructors may pick and choose modules appropriate to their learning goals and teaching style that they decide will be helpful to their students and appropriate to institutional goals and time frames. Each module can be greatly expanded or improved by the instructor's preference for additional learning experiences.

The semester long course (45 modules) is highly structured and fits a variety of teaching styles (student centered, interactive/discussion, and lecture/presentation). We have developed a detailed course outline because many of our colleagues have asked, "What do you actually do with a group of young students?", and "How do you encourage skill development?" We have tried to respond by providing learning modules that can be used as brief lectures, seminars, skill development groups, and as a semester long class. The class content and process is highly structured so that we can conduct outcome research to determine the effects of skill development on student achievement, retention, and mental health.

### **ESTABLISHING A HEALTHY LEARNING ENVIRONMENT**

The first three weeks (modules 1-9) focus on relationship building and creating a healthy and supportive learning environment for our students. Individual learning needs and learning styles are emphasized, and a pre assessment of the thirteen emotional intelligence skills is completed to identify individual skill strengths and areas of change. We have the student complete Step A (Explore) of the Emotional Learning System by actually circling their responses, scoring, and profiling their results and then developing their personal profile of emotional intelligence skills. In modules 10-13, cognitive processes are emphasized and students are encouraged to use Internet and additional sources to develop an understanding of theories and approaches to emotional intelligence.

### **EXPERIENTIAL LEARNING**

In modules 14-23, the focus is on applying the Emotional Learning System and learning and practicing specific emotional intelligence skills. Experience based learning and skill development is emphasized. In modules 24-25 learning progress is checked and mutual evaluations (student and instructor) are used to revise and improve learning activities, reconsider and restructure course requirements, and establish specific due dates for the completion of learning projects. The mid-semester point in our classes is seen as an important transition and opportunity to encourage students to take more responsibility for their learning. We encourage students to develop individual learning contracts and to take the lead in making learning more relevant to their individual needs.

### **FOCUSED SKILL DEVELOPMENT**

The focus of modules 26-33 is on the development and application of specific skills related to high levels of achievement and personal well-being (Self-Esteem and Stress Management). Intrapersonal Intelligence is emphasized. A post assessment of the thirteen emotional

intelligence skills is completed and students develop a Personal Action Plan after reviewing changes in self perceived skill levels. We emphasize how all the skills contribute to Self-Esteem and positive self efficacy in specific situations. Stress management skills are emphasized as essential life skills that are important to physical and mental health.

### **CAREER LIFE PLANNING SKILLS**

In modules 34-40 personal and career life planning skills are emphasized, and students are encouraged to develop individual mission statements for personal and career development. On line and computerized career counseling resources are identified, and students are asked to explore values, interests, special abilities, and career excellence skills. The importance of emotional intelligence skills in career development and career effectiveness is stressed.

### **LIFE LONG LEARNING AND SKILL DEVELOPMENT**

In modules 40-42 the processes, learning strategies, and applications of emotional intelligence skills are integrated as life long learning and career development. The use of emotional intelligent skills as aids to managing stress and change over the life span is discussed. The major learning strategies emphasized in the course are reiterated as approaches to continued development in personal, academic, and career dimensions.

### **CLOSURE AND FOLLOW-UP**

The final modules (43-45) review and consolidate classroom learning activities. Mastery of major concepts is the focus of the final exam, and the Personal Narrative reflects the individual student's involvement in the learning process. We return all completed projects and close with our appreciation and a focus of the positive gains that we have observed. We are available to our students as faculty mentors after the conclusion of the class and assist with transitions to the new semester.

## **Appendix A: Additional Learning Resources**

Module 1: Introduction to the Course \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Class \_\_\_\_\_

### **Essential Class Materials**

Emotional Intelligence: Achieving Academic and Career Excellence (Text)  
Instructor's Guide: Module 1  
Course Syllabus  
Course Content Outline  
Mind Map of Text

### **Mini Lecture/Introduction**

I am Robert Vela and I would like to welcome you to Education 1301. We will be meeting here in Rhode Hall 172 on Monday, Wednesday, and Friday from 11:00 a.m. until 12:00 noon for 15 weeks. I know that you are first year teacher education majors, and I am glad to have you enrolled on our college. I am currently enrolled as a doctoral student in Educational Leadership and I also work with new teacher education majors. My office is right down the hall, and my office hours, email address, and phone number are on the Course Syllabus that I will give you after I meet you and know the name that you want me to use in class. I prefer to be called by my first name, Robert. This class may be different than some you are taking because we will be leaning together by actively leaning information and skills that you will need to be successful this first semester and in your life and career. My role is to help you be successful as a student, and I need to know you by name and be able to contact you if necessary. New students have a way of dropping out of sight during the first few weeks of their first semester, so I will give you a call or email if you are not in class. Introduce yourself to me and the rest of the class with the name you want to be called, your home town, and any questions you have about the University. Fill out the information card that I will give you with the Course Syllabus, and talk with me after class if you have any questions about what we will be doing this semester.

### **Learning Objectives**

To create a supportive and interactive classroom environment.  
To invite and encourage attendance and active participation in the learning environment.  
To provide clear guidelines for learning, course requirements, and grading procedures.

### **Learning Activities**

Brief Introductions and completion of the student information card.  
Present a mind map of the required text for a quick look at the essential elements of the book. (Cover of the Instructor's Guide).  
Discuss briefly the concept of Emotional Intelligence as a learned ability to apply behaviors essential to academic and career success.  
Hand out and review the Course Syllabus.  
Hand out individual copies of the Course Outline to illustrate the content organization of the class.  
Briefly explain your teaching style, evaluation philosophy, and the basis for different levels of grading.

### **Learning Applications**

Personal: Emotional Intelligence skills are essential to physical and mental health.  
Academic: Assertive Communication, Time Management, Commitment Ethic, and Drive Strength Skills are the behaviors that will help you succeed this semester.  
Career: When you interview for your first professional position, the interviewer will be looking for EI skills.

**Feedback/Discussion/Debriefing**

Questions, clarification, discussion of learning objectives and course requirements.

**Closure/Link**

You will need to have the required text for each class. We will read it, complete exercises in it, and add notes to it. IT is a book to do as well as read. Buy it, write your name and address in it, and bring it to class so that we can discuss the important points next class. Thank you for your participation and make sure I have your completed student information card before you leave.

## MODULE 1: Course Syllabus

Course Number and Title:	Education 1301 Foundations of Education and Student Success Skills
Credit Hours:	3 semester hours (undergraduate)
Instructor=s Name:	Robert Vela
Required Text:	Emotional Intelligence: Achieving Academic and Career Excellence. Darwin Nelson and Gary Low, Prentice Hall, 2003 (ISBN 0-13-094762-8)
Course Description:	A new approach for student development and academic success using an Education al based model of emotional intelligence. A learning model to build and foster positive emotional development by exploring, identifying, understanding, learning and applying the key skills, competencies, attitudes, and behaviors of emotional intelligence. A practical and well researched approach to emotional behaviors that students can apply to stay healthy, improve productivity, increase personal and career achievement, and more effectively deal with change.
Prerequisites:	Enrolled undergraduate.
Course Rationale:	<p>Emerging interdisciplinary research from education, business, psychology, behavioral medicine, and neuroscience confirms the importance, significance, and value of emotional intelligence to personal, academic and career success. This course is designed to provide a research-based approach to student development emphasizing the positive contributions of the emotional mind and specific emotional intelligence skills. The course is based on five fundamental beliefs of human development that are grounded in research and experience.</p> <ol style="list-style-type: none"><li>1. Emotional Intelligence may be the single most important variable in physical health, personal well-being, and high levels of achievement.</li><li>2. Emotional Intelligence is a learned ability requiring a systematic and experienced based approach to learning.</li><li>3. There have been few systematic educational approaches to developing emotional intelligence skills,</li><li>4. Emotional leaning requires an active and intentional skills, development process that is learner centered, engaging, and personally meaningful at the individual level.</li></ol>

5. Emotional intelligence can be developed and improved through self directed, experiential learning approaches as well as in facilitated mentoring and coaching relationships.

Intended Audience: First year students in education, psychology, social work, and related majors.

Students in business and other majors who are interested in Emotional Intelligence and its relationship to productivity and wellness may benefit from

a focus on the positive contributions of the emotional mind.

- Course Content:
1. An educational based model of emotional intelligence. Includes the research and development of the Emotional Skills Assessment Process (ESAP) and a review of leading models of emotional intelligence.
  2. How the emotional system works  
Includes the Emotional Learning System as an experiential and self-directed process to develop emotional intelligence skills. Developing a personal understanding of primary human emotions and how they are important to personal, academic, and career achievement. Includes a focus on high achievement and self-defined examples of personal and career excellence.
  3. Developing an emotionally healthy mind: Building Healthy Schools and Communities. Includes planning a self-science curriculum for personal and professional growth and development. Includes a focus on developing emotional intelligent learning styles and strategies for academic and career excellence.
  4. Interpersonal Skills: Relationships and Communication includes planning and completing lessons on the key emotional intelligence skills of assertion, anger management, and anxiety management. Includes a focus on developing and understanding of communication styles and patterns and identifying problem areas of behavior.
  5. Leadership Skills  
Includes planning and completing lessons on the key emotional intelligence skills of comfort/social awareness, empathy, decision making, and positive influence. Developing and understanding of personal leadership and the importance of modeling emotional intelligence skills in partnerships and collaborative projects. Includes a perspective on diversity issues and cross-cultural

research and the importance of modeling emotionally intelligent behavior to build and maintain effective relationships.

6. **Self-Management Skills**  
Includes planning and completing lessons on the key emotional intelligence skills of drive strength, time management, commitment ethic, and positive change. Developing an understanding of self-management as a intelligent self-direction in career and life dimensions. Includes a perspective on reflective and constructive thinking and the importance of a balanced cognitive and experiential learning system.
7. **Intrapersonal Skills**  
Includes planning and completing lessons on the key emotional skills of self esteem and stress management. Developing an understanding of intrapersonal growth as an essential process of personal competency, confidence, and positive self-efficacy in career and life dimensions. Includes a perspective on reflective and constructive thinking and the importance of positively managing career and life stress.
8. **Self-Renewal and Personal Excellence**  
Includes the planning and application of the Emotional Learning System to develop a model for self-renewal in personal and professional dimensions. Includes a review of the systems, principles and skills of Personal Excellence. Developing a Profile of Emotional Skills and Personal Plan of Action to guide the life-long process of learning and applying emotional intelligence skills.

Assignments  
and Required  
Activities:

1. Complete, Discuss, and respond to readings and assignments on emotional intelligence and student success strategies.
2. Plan, organize, and actively participate in individual and group learning projects.
3. Complete a pre and post assessment using the Emotional Skills Assessment Process (ESAP) in your text. Complete the pre assessment the first week of class, score and profile your scores on the 13 emotional intelligence skills. This is Step 1, Self Assessment of Explore step in Chapters 3-6. Transfer your scores to the Emotional Skills Profile. In the last week of the semester, you will complete the post assessment to check your progress in

skill development: Develop an Academic Success Plan using assessment results and additional sources.

4. Actively participate in class learning activities and complete all five steps of the Emotional Learning System for each of the 13 emotional intelligence skills
5. Using class and self-directed learning activities, develop and write a Personal Narrative to describe how you applied the principles and skills of emotional intelligence to improve personal and academic success behaviors. Your narrative should reflect actual behaviors and skills that were important to you. The narrative needs to be typed, and reflect a personal focus on a minimum of three of the skills such as Assertion, Stress Management, and Time Management. How did you apply these skills to improve personal and academic success? Give practical examples-visits to career center, tutoring, participation in learning community, found a mentor, developed relaxation skills to improve test performance. You will have a lot of information and experience to complete this assignment. (About 7-10 pages)
6. Complete a mid-semester and final exam of major concepts, processes involved in skill development, a self-appraisal of learning experiences, and the required course evaluation. Evaluations are confidential, conducted by the students, and returned to the Dean of the College of Education.

Evaluation:	Pre and Post Assessment and Academic Success Plan	20%
	Emotional Intelligence Lessons 1-13	20%
	Mid Semester Exam	20%
	Personal Narrative	20%
	Final Exam and Self-Appraisal of Learning	20%

Grading:                   A= 90-100 points                   D= 60-69 points  
                                   B= 80-89 points                   F = Below 60  
                                   C= 70-79 points  
 Be at every class with the text and stay in the success column.

## **ESSENTIAL LEARNING MATERIALS**

Text (pages ii-xviii)

Module 2 Instructor's Guide

Handouts: Reasons for Coming to College Requested Areas of Help

### **Mini Lecture/Presentation**

I am using the text as a self-directed guide for our learning activities in class. We will write in it, complete exercises in it, make notes and underline in it, and by the end of the class it will be used up and of no resale value at the bookstore. Write your name and address in it so you can get it back if you lose it. If I accomplish my teaching goals for the class, the book will be one that you will want to keep for later reference and use in skill development. The first three weeks of the class are focused on skills and behaviors that you will have to actually do rather than just read or think about them. Most freshmen who are not academically successful in their first semester do not come to class or do not get actively involved in the learning process. The most observable thing about the emotionally intelligent student is that they are actively engaged in directing their own behavior and follow meaningful personal goals that motivate them to do things that they have to do in order to succeed. IF you miss class, I will contact you - not because I want to know what you are doing, but because you have to be here to succeed. IF you are missing my class, you may be missing others. Of all the emotional intelligence skills that we will be learning, time management, assertive communication, drive strength, and commitment ethic are the most important to first year student's success in the first semester. This means that you go to class, ask for help, set personal goals that motivate you, and that you are dependable and do what you have to do to be a good student whether you feel like it or not. Emotional intelligence is simply wise behavior in the present. I will ask you to do two very brief learning activities that will help you focus on skill development. Why did you come to college?, and What help do you want or need?

### **Learning Objectives**

- To clarify motivation to attend college and the necessity for personally meaningful goals.
- To help students clarify immediate needs for information and guidance.
- To introduce a practical and working definition of emotional intelligence.
- To briefly introduce emotional intelligence skills and the Emotional Learning System.

### **Learning Activities**

Presentation: Emotional Intelligence is a learned ability to identify and express emotions in a constructive and healthy manner. Developing emotional intelligence requires a systematic and experienced based approach to learning. Learning new skills involves thinking, feeling, and doing. Emotional Intelligence requires all three, and requires much more than IQ. Emotional intelligence is a skill development process, and not words or a theoretical concept to

describe how much of it that you possess. An experience approach to learning requires active engagement and individual effort on the part of the learner. Personal goals are essential, and my role is to guide and encourage you in the skill development process.

Review of 10 student learning goals in text.  
Discuss/Clarify/Revise. Have students circle the one most important to them now. Put an X by any that are unclear, and ask about them.

Review the 5 steps of the Emotional Learning System.

### **Learning Applications**

Personal: Goals must be specific, clear, and personally meaningful.  
Academic: High achievers apply time management skills daily.  
Career: Emotional intelligence is a key focus in corporate America.

### **Self Directed Learning**

Self-Directed Coaching: Search the Internet to learn more about EI and EQ.  
Emotional Mentoring: Pick out a learning partner in class and help one another.  
Active Imagination: Draw a picture of Emotional Intelligence.

### **Feedback/Discussion/Debriefing**

Reasons for Coming to College: Discuss how reasons (thoughts) have to be transferred into daily behaviors to improve academic achievement. The basis of achievement motivation are clear goals that are congruent with individuals values and needs. More than 75 years ago, these same questions were asked of college students (Allport and Katz, 1926). Students then indicated vocational preparation as most important, general self-improvement and culture second, and obtaining a better position and making more money third and so on in reverse order.

### **Areas That Students Want Information About and Help from Someone Else (Guidance)**

Our research with freshmen shows that Assertive Communication is a key skill, and a lot of students are reluctant to ask for help. When college students in the 1926 survey (Allport and Katz, 1926) responded they wanted most help with personality problems (18), choice of vocation (17), and choosing a program of study (16) and so on in reverse order up the list. I found it interesting that college students 76 years ago listed making a daily time schedule as last. Only 4.2% of three thousand students responding said they wanted more information or help with making a daily time schedule. See how your students now respond. If the results have not changed since 1926, time management books might not be best sellers among freshmen. I approach time management as an emotional intelligence skill in the self-management competency area and work with my students about the struggle of the cognitive and experiential mind over should and want to. Nothing much will speed up development in the brain, and seventeen year old have to see the personal link to self-directed and intentional

behavior. Assigned readings and lectures on time management are not well received by this group.

**Closure/Link**

Thank you for your participation in class. Meet and talk with a classmate. We will do some learning activities that require two people talking to one another in class. You can introduce one another at the next class meeting. In your introduction, say who the person is by name, and the one thing that is most interesting to them - math, science, dancing, music-just one simple thing that the person likes, is really motivated to do, and is personally meaningful. We will take some time at the beginning of the next class if you do not have enough time now.

Module 2: REASONS FOR COMING TO COLLEGE

Check the three (3) most important reasons indicating why you came to college

1.	In order to show people I have as good a mind as anyone		
2.	Because so many of my friends and relatives had gone to college that it seemed the thing to do		
3.	Because of the social attractions or athletic opportunities of college life		
4.	Reason Unknown		
5.	Because my parents wished it.		
6.	Because a person with a college education has more prestige and a higher social standing.		
7.	Because of my interest in specific studies and my desire to pursue them further.		
8.	Because a person with a college degree can obtain a better position and earn more money.		
9.	For general self improvement in culture and ideals		
10.	In order to prepare for a certain vocation (career).		

After checking 3 of the above, I would say that for me, my most important reason was:

THOUGHT FOCUS: REASONS ARE COGNITIVE (THINKING)

EMOTIONAL FOCUS: HOW DO YOU FEEL ABOUT THE FIRST WEEK OR TWO AT COLLEGE? EXCITED! HAPPY! BORED? RELAXED? TENSE? CONFUSED?

BEHAVIORAL FOCUS: WHAT ARE YOU DOING MOST? HOW DO YOU USE TIME?

MODULE 2: AREAS THAT I WANT INFORMATION ABOUT AND HELP

Check the areas to indicate your most important needs for information or help.

- 1. Making a daily time schedule \_\_\_\_\_
- 2. Participation in athletics \_\_\_\_\_
- 3. Political questions \_\_\_\_\_
- 4. General Health and Physical Wellness \_\_\_\_\_
- 5. Nervous (stress) or mental trouble \_\_\_\_\_
- 6. Sex hygiene (safe sex) \_\_\_\_\_
- 7. Love and Marriage \_\_\_\_\_
- 8. Campus Activities \_\_\_\_\_
- 9. Choice of Sorority or Fraternity \_\_\_\_\_
- 10. Self Support (financial assistance) \_\_\_\_\_
- 11. Religion/Philosophy of Life \_\_\_\_\_
- 12. Changing courses (advising) \_\_\_\_\_
- 13. Sex Knowledge \_\_\_\_\_
- 14. Methods of study \_\_\_\_\_
- 15. Getting out of a difficulty (solving a personal problem) \_\_\_\_\_
- 16. Choosing a program of study (major) \_\_\_\_\_
- 17. Choice of vacation (career choice) \_\_\_\_\_
- 18. Problems of my own personality \_\_\_\_\_

After checking the ones on the list, I would also like assistance or help with: (list below)

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Module 3: The Emotionally Intelligent Student \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Class  
Essential Class Materials  
Text (pages xv-xviii)  
Instructor's Guide: Module 3  
Name Tags  
Self-Appraisal of Classroom Learning Environment  
Class Seating Chart

## **MINI LECTURE/INTRODUCTION**

At the end of the last class I asked that you make an effort to introduce yourself to a classmate and asked that you introduce her/him by name and say at least one thing about what the person likes most; interests, hobbies-something that is important to them personally. I want to give you about ten minutes to meet and sit next to that person. Take turns talking and make sure to find out the person's preferred name and at least one important interest. (10 minutes)

Now introduce your partner to the class by name and mention an interest, a hobby, or what you found to be most interesting. Let's make an effort to hear and remember names. Names are sometimes difficult to remember, so let's do one other thing to help us remember classmates by name. I have given you a name tag, so write your name that you want us to use when talking with you and draw a picture (symbol) on your name badge to communicate your most important interest-the thing you enjoy most and have good feelings about. Look around and see what picture each of us used to represent something important or personally interesting to us. Pictures sometimes communicate more than words. I need to know and remember your names, so if I mispronounce or forget your name remind me until I get it right. (Complete Seating Chart)

## **Learning Objectives**

- To begin building rapport and connecting students to supportive relationships.
- To build a comfortable and respectful learning environment.
- To establish a practical definition and model of emotional intelligence.
- To identify the emotional intelligence skills and competencies to be emphasized.
- To establish the importance of immediately applying select skills for academic success.

## **Learning Activities**

Handout the Self-Appraisal of the Classroom Environment and discuss the importance of these factors to effective learning and academic achievement. I tell students directly that my role is to help them succeed and that I have to know their names and something about them to be effective and comfortable in my role as an instructor. I stress the importance of friendships and relationships that support academic success. I ask my students to actively participate in helping me create a classroom environment that emphasizes collaborative learning and respects and individual student's right to select his/her own level of participation. I explain that this class requires that we apply skills and that skills are developed by thinking, feeling, and actually doing things on a daily basis to be academically and personally successful.

Text Link: Have the students look over the competency areas and related emotional intelligence skills (page xv) and ask them to circle the one skill that they feel is most important to their academic success in this first semester. Do a class loop and ask each student to share the one skill they identified as most important. What is the priority skill for the class now? Where can they go on campus for immediate help with that skill? Define emotional intelligence as wise behavior and ask students to write resources for help with that skill in the text. Explain that emotional intelligence skills are intentional behaviors that are learned and practiced daily for academic and personal success.

### **Learning Applications**

- Personal: How would you benefit from following through and applying the skills that you identified as most important to you?
- Academic: How would applying this skill improve your academic achievement?
- Career: How will this skill help you in your future career?

### **Learning Strategies**

- Self-Directed Coaching: Check Internet sources for additional information on the importance of your identified skill.
- Emotional Mentoring: Who specifically can help you develop this skill and help you do the things you need to do now to be successful?
- Active Imagination: Brainstorm and create a picture of how you would benefit by applying the skill today.

### **Feedback/Discussion/Debriefing**

Research on the emotional intelligence skills of Time Management and Drive Strength indicate the importance of self-management and personal goal setting to academic success in the first semester. Asking for help and linking up to campus resources such as friends, mentors, instructors, and faculty advisors is also crucial. We will actively do things in the class to build a learning community that can be a positive influence on your achievement. If you have questions or need information, come by and I will help you find the resources you need to develop any of the skills that we will be working on during the semester. By attending class and actively involving yourself in what we are doing, you will be able to complete your requirements with good results. I hope that you create opportunities to learn with your partner and in groups. Thank you for your participation, and complete the reading of Chapter I, Your Emotional Mind, for the next class meeting. We will focus on the major concepts presented on pages 1 – 4. Put your name tag in the text for a bookmark and we will need it for the next few classes until we all know one another by name. Keep the same seating arrangement next class and I will give you a copy of the seating chart to help with remembering names.

**PRIORITY SKILLS IDENTIFIED BY CLASS AS MOST IMPORTANT**


**GROUP FOCUS SKILLS FOR WEEK TWO**

Time Management	Drive Strength	Assertive Communication
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MODULE 3: Self Appraisal of Classroom Learning Environment

INSTRUCTOR	DO I	STUDENT
<p>Know students= name</p> <p>Know background of students?</p> <p>Have a learning plan for each class:</p> <p>Show interest and commitment?</p> <p>Vary materials and strategies?</p> <p>Communicate respect?</p> <p>Encourage 3 way communication?</p> <p>Link students to campus help?</p> <p>Admit to not knowing answers?</p> <p>Praise student effort and progress?</p> <p>Encourage self-directed learning?</p> <p>Invite student participation?</p> <p>Ask about absent students?</p> <p>Contact students who miss class?</p> <p>Know shy students drop out?</p> <p>Add additional resources beyond text?</p> <p>Model excitement for learning?</p> <p>Help students?</p> <p>Constructively handle criticism?</p> <p>Focus on student strengths?</p>		<p>Use instructor=s preferred name/title?</p> <p>Know office horus, phone, e-mail?</p> <p>Attend each class prepared with text?</p> <p>Participate and demonstrate motivation?</p> <p>Use multiple learning strategies?</p> <p>Communicate respect?</p> <p>Ask questions, share ideas, talk with classmates?</p> <p>Actively ask and seek help to succeed academically?</p> <p>Say I do not know, and I will find out?</p> <p>Set and achieve personally meaningful goals?</p> <p>Accept responsibility for my own learning?</p> <p>Ask for help/guidance from instructor?</p> <p>Let instructor know about class absences?</p> <p>Call classmates or instructor if absent from class?</p> <p>Inform instructor and university if dropping class?</p> <p>Use internet, library, and mentors for learning?</p> <p>Demonstrate interest in learning by being involved?</p> <p>Ask for help when needed?</p> <p>Give and accept feedback from others/</p> <p>Focus on personal strengths and learn new skills?</p>

**CHECK YOUR RESPONSES TO THE ABOVE QUESTIONS**



**CLASS SEATING CHART: LEARNING COMMUNITY**

Class \_\_\_\_\_ Time \_\_\_\_\_


Name

Symbol

Note: Write in each student's name and the symbol or picture they drew to represent something important and interesting to them. Add symbols and words to help you know each student.  
Circle Learning Partners (Dyads) and Learning Groups (Two dyads) Make copy for students.

Module 4: Your Emotional Mind \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_ Time \_\_\_\_\_  
Essential Class Materials  
Text (pages 1-4)  
Completed Seating Chart  
Visual 1.1 and Visual 1.2  
Time Management Map for Group Skill Focus

### ***Mini Lecture/Presentation***

I want each one of you to have a copy of the seating arrangement for the class. In order to facilitate learning and communication, we need to keep the same seat for each class. We will be working in learning partnerships (dyads of two for coaching, role playing, and peer mentoring) and learning teams (two dyads working together for skill development). This will minimize moving and rearranging the room for each learning activity. I want you to see the importance to learning when you work cooperatively and the communication is student-to-student, student-to-teacher, and teacher to student. Your partner, coach, and mentor will help you learn and you will return the favor. Your learning team can be a source of help and support in completing assignments in class and out. To be successful, we must form a learning community within the class as we all work to develop emotional intelligence skills. I will do my best to model these skills in my relationship with you. When I fail at this or am not clear in my communication with you, I hope that you will bear with my imperfections and know that applying emotional intelligence skills is a continuous process of learning and relearning better ways to deal with ourselves and one another. We all need help with changing and improving from time to time and I am sure that you have observed several things that I could improve. I have good training, so do not worry about hurting my feelings. We will get to assertive communication in a couple of days and then you will know how to deal with me effectively and in a way that keeps respect for both of us.

I know a little bit about the developing mind of young people, and reading a text is not as exciting as an interactive computer game. We do need to focus on the text and pages 1-4 to understand two very important concepts; how the emotional mind works and the difference between a thought and a feeling. We have one brain but two minds that process information, know, and learn in very different ways. One mind thinks and one mind feels. When feelings are strong, passion (emotion) always dominates reason (thought). The emotional mind makes many valuable and positive contributions to our life and work. Understanding how these two minds work and learning how to use both for academic achievement, personal well-being and career excellence is essential. The first step is to learn the difference between a thought and a feeling and begin to see how emotional intelligence skills harmonize these two minds and lead us to wise and effective behavior.

### ***Learning Objectives***

- To reinforce the importance of learning community and multiple communication patterns
- To clarify the contributions of the cognitive and experiential minds
- To emphasize the importance of the emotional mind

To learn the difference between a thought and a feeling  
To provide an immediate skill focus on Time Management and how to do it now

### **Learning Activities**

Have the students consult page 3 of the text and complete the exercise in Exhibit 1.1. What are the emotions that we feel? Discuss the use of words to describe feelings and emphasize that for our purposes in learning emotional intelligence skills, we will refer to four basic emotions that all people have and can recognize. Switch to the emotional mind, and ask the students to write in and label the emotions represented by the four pictures in Exhibit 1.2... How fast was this as compared to the focus on words that we use to describe emotions? The emotional mind responds well to pictures and not so much to words or logic. One of the important objectives of the class is to help you become aware of the positive contributions of the emotional mind so that you can use it to improve your academic achievement.

### ***Mini Lecture/ Group Skill Focus on Time Management***

As a researcher and academician, I know that Time Management is the key to your academic success this first semester as well as one of the most important factors in mental health and career achievement. Before next class, browse the Internet for resources, books, and help with Time Management skills. Download a few that look helpful to you, and bring them back with your Time Management Map that you will complete for the next class. You will find hundreds of books, articles, and gadgets to help you with managing time effectively. I seldom see freshmen with these things in their backpack, and I have never seen a group of freshmen voluntarily formed to study and learn about effective time management. My challenge is to involve you in this process immediately so that you can effectively manage your time now. We can not talk about it, or explain how we feel about being expected to do things that we do not want to do, but rather we have to do it now. I want to get started today, and we will look at this skill in depth throughout the semester.

Time management is an illusion—a troublesome invention of the cognitive mind. How many times have you heard that you should do things on time and not procrastinate? I will not invite you to go there. If you want to be successful and achieve at high levels, you must shift your thinking away from Time Management (clock watching, must do lists, and lengthy books on how to be time efficient) and to the behavior of Self Management, Doing what you decide to do within a frame of time that allows you to successfully complete responsibilities that you have consciously accepted as important to you is the secret to Time Management. When you do this, you experience a surge of productive and creative energy, have good feelings, and end up being personally satisfied with getting something done that is important to you. I want you to form a learning group of four by moving together with you partner and the two other people closest to you. With your partner and two others we will complete a brief learning activity that is very important to your academic success this semester. Hand out: Time Management Map

### ***Learning Applications***

Personal:       What would be your most important personal benefit from improving your Time Management skills?

Academic: What responsibility do you need to quickly complete to improve your academic achievement this week?

Career: How can Time Management Skills improve your career as a student now, and in the future?

### ***Learning Strategies***

Self-Directed Coaching: Browse Time Management resources for additional help.

Emotional Mentoring: Ask your learning partner for any help you need in improving your Time Management skills and share information.

Active Imagination: Using the Time Management Map, draw a picture of the order in which you will complete your academic work during the next week.

### ***Feedback/Discussion/Debriefing***

We have taken the first step in developing emotional intelligence by understanding more about the emotional mind and its positive contributions to motivation. The ability to distinguish between thoughts and feelings is an important step in developing emotional self control and a start on breaking up emotional reactivity. What did you learn in completing the Time Management Map about how the emotional mind and cognitive mind must be integrated as you develop self management skills? What responsibilities have you decided to complete so that you can improve your academic achievement? Draw a Time Management Map to picture the order in which you will complete important academic assignments this week. Get ideas from your learning partner and the group about finding any help that you need in completing your assignments. Browse the internet and find additional Time Management resources to improve your skills. Bring one or two resources along with your completed Time Management Map for this next week. Next class meeting we will focus on the temporal theory of primary emotions and breaking the habit of emotional reactivity. Thank you for your participation today, and we will spend some more time on the Time Management Map next class.

Exhibit 1.1

WHAT ARE THE EMOTIONS THAT WE FEEL?

*Circle all of those words that identify emotions.*

Anxiety	Pride	Anger	Pity	Contentment
Love	Excited	Tension	Satisfied	Depressed
Hostility	Devoted	Fear	Embarrassed	Thrilled
Melancholy	Friendliness	Revenge	Laughter	Kind
Despair	Annoyed	Sadness	Happiness	Jealous
Worry	Confused	apprehensive	Dread	Delight
Envy	Gloomy	Irritable	Concerned	Sorrow
Outrage	Anguish	Bliss	Panic	Shy
Frustration	Joy	Startled	Stress	Hate
Grief	Shame	Infatuation	Boredom	Content
Nervous	Loneliness	Trusting	Envy	

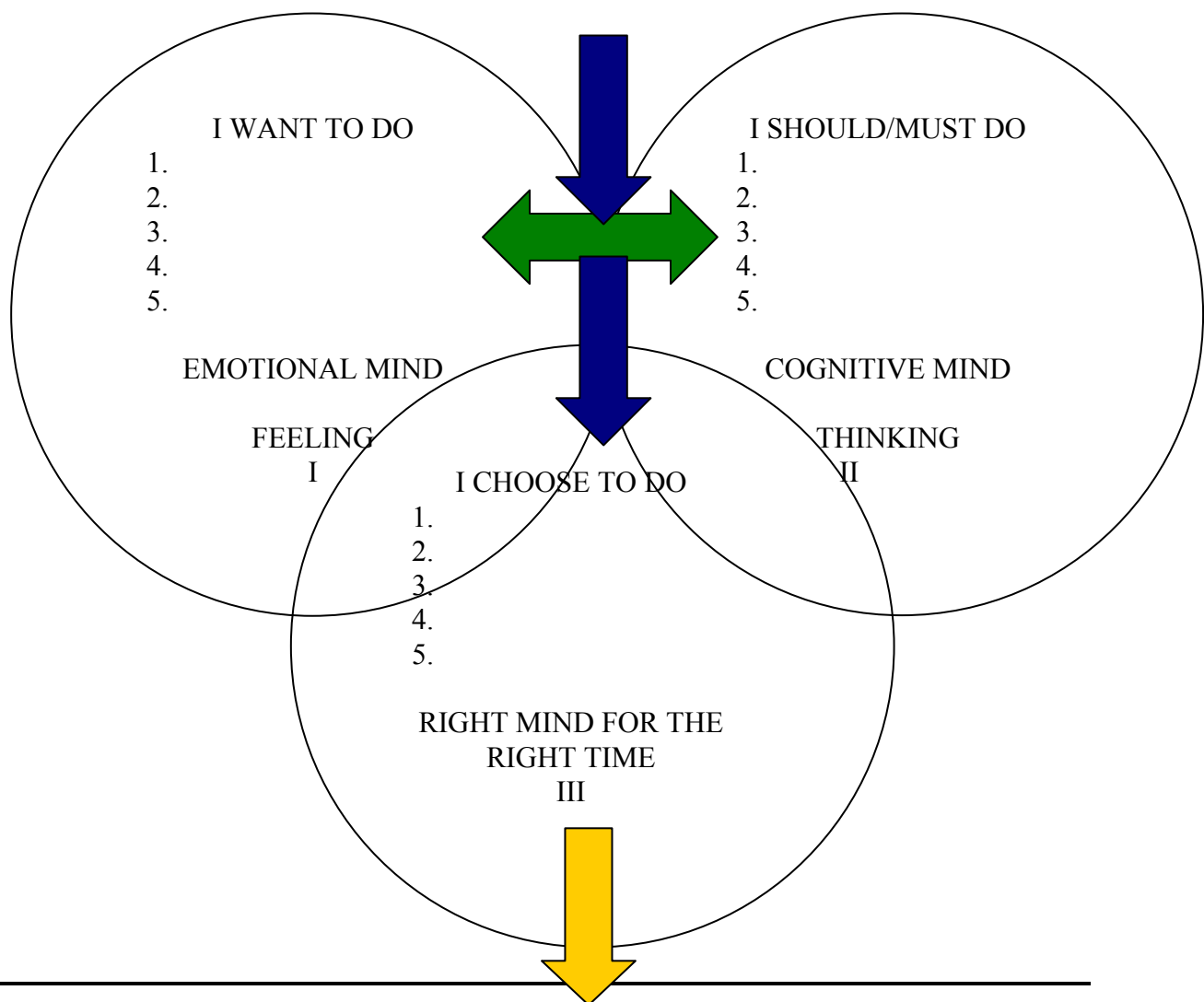
*How many words did you circle?*

EXHIBIT 1.2

LABEL THESE EMOTIONS

# TIME MANAGEMENT MAP

Name \_\_\_\_\_ Date \_\_\_\_\_



V		IV	I WILL DO BEHAVIORS	
PRIORITY			WHEN	SCHEDULE
1.		1.		1.
2.		2.		2.
3.	V	3.	VI	3. VII
4.		4.		4.
5.		5.		5.
HOW IMPORTANT?		HOW URGENT?		ORDER TO COMPLETE

### **Essential Class Materials**

Text (pages 4-5)

Instructor's Guide: Module 5

Visual 1.3 and Classroom Seating Chart

Time Management Map (Visual Process Guide for Students)

### Mini Lecture/Introduction:

I would like for you to reform your learning group of four people and take a few minutes to share and discuss your Time Management Map with the group. Where you able to decide on two or three behaviors that you are willing to do-assignments or responsibilities that is important for you to complete this week? Take about 15 minutes to discuss and complete your Time Management Map. One of you in the group can act as a spokesperson so we can create a list of specific behaviors that you have selected as important to do. The behaviors that you select in Step III: I Choose to Do should include contributions from both the emotional and cognitive mind. Completing a class assignment on time, doing laundry, and making it to an 8:00 am class will need to be balanced with visiting with friends, having fun at a party, or enjoying one of your interests or hobbies. Watch for the all this and none of that error and the immediate conflict between the emotional and cognitive mind that follows. The emotional mind is a pleasure seeker and does not give in very well to should messages from the cognitive mind. How do you get yourself to do things that you really do not want to do? What are some approaches that have worked for you in the past that you can use now?

An old and true cliché is that a picture is worth a thousand words. A similar saying is think before you act and another is that thinking is not doing. You may have noticed that the reading assignment in the text for today was pages 4 and 5. In other classes, you may have been assigned hundreds of pages to read and learn. Emotional intelligence skills (things that you do) are easy to talk about and difficult to do. Emotional reactivity means that you react immediately to your emotions and it is emotion that drives your behavior. There are two important forms of emotional reactivity. One form is automatic, out of awareness, and results in observable behavior. Examples of this form are; (1) reacting too quick verbally when we are angry, (2) not saying what we feel to avoid hurting some one else's feelings, (3) not confronting or attempting tasks that challenge us, and (4) feeling so anxious or worried about an upcoming exam or presentation that we either avoid it or do not perform very well. Identifying the emotion accurately as we experience it as anger, fear, or sadness allows us to interrupt the impulse to do something immediately and use reflective thinking to explore options about how to express the emotion. The other form of emotional reactivity is patterned or out of awareness behavior that we do not think about. These behaviors are our habits that just occur over and over again without conscious thought or examination. This is the work of the emotional mind. Young people have friends, fun, music, romance, and exciting things to do. The emotional mind likes to play and feel good. When given the opportunity to do so, very little thought or effort is required. We want to behave wisely and feel good, and this involves the process of reflective thinking and

intentional behavior. Intentional behavior is behavior that you choose to do for a purpose that is important to you. I have drawn a picture of this process in the Time Management Map.

The handout that I am sharing with you is one I often look at when trying to sort out my own priorities on a daily basis. The individual or daily Time Management Map is a visual guide to encourage a systematic process of reflective thinking. Like you, I have things I want to do and have to do or must do daily. This is the process I use in managing myself in relationship to time pressures and deadlines to get things done. The process is an example of how to break emotional reactivity using the EI skill of Time Management. Use it daily to stay on your chosen track of accomplishing what you need to accomplish to be successful. I will briefly go through the process with you. Help me improve it with things you could add. Time Management is a billion dollar a year industry, and people in our society need and want this skill.

### ***Learning Objectives***

- To emphasize the positive contributions of the emotional mind
- To define and clarify the concept of emotional reactivity
- To teach the process of reflective thinking
- To provide a visual learning aid for effective Time Management

### ***Learning Activity***

Look at the visual, Exhibit 1.3 on page 4 of the text. This is a very practical and helpful way to understand the positive role of human emotions. We have said that emotions are not neutral because emotions contain an impulse to act. Anger is red and signals danger and an attempt to change the present. Sadness is blue and signals a physical or psychological loss that we are experiencing now. Fear is yellow (a caution light) and signals potential danger and the need to proceed cautiously in the present. If anger is red, sadness is blue, and fear is yellow, what color is happiness or joy? How does the color that you have chosen for happiness feel right to you? One student has said all colors-a rainbow. Another said green for alive and growing. Happiness is very individual and unique to you, so you can color it as you please. People seem to be most happy when they are laughing at something that is truly funny. A good sense of humor is always on the list describing health people. Not laughing at things that are truly not funny is a skill. We will revisit this area later when we focus on the emotional intelligence skills of Anger Management, Anxiety Management, and Positive Change.

### ***Learning Applications***

- Personal: How would you benefit most by improving Time Management skills?
- Academic: How would your academic achievement be improved by Time Management skills?
- Career: What future value do you see for learning effective Time Management?

## Learning Strategies

Self-Directed Coaching: Browse the internet and identify common elements in effective time management skills.

Emotional Mentoring: Ask your learning partner for feedback about how they manage time.

Active Imagination: Use the Time Management Map to prioritize your responsibilities.

## Feedback/Discussion/Debriefing

We are focusing on the skills that are essential to your academic success this first semester. Time Management (Self Management), Drive Strength and Commitment Ethic, and Assertive Communication are all related. I will provide you with a Guide for Personal Goal Achievement and a Guide to Assertive Communication in the next two class meetings. As you complete these daily skill development guides, they will form the basis for your Personal Narrative-your account and description of how you actually applied EI skills this semester and the results that you achieved. These guides are processes to self monitor and self direct the emotional mind so that you can make changes in directions that you value.

## Closure/Link

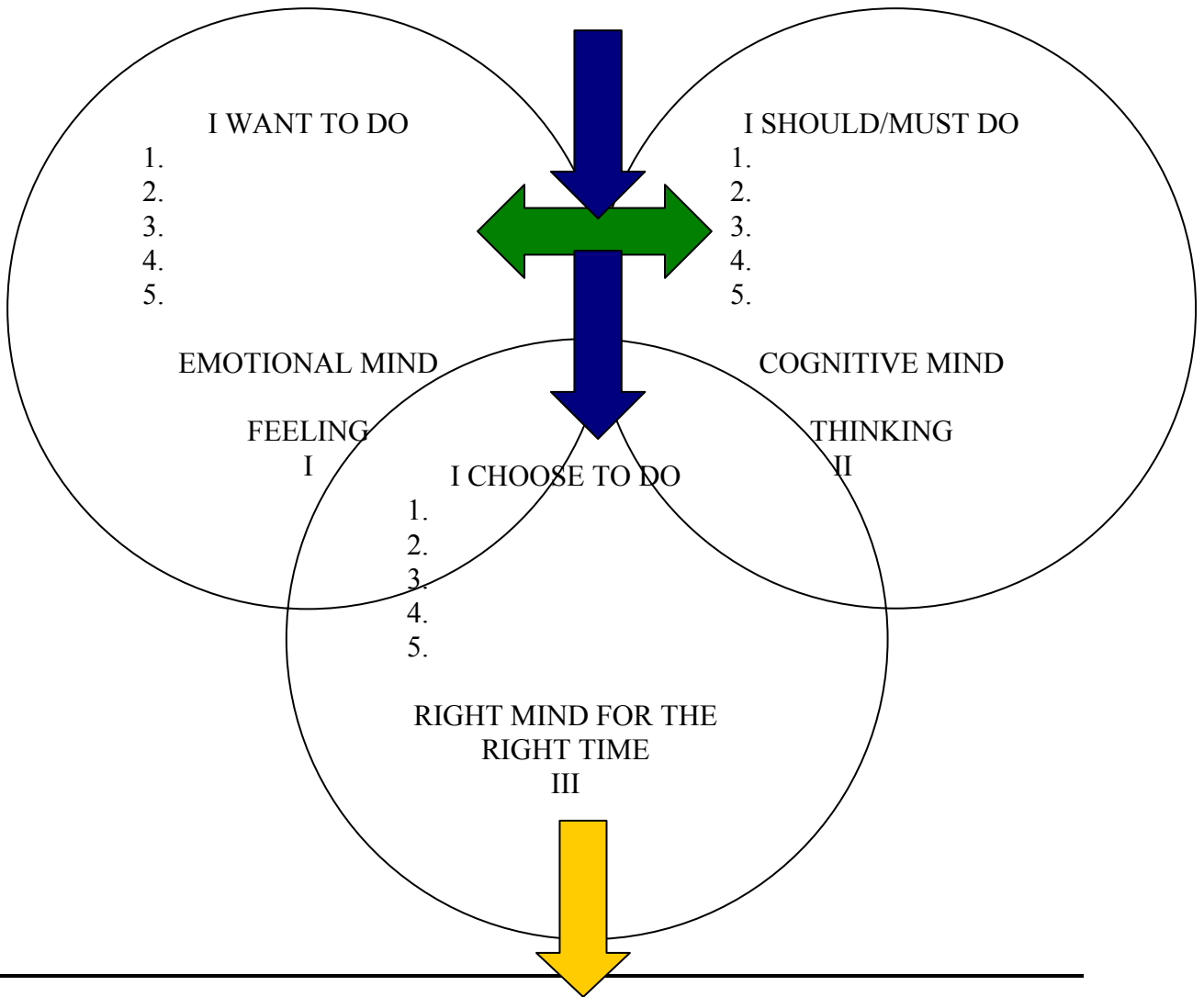
Thank you for your contributions to the class. I have listed some of the specific areas that you have identified as important to your personal and academic success. I would appreciate any feedback or questions about resources that you need to accomplish your goals. We will continue the focus on dealing with strong emotions, so look over the process outlined in Exhibit 1.4 on page 6 of the text. I will provide you with a visual guide for the process of Personal Goal Achievement at the next class.

Notes/Reminders/Additions

Class Identified Behaviors (Goals) for Time Management


# TIME MANAGEMENT MAP

Name \_\_\_\_\_ Date \_\_\_\_\_



IV I WILL DO BEHAVIORS		
PRIORITY	WHEN	SCHEDULE
1.	1.	1.
2.	2.	2.
3. V	3.	3. VI
4.	4.	4. VII
5.	5.	5.
HOW IMPORTANT?	HOW URGENT?	ORDER TO COMPLETE

- ❖ **Anger** is red hot and signals danger and an attempt to change the *present*—a powerful attempt to stop or start something. Anger tied to the *past* becomes resentment. Anger tied to the *future* becomes envy or jealousy.
- ❖ **Sadness** is a blue, empty feeling and signals a physical or psychological loss in the *present*. Sadness tied to the *past* becomes regret, remorse, or guilt. Sadness tied to the *future* becomes pessimism and hopelessness.
- ❖ **Fear** is yellow and signals potential danger and the need for caution in the *present*. Traumatic memories from the *past* make you afraid in the present. Fear tied to the *future* becomes worry, anxiety, stress, or panic.





**Module 6: Dealing With Strong Emotions** \_\_\_\_\_ **Date** \_\_\_\_\_ **Class** \_\_\_\_\_ **Time** \_\_\_\_\_

Essential Class Materials

Text (pages 5-7)

Instructor's Guide: Module 6

Visual 1.4

Classroom Seating Chart

Personal Goal Achievement Map

**Mini Lecture/Presentation**

The emotional mind acts quickly and changes slowly. Dealing with strong emotions is essential to effective behavior, academic achievement, and physical and mental health. Remember that we all have the emotions that can cause trouble; anger, fear, and sadness. Most of us do fine with happiness and joy. Our emphasis is that emotions are signals, valuable ways of knowing, and that they serve good purposes. When we feel a particular emotion too intensely and for too long our performance and our achievement is lowered. I want you to reform your learning team (group of 4) and review Exhibit 1.4: Dealing With Strong Emotions on page 6 in the text.

The step-by-step process outlined will help you understand, identify, label, and express strong emotions constructively. Each time you use this process you will weaken emotional reactivity and become more aware of your behavior. Strong emotions can signal a need for personal change. When you accurately identify and correctly label the feeling that you are experiencing in the present, you can exercise control over what you do.

Think about the role of emotion (passion) in learning and memory. Across the country, almost two thirds of first year students reported being bored with college classes. They report studying less than fifteen hours a week, and are not excited about reading a lot of books. They report more depression than happiness and for the majority, the first year college experience is not such a happy time. We have discussed motivation and happiness as internal processes that you can create and direct. I can not motivate you, and I can encourage you to be excited and interested about being the best student and person that you can be and do my part in encouraging you to be successful in what you want to do and be. Drive Strength (Achievement Drive) is in you and you can access motivation and energy by learning the skill of action goal setting. After the completion of the group learning activity, I will give you a visual process guide that I use for personal goal setting.

**Learning Objectives**

- To emphasize the benefits of breaking emotional reactivity
- To discuss and learn a systematic process for dealing with strong emotions
- To clarify and reinforce the process through group interaction
- To teach action goal setting to increase achievement drive
- To provide a visual guide (mind map) for personal goal achievement

**Learning Activity**

Using Exhibit 1.4, review and discuss the practical application of the step-by-step process for dealing with strong

emotions. How do you develop emotional self-awareness to improve your behavior and academic achievement

? After next week, Module 10, I will have you complete the pre-assessment of your current emotional intelligence skills and we will begin to monitor emotional responses and patterns with the Personal Goal Achievement Map. The process described in the table is one that we will consistently use to break emotional reactivity and set meaningful personal goals that are important to you. Discuss each of the five steps in your learning group. We will have about fifteen minutes to do this, and I would appreciate feedback, suggestions, and questions from your group about any of the steps. We will practice and learn this process throughout the semester.

### **Learning Applications**

Personal: How do strong emotions affect your physical and mental health?

Academic: How do strong emotions affect academic achievement?

Career: What role do emotions play in career choice and achievement?

### **Learning Strategies**

Self-Directed Coaching: What is an area of learning or interest that you have strong feelings about? Interest and strong feelings make learning easy.

Emotional Mentoring: Ask a friend, learning partner, or mentor for feedback about a goal that is important you to achieve.

Active Imagination: Use the mind map to learn how writing things down and seeing them clears your mind and creates new options.

### **Feedback/Discussion/Debriefing**

Thank you for your participation and contributions to the class, and I am glad that you are beginning to see some of the positive contributions of the emotional mind. Emotional reactivity is a process that many people never understand or change. I think that you can see that this will be an important process for you to use in the years ahead. I want to hand out a Goal Achievement Map that I use in doing the same things that we have discussed up to this point. The visual process of the map will help you identify thoughts and feelings, tell the difference between a thought and a feeling, label the feeling correctly, and lead you into setting a goal for how you want to behave (intentional behavior). These are important foundation stones of emotionally intelligent behavior.

### **Closure/Link**

The information from today will be revisited many times as you practice the process. In the next class, we focus on college success factors and characteristics of the emotionally intelligent student. Use the Goal Achievement Map once so we can have some practical examples when we talk about what behaviors are important to personal, academic, and career excellence.

*Create a personal and truthful model for understanding your emotional Self.*

1. Develop emotional self-awareness:

- ❖ Complete the emotional skills assessment process.
- ❖ Clarify your emotional skill strengths and areas to be changed.
- ❖ Self-monitor your emotional responses and patterns.
- ❖ Remind yourself *how* the emotional mind works.

*Feelings signal important experiences*

2. Relabel strong emotional responses as an important early warning system that indicates something important is occurring:

- ❖ Feelings (emotions) occur for a reason.
- ❖ Some emotional responses do not have easily accessible cognitive components and occur quickly and automatically.

*Emotions are neither negative nor positive; they are human.*

3. Non-judgmental validation of your feelings or emotions:

- ❖ Learn and use positive talk.
- ❖ Develop empathic self-assertion (I am having an important feeling and I can decide how to express it).

*Identify the feeling that you are experiencing.*

4. Accurately identify and label the emotion:

- ❖ I am happy, sad, angry, or afraid (self-statement).
- ❖ An accurate identification calms the emotional mind (may be due to the involvement of the brain's left lobe that controls language and logic).

*Decide how to express the emotion in a way that is healthy for you and those around you (self-valued changed).*

5. Personal goal setting or problem solving.

- ❖ Establish clear goals based on value-congruent behaviors.
- ❖ Create options, explore solutions, and choose a behavioral course of action.



**GOAL ACHIEVEMENT MAP**

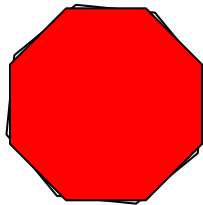
THOUGHTS

EMOTIONS

1.

2.

3.



- .STOP
- . IDENTIFY EXPERIENCE
- . LABEL EMOTION
- .DRAW A LINE FROM THE STOP SIGN

. WRITE I FEEL \_\_\_\_\_ ON THE LINE

ANGER

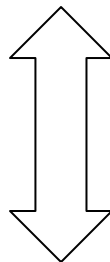
FEAR

4.

SADNESS

5.

.SET A GOAL TO FEEL BETTER



\_\_\_\_\_ INTENTIONAL BEHAVIORS \_\_\_\_\_

GOAL STATEMENT [

]

Related EI Skill (circle)

Goal Checklist

Yes

No (check)

Assertion

Does the goal fit my personal values and beliefs?

\_\_\_\_\_

\_\_\_\_\_

Comfort

Is the goal important to me? Do I want to do it?

\_\_\_\_\_

\_\_\_\_\_

Empathy

Is the goal specific? Describes behavior to do.

\_\_\_\_\_

\_\_\_\_\_

Decision Making	Is the goal achievable? (Who can help?)	_____	_____
Leadership	Is the goal measurable? (How?)	_____	_____
Drive Strength	Have I set a specific target date for completion?	_____	_____
Time Management	Will the goal hurt me or anyone else?	_____	_____

Commitment Ethic	TARGET DATE _____	RESULTS _____
Self Esteem	_____	
Stress Management	_____	
Anger Management	_____	
Anxiety Management	_____	
Positive Change	_____	

Module 7: College Success Factors \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_ Time \_\_\_\_\_

## Essential Class Materials

Text (pages 8-12)

Instructor's Guide: Module 7

Visuals 1.5, 1.6, and 1.7

Assertion Map

## Learning Objectives

To emphasize the importance of a balance of cognitive and emotional goals

To identify specific college success factors

To provide a skill focus on Assertive Behavior

To identify one specific area for Assertive behavior to improve academic success

## Learning Activity

**Mini Lecture/Guided Discussion:** ON THE FIRST CLASS DAY, WE BRIEFLY DISCUSSED THE IMPORTANCE OF THE FIRST THREE WEEKS OF THE SEMESTER TO YOUR ACADEMIC SUCCESS. TODAY WE BEGIN THE THIRD WEEK OF CLASS, AND I WANT TO FOCUS ON SOME VERY PRACTICAL THINGS THAT YOU CAN DO TO IMPROVE YOUR ACADEMIC ACHIEVEMENT IN THIS FIRST SEMESTER. TO THIS POINT, WHAT SEEMS TO BE YOUR MAJOR AREA OF ACTIVITY—ACADEMIC— OR EMOTIONAL/SOCIAL? HOW ARE YOU SPENDING YOUR TIME? REMEMBER THAT WE HAVE SAID THAT A BALANCE OF THE ACADEMIC AND EMOTIONAL CURRICULUM IS THE KEY TO ACADEMIC SUCCESS. LOOK AT STERNBERG'S LISTED CHARACTERISTICS FOR SUCCESSFULLY INTELLIGENT PEOPLE, AND THEN LOOK AT EXHIBIT 1.5 ON PAGE 9 OF THE TEXT.

RESEARCH INDICATES THAT EMOTIONAL INTELLIGENCE SKILLS ARE ESSENTIAL TO YOUR ACADEMIC SUCCESS NOW AND YOUR FUTURE CAREER SUCCESS. YOUR ACADEMIC SUCCESS AND PERSONAL SATISFACTION ARE DIRECTLY RELATED TO A BALANCE OR HARMONY BETWEEN YOUR TWO MINDS. REVIEW/DISCUSS

NOW LOOK AT EXHIBIT 1.6: COLLEGE SUCCESS FACTORS ON PAGE 10. THE FACTORS ILLUSTRATED IN THE VISUAL ARE ACTUALLY 20 ASSERTIVE BEHAVIORS THAT WILL IMPROVE YOUR ACADEMIC SUCCESS, ESPECIALLY THIS FIRST SEMESTER. AS YOU REVIEW THE FACTORS, CIRCLE THE ONE THAT YOU COULD DO RIGHT NOW TO HELP YOURSELF THE MOST. TRANSFER THIS FACTOR TO YOUR ASSERTION MAP AS AN IDENTIFIED NON-ASSERTIVE BEHAVIOR TO CHANGE. WORK THROUGH THE ASSERTION PROCESS AND COMMIT TO ACTUALLY DOING THE ONE BEHAVIOR MOST IMPORTANT TO YOUR ACADEMIC SUCCESS THIS WEEK. IS THERE A PROFESSOR YOU NEED TO CONTACT? IS THERE AN ASSIGNMENT THAT YOU NEED CLARIFIED? DO YOU NEED TO MAKE AN APPOINTMENT OR VISIT A CAMPUS RESOURCE FOR SPECIFIC ASSISTANCE SUCH AS STUDY SKILLS, MATH TUTORING, WRITING HELP, OR FINANCIAL COUNSELING? COULD YOU BENEFIT FROM EXPLORING YOUR INTERESTS, ABILITIES, AND LEARNING THE PROCESS OF CAREER/LIFE PLANNING? THE TYPE OF ASSERTION YOU MAY NEED TO APPLY MAY BE: SELF ASSERTION, INTERPERSONAL ASSERTION, OR ASSERTIVE BEHAVIOR IN RESPONSE TO AN EXTERNAL DEMAND (ENVIRONMENTAL PRESS).

## Learning Applications

Personal: Is my self-talk positive and encouraging or critical and doubting?

Academic: What assertive action would help me most as a student now?

Career: Do I need help to clarify my personal and career goals?

## Learning Strategies

SELF DIRECTED COACHING: I will clearly commit to improving my academic success.

Emotional Mentoring: Who, specifically, can help me most right now?

Active Imagination: I will map out my direction for the rest of the semester so that I can see exactly what I need to do to succeed.

## Feedback/Discussion/Debriefing

FORM YOUR LEARNING GROUPS AND SHARE THE ONE COLLEGE SUCCESS FACTOR THAT YOU CIRCLED, AND COMPLETE THE ASSERTION MAP. DISCUSS THE ONE ASSERTIVE BEHAVIOR THAT YOU HAVE DEVELOPED AND WILL DO TO HELP YOURSELF MOST. IF ANY INFORMATION OR HELP FROM YOUR LEARNING PARTNER OR GROUP MEMBERS IS IMPORTANT, ASK FOR IT. AS A GROUP, HOW COULD YOU ENCOURAGE ONE ANOTHER TO SUCCESSFULLY

COMPLETE THE GOAL THAT YOU HAVE ESTABLISHED. SHARE ANY OF THE BEHAVIORS THAT YOU WILL BE DOING TO IMPROVE YOUR ACADEMIC ACHIEVEMENT THIS WEEK. HOW CAN I HELP OR SUPPORT YOU IN THIS GOAL? DISCUSS/CLARIFY

**Closure/Link**

TO END UP TODAY'S CLASS, LOOK OVER THE CHARACTERISTICS OF THE EMOTIONALLY INTELLIGENT STUDENT LISTED IN THE TEXT ON PAGE 11. WHAT ARE OTHER CHARACTERISTICS THAT YOU WOULD ADD? THESE ARE SOME OF THE BEHAVIORS AND SKILLS THAT WE WILL LEARN AND PRACTICE THIS SEMESTER. YOU WILL BENEFIT MOST FROM THE CLASS BY MAKING A CONSCIOUS COMMITMENT TO EXPLORE, PRACTICE, AND MODEL THESE SKILLS. FOR THE NEXT CLASS, BE FAMILIAR WITH THE EMOTIONAL LEARNING SYSTEM THAT IS REQUIRED TO DEVELOP EMOTIONAL INTELLIGENCE SKILLS.

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NOTES/REMINDERS

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## EXHIBIT 1.5

## THE EMOTIONAL CURRICULUM ATTITUDES AND BEHAVIORS

- ❖ Achieve a balance between the cognitive and the emotional mind
- ❖ Develop active listening skills
- ❖ Identify and use your primary learning style
- ❖ Use campus resources to improve your reading speed and comprehension
- ❖ Set personal goals (Drive Strength)
- ❖ Be organized, punctual, and dependable (Commitment Ethic and Time Management)
- ❖ Be assertive with yourself, friends, and professors (Assertion)
- ❖ Effectively manage and express strong emotions (Stress Management)
- ❖ Appreciate and value difference (Empathy and Positive Influence)
- ❖ Focus on your Strengths (Self-Esteem)
- ❖ Establish and maintain healthy relationships (Social Awareness and Decision Making)
- ❖ Recognize and express emotions effectively (Anger and Anxiety Management)
- ❖ Be flexible (Positive Change)

EXHIBIT 1.6

COLLEGE SUCCESS FACTORS

- ❖ Establish a positive, supportive relationship with a person (mentor) who is interested in you and your success
- ❖ Know how to locate and access campus resources
- ❖ Establish meaningful personal goals related to successful college completion
- ❖ Create a daily schedule and track your progress
- ❖ Commit to your primary “career” by being a good student
- ❖ Identify, maximize, and expand your personal learning style
- ❖ Form a study or support group
- ❖ Initiate contact with professors, teaching assistants, and high-achieving students
- ❖ Develop critical thinking skills
- ❖ Choose classes with professors who support your learning style
- ❖ Know how and where to get information
- ❖ Improve your writing and speaking skills
- ❖ Learn the career life-planning process and visit the career center
- ❖ Build friendships with peers who are committed to academic and career success
- ❖ Learn, practice, and strengthen assertive communication skills
- ❖ Get involved in a campus organization that supports your interest
- ❖ Improve your physical wellness skills
- ❖ Become computer literate and build your word-processing skills
- ❖ Attend all classes
- ❖ Increase your personal expectations with each success

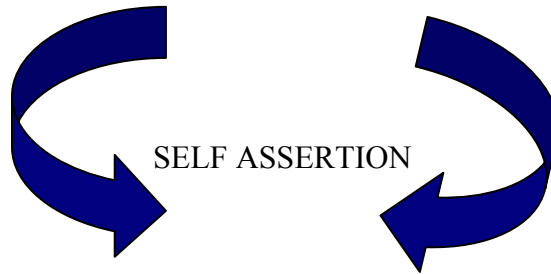
ASSERTION MAP (VISUAL)

\_\_\_\_\_ Date \_\_\_\_\_ Name

High achieving students are active and self directed rather than reactive and other-directed. Practice identifying and changing non assertive situations into opportunities for you to apply assertive behaviors to improve your academic achievement and personal satisfaction. Use Exhibit 1.6: College Success Factors as a guide for developing important assertive behaviors.

(1) \_\_\_\_\_  
List a non assertive situation to change.

(2) \_\_\_\_\_  
State the desired assertive behavior.



(3) \_\_\_\_\_ I ACCEPT RESPONSIBILITY FOR MY SUCCESS.  
State When, Where, How, and What you did.

(4) \_\_\_\_\_  
State Results/Benefits Did you do the behavior? If not, why not? \_\_\_\_\_



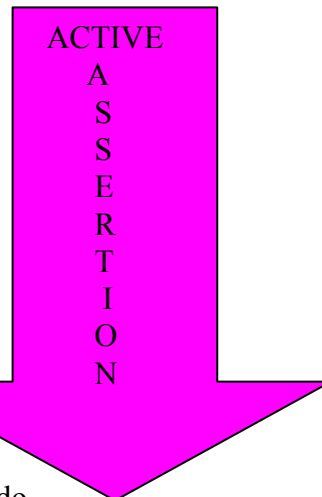
(5) \_\_\_\_\_  
Identify thoughts and feelings after successfully completing the behavior.

INTERPERSONAL ASSERTION

Positive Assertive Behaviors: List five activities (behaviors) that you can do to create positive feelings for yourself. (Examples) Watching a favorite video. Being with a good friend. Calling a family member. Visiting a favorite place. Playing a game.

\_\_\_\_\_

\_\_\_\_\_ Do one of these behaviors after you have done something that you had to do.



## EXHIBIT 1.7 AN EMOTIONALLY INTELLIGENT STUDENT'S CHARACTERISTICS

### **Emotionally Reactive Student**

Overwhelmed too often  
Reactive to stress  
Emotionally driven behavior  
Self-doubting  
Deficit and weakness focused  
Resistant to change  
Aggressive, nonassertive communicator  
Performance decreases under stress  
Pessimistic, sarcastic, negative focus  
Continually makes the same mistakes

### **Emotionally Intelligent Student**

Resilient  
Proactive, planned responses to stress  
Intentional reflective behavior  
Self-confident  
Strength focused  
Flexible; open to change  
Assertive communicator  
Performance improves under stress  
Relies on positive habits  
Learns from experience

## **Module 8: APPLYING THE EMOTIONAL LEARNING SYSTEM**

Essential Materials

Text (Chapter 2, pages 13-17)

Instructors Guide: Module 8

Visual 2.1 and Visual 2.2

### **Learning Objectives**

To explain and discuss the Emotional Learning System

To demonstrate and model the application of the Emotional Learning System

### **Mini Lecture/Introduction**

Emotional intelligence skills are essential to high and consistent levels of achievement and productivity. Corporate America values emotional skills and spends billions of dollars on training and human resource development with the goal of improving quality and productivity in the workplace. Deficits in emotional intelligence skills are reflected in low levels of productivity, inferior products, underachievement, and mental and physical health problems. Absenteeism and involvement with drugs and alcohol are related to emotional skill deficits.

Emotional intelligence skills are vital to human performance and healthy, productive organizations. The mission statements of colleges and universities often reflect the importance of critical thinking and a dedication to developing the whole student. The ability to compete and succeed in a competitive global economy and an adequate preparation for life is often stressed. Emotional intelligence skills support our commitment to excellence as reflected in high levels of achievement, work quality, and personal well-being. Positive emotional development requires a systematic and life-long process. Understanding and applying the Emotional Learning System is our focus in today's class.

### **Learning Activities**

Group Discussion: Look at Exhibit 2.1 on page 15 of the text. Notice how much of our behavior is unconscious or out of awareness. The experiential mind is quick and can move rapidly to action, and this process is called emotional reactivity; When our emotional response and our behavior occurs so rapidly, most observers see the event as causing the behavior. We have learned to pay attention to an emotion as a signal to move to reflective thinking before acting impulsively on the feeling. The Emotional Learning System (ELS) is a visual guide to understanding your immediate personal experience. What are some situations where your behavior is quick and almost automatic? Can you predict what someone can do to make you angry? The ELS respects and integrates the two ways of knowing-thinking and feeling.. Assessing your current thoughts and feelings and engaging constructive thinking is an essential skill in developing emotional intelligence. The Emotional Learning System is not a process to analyze why we behave the way we do. The ELS is a process that; (1) makes us more aware of our behavior, (2) helps us generate options or choices about how we want to behave, and (3) helps make a behavior more intentional and productive.

The systematic process of the Emotional Learning System consists of five steps, and we will use this process many times during the course of the semester. The Time Management Map, The Goal Achievement Map, and the Assertion Map use a similar process, and practice with all these visual guides helps break emotional reactivity by replacing it with more intentional behaviors.

Intentional and positive habits (emotional intelligence skills) are developed by consistently practicing and working through the ELS.

Now look at Exhibit 2.2: Applying the Emotional Learning System and see how the five steps flow into a process leading to self-improved behavior. This is the process that we have been learning by using the three maps to focus on Time Management, Goal Achievement, and Assertion this past week. The goal is to make more of our behavior conscious and intentional. This improves academic achievement and personal satisfaction. The emotional mind is always around for an emergency and to keep us on alert for the need to change.

Form your learning team of four and identify a specific situation where you can apply the Emotional Learning System to improve Time Management, Goal Achievement, or Assertion. Each group will come up with one example and illustrate how to apply the five step process of the Emotional Learning System

### **Learning Applications**

Personal: What personal change do you want to make?

Academic: What behavioral change would most improve your academic achievement?

Career: What behavior would make your career goal more attainable?

### **Learning Strategies**

Self Directed Coaching: What behavior or skill do I need to know more about?

Emotional Mentoring: Who can help me most with this behavior or skill?

Active Imagination: Can I picture myself actually doing this behavior or skill?

### **Feedback/Discussion/Closure**

The Emotional Learning System can help you clarify thoughts and feelings, correctly label emotions, and give you time to generate behavioral options based on reflective thinking. The time to apply the ELS is when; (1) you need to get something done that you are putting off, (2) your thoughts and feelings are not clear and you are not sure what you need to do next, and (3) when you need to be assertive. You will also use this process to complete the 13 emotional intelligence lessons.

### **Closure/Link**

Thank you for your contributions to the class. Our next emphasis is on identifying your preferred learning style and understanding how to apply three major learning strategies for developing emotional intelligence skills.



EXHIBIT 2.2.

APPLYING THE EMOTIONAL LEARNING SYSTEM

## **Module 9: Three Important Learning Strategies**

Essential Class Materials

Text (pages 17-23)

Instructor's Guide: Module 9

Visual 2.3 and 2.4

### **Mini Lecture/Introduction**

Identifying and using your preferred way of learning will make academic assignments more meaningful and easier to complete. By using and expanding your personal learning style, you will improve your academic achievement. We all use many learning styles and approaches, and no one style adequately explains how we learn. We will focus on three learning strategies that are related to the auditory, kinesthetic-tactile, and visual learning styles. These three strategies are important in learning emotional intelligence skills, and will also be helpful in your academic areas.

Do not think of the learning styles as types. Think of them as ways of making sense out of our experience.

Many auditory learners can read, take lecture notes, and prefer orderly and logical approaches to learning.

Kinesthetic learners are oriented to feelings and being comfortable while learning is important to them.

Kinesthetic learners benefit from close connections with other learners and teachers. Mentoring and supportive relationships with others improve the performance of kinesthetic learners. Visual learners benefit from seeing how something looks and seeing pictures of learning processes and problem solving strategies. Varying and enriching your learning approach to a problem can improve learning.

My learning style influences the way I teach as well as the way I learn. The best way to learn is to teach, and I need to vary the way I teach because my students have many different learning styles. In my educational experience, most of my classes were taught almost exclusively through lecture. I can not effectively lecture to you about skills like Time Management, Goal Achievement, and Assertion. We have to do these behaviors and practice them until they become more comfortable for us.

### **Learning Objective**

- To identify and discuss four major learning styles

- To emphasize the value of identifying and applying your preferred learning style

- To identify and explain the applications of three important learning strategies

- To experience and practice the Active Imagination learning strategy

### **Learning Activity**

Form your learning group of four and decide which of the four learning styles seems to fit you best? How many learning styles are represented in your group? How do you differ in your approach to study and problem solving. Think about how you prepare for quizzes, take notes, read books, and how you talk when you are trying to explain something to someone else. Sometimes the words that people choose are reflective of their primary learning style.

Listen to what I am saying. Did you hear what I said? Do you see what I mean? I want to be perfectly clear about this. Show me how to do it. How do you feel about that? These short statements sometimes reflect a preferred learning style. Take about 15 minutes to share ideas about how you learn best. At the end of the time, we will identify individual learning styles and see if there is any pattern in the class. Do we have primarily auditory, kinesthetic, or visual learners in this class? Remember this is an exercise that identifies a preferred pattern of learning so that we can become a little more aware of how to improve or expand our approach.

Discussion/Clarification: What is your preferred learning style? Which style is more characteristic of our class as a whole? What are the advantages of knowing and applying your preferred learning style?

Look at Exhibit 2.3 on page 18, and see how the learning styles relate to the Emotional Learning System. Developing emotional intelligence skills involves all four learning styles as well as observational learning and modeling. Watching someone successfully apply an emotional intelligence skill helps us see the process and effects of the behavior. When you select a skill to learn or strengthen, find someone who can actually do the skill and watch them. Role playing and visual imagery also aid skill development. Reading about time management and study skills can be helpful at the informational level. Improving your academic achievement requires thoughts, feelings, and behaviors that you must manage and express at the appropriate time. In this class, we use all four learning styles, modeling, and three important learning strategies.

Active Imagination: (Exhibit 2.4 on page 22) I want to lead you through this and take a few minutes to get your feedback about how you already use this skill. I use positive imagery daily as a learning and problem solving strategy as well as for relaxation. The learning strategies that will help you develop emotional intelligence skills are; self-directed coaching, emotional mentoring, and active imagination. You can apply these learning strategies to improve your academic achievement in all your classes.

### **Learning Applications**

Personal: What is your preferred learning style and which strategy interests you most?

Academic: Which learning strategy can you apply to improve your academic achievement?

Career: How can active imagination (fantasy) help you with career exploration?

### **Learning Strategies**

*SELF DIRECTED COACHING:* Locate learning style inventories on the net and learn more.

Emotional Mentoring: What is your learning partner's learning style? How can you help one another learn more effectively?

Active Imagination: Develop a positive imagery exercise that helps you relax.

### **Feedback/Discussion/Debriefing**

We will be applying the three learning strategies throughout the semester as we develop the emotional intelligence skills that will be most helpful to you, academically and personally. The Emotional Learning System and the learning styles and strategies are visual processes to aid your skill development. When you encounter information that you find helpful, bring it to the class to share. There are hundreds of books and exercises that can help develop the skills that we are working to develop.

### **Closure/Link**

At the next class meeting, we will complete the Emotional Skills Assessment Process (ESAP) as a beginning point for you to develop your Academic Success Plan. The results will give you a good idea of where and how to start on developing the emotional intelligence skills that will help you most. Thank you for your participation in the class.





EXHIBIT 2.4

ACTIVE IMAGINATION

<b>STEP</b>	<b>CLUE(S)</b>	<b>NOTES</b>
1. Think of a past event that was very pleasant.	What was happening? What were you doing? Sort through your memory and focus on a pleasant scene	
2. Close your eyes and picture the scene.	Ensure that you are seeing what you saw when the pleasant event occurred.	
3. Make the scene vivid and sensory loaded.	What colors do you see? What sounds do you hear? What things do you feel, taste, or smell?	
4. As you look at and experience the scene, brighten the image; then, dime the image	Changing the brightness of the image can change your feelings.	I feel _____ when I brighten the image and _____ when I dim it.
5. Use your pleasant image daily.	Use the image to relax. Practice controlling the experience.	

## Module 10: The Emotional Skills Assessment Process (ESAP)

### Essential Class Materials

Text (Complete Step A: Explore of Each of the 13 Emotional Intelligence Lessons Exploring and Developing Emotional Intelligence Skills (Student Version)

### Mini Lecture/Introduction

The Emotional Skills Assessment Process (ESAP) is the positive self-assessment instrument that you will complete today to indicate your current level of emotional intelligence skills. We will use the results to develop an individual skill profile for each of you and a group profile of our class. We will use these results to plan and develop learning and skill development activities to improve your academic achievement. Answer each item quickly and honestly. Most students finish the instrument in about 35 minutes. I will be completing the instrument at the same time you are, so come up and ask any questions that you have about marking your responses on each skill. First, fill out the identifying information on the front cover, read the instructions, and begin marking your responses to the items. Check to see that you have marked a response for each item before turning in the completed instrument. Score and plot your results on the Emotional Skills Profile for each skill. I will check over your results and return your individual profile at our next class. The results are valuable in direct relationship to the honesty of your responses. Thank you, and come up if you have questions.

### Learning Objectives

- To involve the students in a positive assessment
- To emphasize the value of honest self-assessment
- To reframe the profile of the results as a map or guide to personal development

### Learning Activity

The self-assessment of emotional skills is a positive experience for most students when they understand that the results are for their benefit. Students who are not willing to cooperate with the spirit of the assessment may complete it later as they see value in the results. We scan and check each instrument for scoring errors and notice the general trend of marked responses. At our university one of the first year students had a full evening and her responses clearly became those of someone falling asleep. We asked the student if they wanted to try again when they were awake, She agreed, and remarked that she was just unable to stay awake at 8:00 a.m. in the morning.

### Learning Applications

- Personal: The Emotional Skills Profile provides a map for personal skill development.
- Academic: Change areas in Time Management, Drive Strength, Commitment Ethic, and Assertion are warning signs of immediate academic difficulties.
- Career: Emotional intelligent skill levels are important indicators of career success.

### Closure/Link

Check scoring, response patterns, skill levels, and develop a group skills profile for the class as a whole.

EXPLORING & DEVELOPING EMOTIONAL INTELLIGENCE SKILLS

## EXPLORING EMOTIONAL INTELLIGENCE

Emotional intelligence is recognized as being critical to the growth and development of healthy, personally responsible, and successful people. To fully explore, understand, and develop emotional skills, the process needs to be authentic, honest, and self-directed. You will be completing an emotional skills assessment to gain valuable personal information about yourself and your emotional skills. This is not a test; there are no right and wrong responses; the results are for you to use as a guide to further develop your emotional self.

### Instructions:

You will be completing an honest, personal assessment of current emotional abilities and skills in 4 separate and related parts. Helpful hints: Your first response is your best response. Let your feelings decide the best response for you. Think of relationships, etc. Be totally honest. Respond to each statement and circle your response.

**M means most likely or descriptive of you.**

**S means sometimes like or descriptive of you and sometimes not.**

**L means least like or descriptive of you.**

Circle the letter and number by the letter. Complete each part before scoring your responses. Enjoy!

### Part I: Interpersonal Communication Under Stress

This primary performance area of life consists of the communication skills essential to establishing and maintaining a variety of strong and healthy relationships. Effective communication is key to positive and healthy relationships. The absolute key to truly understand and improve communication skills is in the stressful and emotional situations in life. The learning and development of interpersonal communication skills are best achieved by treating them as emotional skills. Now, explore Interpersonal Communication Under Stress in a variety of difficult situations.

#### PART I INTERPERSONAL COMMUNICATION UNDER STRESS

This primary performance area of life consists of the communication skills essential to establish and maintaining a variety of strong and healthy relationships. Effective communication is key to positive and healthy relationships. The absolute key to truly understand and improve communication skills is in the stressful and emotional situations of life. The learning and development of interpersonal communication skills are best achieved by treating them as emotional skills. Now, explore Interpersonal Communication Under Stress in a variety of difficult situations.

- Situation:** When I am really angry at someone, **I usually feel** some tension, but comfortable in expressing exactly what is on my mind. M=2 S=1 L=0  
\_\_\_\_\_
- Situation:** When I am really angry at someone, **I usually think** “OK, I’m angry and need to deal with it constructively.” M=2 S=1 L=0  
\_\_\_\_\_
- Situation:** When I am really angry at someone, **I usually behave by** expressing what is bothering me, and working to achieve a constructive resolution. M=2 S=1 L=0  
\_\_\_\_\_
- Situation:** When someone is really angry at me, **I usually feel** tension and the right to understand the person’s anger by responding directly. M=2 S=1 L=0

5. **Situation:** When someone is really angry at me, **I usually think** that I have a right and need to understand the person's anger at me and to respond directly to resolve the conflict. **M=2 S=1 L=0**
6. **Situation:** When someone is really angry at me, **I usually behave by** asking for a further explanation of the anger and dealing with the feelings in a straightforward manner. **M=2 S=1 L=0**
7. **Situation:** When I communicate to an "Authority" person, **I usually feel** comfortable and straightforward in my approach to the person. **M=2 S=1 L=0**
8. **Situation:** When I communicate to an "Authority" person, **I usually think** that my needs are legitimate, and OK to express in a straightforward manner. **M=2 S=1 L=0**
9. **Situation:** When I communicate to an "Authority" person, **I usually behave** comfortably and at ease with the person. **M=2 S=1 L=0**
10. **Situation:** When another person makes an important request/demand of me, **I usually feel** comfortable about saying "Yes" or "No" to the request. **M=2 S=1 L=0**
11. **Situation:** When another person makes an important request/demand of me, **I usually think** that I have the right to say "Yes" or "No" and feel comfortable about either response. **M=2 S=1 L=0**
12. **Situation:** When another person makes an important request/demand of me, **I usually behave** in line with my true feelings at the time and tell the person "Yes" or "No" comfortably. **M=2 S=1 L=0**
13. **Situation:** When I make an important request/demand of another person, **I usually feel** confident and comfortable in my right to make requests of others. **M=2 S=1 L=0**
14. **Situation:** When I make an important request/demand of another person, **I usually think** that I have a right to make requests of others and will respect their decision about how they choose to respond. **M=2 S=1 L=0**
15. **Situation:** When I make an important request/demand of another person, **I usually behave** comfortably and straightforwardly in making the request. **M=2 S=1 L=0**
16. **Situation:** When I am around a new group of people, **I usually feel** a little uneasy, but comfortable. **M=2 S=1 L=0**
17. **Situation:** When I am around a new group of people, **I usually think** that I will have fun meeting these new people, and I would like for some of them to know me. **M=2 S=1 L=0**
18. **Situation:** When I am around a new group of people, **I usually behave** in a relaxed manner by introducing myself to someone who looks interesting or by visiting around. **M=2 S=1 L=0**

**ASSERTION      Total Score**

1. **Situation:** When I am really angry at someone, **I usually feel** hostile, or a need to verbally attack. **M=2 S=1 L=0**
2. **Situation:** When I am really angry at someone, **I usually think** attack, and powerfully show my anger. **M=2 S=1 L=0**
3. **Situation:** When I am really angry at someone, **I usually behave by** angrily expressing myself or getting into an argument. **M=2 S=1 L=0**
4. **Situation:** When someone is really angry at me, **I usually feel** angry and hostile and the need to attack. **M=2 S=1 L=0**
5. **Situation:** When someone is really angry at me, **I usually think** that I need to respond been stronger so as not to be overwhelmed. **M=2 S=1 L=0**
6. **Situation:** When someone is really angry at me, **I usually behave by** showing my own anger, or escalating the fight. **M=2 S=1 L=0**
7. **Situation:** When I communicate to an “Authority” person, **I usually feel** defensive or a need to develop a strategy in my approach to the person. **M=2 S=1 L=0**
8. **Situation:** When I communicate to an “Authority” person, **I usually think** that what I want or need is most important and impose myself on the person.. **M=2 S=1 L=0**
9. **Situation:** When I communicate to an “Authority” person, **I usually behave** pushy or defensively with the person. **M=2 S=1 L=0**
10. **Situation:** When another person makes an important request/demand of me, **I usually feel** resentment or upset that the person expects a “Yes”. **M=2 S=1 L=0**
11. **Situation:** When another person makes an important request/demand of me, **I usually think** that I don’t like being impose on and usually say “No” even if I feel “Maybe” or “Yes”. **M=2 S=1 L=0**
12. **Situation:** When another person makes an important request/demand of me, **I usually behave** defensively and say “No” or let them know that I resent the request and do it grudgingly. **M=2 S=1 L=0**
13. **Situation:** When I make an important request/demand of another person, **I usually feel** determined more about getting what I want than concerned with the feelings of other people. **M=2 S=1 L=0**
14. **Situation:** When I make an important request/demand of another person, **I usually think** that what I need or want is more important or that the other person should respond immediately. **M=2 S=1 L=0**
15. **Situation:** When I make an important request/demand of another person, **I usually behave** pushy and sometimes overpowering in making the request. **M=2 S=1 L=0**

16. **Situation:** When I am around a new group of people, **I usually feel** uncomfortable or pressured to get a conversation going even if I have to be a little pushy. **M=2 S=1 L=0**

17. **Situation:** When I am around a new group of people, **I usually think** that I need to get things started whether they are ready to or not. **M=2 S=1 L=0**

18. **Situation:** When I am around a new group of people, **I usually behave** by talking too much, or I often come on too strong. **M=2 S=1 L=0**

**AGGRESSION Total Score**

1. **Situation:** When I am really angry at someone, **I usually feel** anxious or confused about what to say. **M=2 S=1 L=0**

2. **Situation:** When I am really angry at someone, **I usually think** that I should not express my anger directly. **M=2 S=1 L=0**

3. **Situation:** When I am really angry at someone, **I usually behave by** avoiding saying anything to the person so as not to hurt his/her feelings. **M=2 S=1 L=0**

4. **Situation:** When someone is really angry at me, **I usually feel** confused and afraid, or the need to avoid him/her. **M=2 S=1 L=0**

5. **Situation:** When someone is really angry at me, **I usually think** that I am probably at fault, or the person does not like me. **M=2 S=1 L=0**

6. **Situation:** When someone is really angry at me, **I usually behave by** backing off, apologizing, or not really saying what I feel. **M=2 S=1 L=0**

7. **Situation:** When I communicate to an "Authority" person, **I usually feel** nervous and hesitant about approaching the person. **M=2 S=1 L=0**

8. **Situation:** When I communicate to an "Authority" person, **I usually think** that I really shouldn't bother him/her or take up much of their time. **M=2 S=1 L=0**

9. **Situation:** When I communicate to an "Authority" person, **I usually behave** apologetically and awkwardly with the person. **M=2 S=1 L=0**

10. **Situation:** When another person makes an important request/demand of me, **I usually feel** nervous or anxious about refusing the person. **M=2 S=1 L=0**

11. **Situation:** When another person makes an important request/demand of me, **I usually think** that I say "Yes" many times even when I feel like saying "No" **M=2 S=1 L=0**

12. **Situation:** When another person makes an important request/demand of me, **I usually behave** in the way he/she wants -- or refuse and apologize for my response. **M=2 S=1 L=0**

13. **Situation:** When I make an important request/demand of another person, **I usually feel** anxious or reluctant about

approaching him/her

M=2 S=1 L=0

14.Situation: When I make an important request/demand of another person, **I usually think** that I really should not be imposing on or bothering them. M=2 S=1 L=0

15.Situation: When I make an important request/demand of another person, **I usually behave** hesitantly or awkwardly in making the request. M=2 S=1 L=0

16.Situation: When I am around a new group of people, **I usually feel** anxious or confused about how to start a conversation. M=2 S=1 L=0

17.Situation: When I am around a new group of people, **I usually think** that they are more relaxed than I am, or that I don't have much to say anyway. M=2 S=1 L=0

18.Situation: When I am around a new group of people, **I usually behave** cautiously and wait until someone comes to talk to me. M=2 S=1 L=0

**DEFERENCE** Total Score

Plot your total scores for each scale on the mini-profile below.

INTERPERSONAL SKILLS

PART I

MINI-PROFILE

ASSERTION	9	12	15	21	24	27	30	33	36		
DEVELOP			STRENGTHEN			ENHANCE					
AGGRESSION	2	4	6	8	11	15	19	24	28	36	
DEFERENCE	2	4	6	10	14	18	22	26	30	32	36
LOW			NORMAL			HIGH					

Communication is especially difficult under stressful conditions. Assertion is a powerful, emotional skill that helps you communicate more effectively, honestly, and appropriately. Aggression and Deference are patterns of communication that need to be converted to the powerful, emotional skills of Anger Control and Management and Fear Control and Management.

## PART II: PERSONAL LEADERSHIP

This primary performance area of life consists of the personal and emotional skills essential for developing leadership centered around the person. Personal Leadership is a set of interactive skills, processes, and actions. Effective leaders create a climate for positively motivating others by knowing, understanding, and respecting the needs, values, interests, and goals of others. Genuine caring and communicating respect are the essence of leadership. Emotional learning and emotional skills are key to responsible leadership. Emotional skills enable a person to first lead self, and then to collaborate with others and be a responsible, active, and effective team member. Now, explore Personal Leadership over four personal and emotional skills areas.

1. My voice is variable and clear, and I am easily heard by others. **M=2 S=1 L=0** \_\_\_\_\_
  2. My relationships with others are smooth and comfortable. **M=2 S=1 L=0** \_\_\_\_\_
  3. I am confident in my ability to be comfortable and effective in communicating with other people. **M=2 S=1 L=0** \_\_\_\_\_
  4. I know when to talk and when to listen. **M=2 S=1 L=0** \_\_\_\_\_
  5. My ability to use my whole body (eyes, facial expressions, voice tone, and touch) makes communication with others easy for me. **M=2 S=1 L=0** \_\_\_\_\_
  6. I know how to ask a favor without imposing. **M=2 S=1 L=0** \_\_\_\_\_
  7. My handshake is confident and firm, and communicates a solid feeling about myself to others. **M=2 S=1 L=0** \_\_\_\_\_
  8. I know how close I can be to a person without making that person uncomfortable. **M=2 S=1 L=0** \_\_\_\_\_
  9. I can tell how friendly I can be with a stranger. **M=2 S=1 L=0** \_\_\_\_\_
  10. I am able to tell if it is OK to introduce myself or wait to be introduced. **M=2 S=1 L=0** \_\_\_\_\_
  11. I am comfortable with all kinds of people. **M=2 S=1 L=0** \_\_\_\_\_
  12. I know when it is OK for me to put my hand on another person's shoulders. **M=2 S=1 L=0** \_\_\_\_\_
- COMFORT Total Score** \_\_\_\_\_
1. I am a caring person, and people seem to sense this in me. **M=2 S=1 L=0** \_\_\_\_\_
  2. I understand and am patient with someone who is experiencing a lot of emotions. **M=2 S=1 L=0** \_\_\_\_\_

3. I am a warm and accepting person, and people are comfortable talking to me about really private concerns and feelings. **M=2 S=1 L=0** \_\_\_\_\_
4. I am the kind of person that people are really able to talk to about personal problems. **M=2 S=1 L=0** \_\_\_\_\_
5. My friends tell me that I am an understanding person. **M=2 S=1 L=0** \_\_\_\_\_
6. I feel the emotions of others as they feel them. **M=2 S=1 L=0** \_\_\_\_\_
7. I listen to and really understand another person's feelings. **M=2 S=1 L=0** \_\_\_\_\_
8. I am considered to be a good listener. **M=2 S=1 L=0**  
\_\_\_\_\_
9. I accurately understand how a person feels when he/she is talking to me. **M=2 S=1 L=0** \_\_\_\_\_
10. When someone is telling me something important, I concentrate on the person and really hear him/her. **M=2 S=1 L=0** \_\_\_\_\_
11. I accurately feel what another person feels. **M=2 S=1 L=0** \_\_\_\_\_
12. When another person tells me what he/she is feeling, I understand the feelings and really listen to him/her. **M=2 S=1 L=0** \_\_\_\_\_

**EMPATHY Total Score** \_\_\_\_\_

1. I make a decision and act rather than worrying about the alternatives and becoming tense. **M=2 S=1 L=0** \_\_\_\_\_
2. I make my own decisions independently and rarely ask assistance from bosses, family or associates. **M=2 S=1 L=0** \_\_\_\_\_
3. I follow an established process that guides me in making important decisions. **M=2 S=1 L=0** \_\_\_\_\_
4. When involved in a group project, I suggest solutions which other group members accept. **M=2 S=1 L=0** \_\_\_\_\_
5. I am good decision maker. **M=2 S=1 L=0** \_\_\_\_\_
6. When faced with an important decision, I am good at seeing several alternatives and making a priority decision. **M=2 S=1 L=0** \_\_\_\_\_

7. When faced with an important decision, I am not overly anxious about making a wrong choice. **M=2 S=1 L=0** \_\_\_\_\_
8. My decisions are usually accepted as “good” by the persons affected. **M=2 S=1 L=0** \_\_\_\_\_
9. My friends and co-workers ask my help in making important decisions. **M=2 S=1 L=0** \_\_\_\_\_
10. I am decisive when a stressful situation calls for an immediate decision and action. **M=2 S=1 L=0** \_\_\_\_\_
11. I seldom regret the decisions that I have made. **M=2 S=1 L=0** \_\_\_\_\_
12. I make decisions easily and with good results. **M=2 S=1 L=0** \_\_\_\_\_

**DECISION MAKING Total Score** \_\_\_\_\_

1. When I really feel strongly about something, I am influential in gaining in a group. **M=2 S=1 L=0** \_\_\_\_\_
2. I make a strong and positive impact on the majority of people that I meet. **M=2 S=1 L=0** \_\_\_\_\_
3. I am persuasive without taking advantage of others. **M=2 S=1 L=0** \_\_\_\_\_
4. I feel comfortable about approaching another person with the idea of selling him/her something. **M=2 S=1 L=0** \_\_\_\_\_
5. When a group that I am in needs a spokesperson, I am usually elected. **M=2 S=1 L=0** \_\_\_\_\_
6. I “take charge” of a situation when I need to. **M=2 S=1 L=0** \_\_\_\_\_
7. I am a convincing and believable person, and my friends often ask me to “talk to” someone for them. **M=2 S=1 L=0** \_\_\_\_\_
8. My friends involve me in solving their problems. **M=2 S=1 L=0** \_\_\_\_\_
9. I am a good leader. **M=2 S=1 L=0** \_\_\_\_\_
10. I have a good ability to help others solve problems. **M=2 S=1 L=0** \_\_\_\_\_
11. I positively impact others just by being myself. **M=2 S=1 L=0** \_\_\_\_\_
12. I put others at ease in tense situations. **M=2 S=1 L=0** \_\_\_\_\_

**LEADERSHIP Total Score** \_\_\_\_\_

**Plot your total scores for each scale on the mini-profile below.**

**LEADERSHIP SKILLS**

<b>PART II</b>	<b>COMFORT</b>	7 9 11 13	15 17 19	21 23 24
	<b>EMPATHY</b>	8 10 12 14	16 18 20	22 23 24
<b>MINI-PROFILE</b>	<b>DECISION MAKING</b>	5 8 10 12	14 16 18	20 22 24
	<b>LEADERSHIP</b>	4 6 9 11	13 15 17	19 21 24
		<b>DEVELOP</b>	<b>STRENGTHEN</b>	<b>ENHANCE</b>

Personal Leadership consists of four interrelated, powerful emotional skills. These skills enable you to positively lead self and work well with others. Effective leaders learn and develop appropriate social skills (Comfort); effective leaders accept and accurately understand others (Empathy); effective leaders make decisions and solve problems (Decision Making); and effective leaders influence others in positive ways (Leadership). These emotional skills are essential to working effectively in the many situations of life involving a wide range of people.

### PART III: SELF-MANAGEMENT IN LIFE AND CAREER

This primary performance area of life consists of the personal emotional skills essential to effective self-management. To be productive, healthy, and successful, a person must learn, develop, strengthen, and enhance skills and abilities in management, especially management of self. It is important to develop a personal perspective or view that you are your own best resource in life. Self-Management is key to performance, health, productivity, and satisfaction with your life and your career. Now, explore Self-Management over four emotional skill areas.

- |  |             |       |
|--|-------------|-------|
| 1. I set specific goals for my career and my life.   | M=2 S=1 L=0 | _____ |
| 2. When working at a task, I evaluate my progress periodically and obtain concrete feedback from my supervisor.                                | M=2 S=1 L=0 | _____ |
| 3. When involved in a task, I sometime think how I will feel if I fail.  | M=2 S=1 L=0 | _____ |
| 4. When working on a committee, I like to see that plans are followed through efficiently.   | M=2 S=1 L=0 | _____ |
| 5. I prefer things to be challenging (involving some risk of failure).   | M=2 S=1 L=0 | _____ |
| 6. At work, I spend most of my time and energy on important projects.  | M=2 S=1 L=0 | _____ |
| 7. I willingly undertake challenging projects that involve some risk of failure.   | M=2 S=1 L=0 | _____ |
| 8. I set daily goals for myself.   | M=2 S=1 L=0 | _____ |
| 9. I think more about success than failure when beginning a new task.  | M=2 S=1 L=0 | _____ |
| 10. Despite the uncertainty of the future, it pays to make plans.  | M=2 S=1 L=0 | _____ |
| 11. When proceeding with a difficult task, I think of all the resources that are available to me in order to successfully accomplish the task. | M=2 S=1 L=0 | _____ |
| 12. I feel that my present work is satisfying.   | M=2 S=1 L=0 | _____ |
| 13. When working on a difficult task, I am aware of and try to improve personal weaknesses that may hinder successful task accomplishments.    | M=2 S=1 L=0 | _____ |
| 14. I prefer projects that require an intensive effort or a long term commitment.  | M=2 S=1 L=0 | _____ |
| 15. Planning activities in advance does not take the fun out of life.  | M=2 S=1 L=0 | _____ |
| 16. I can keep my mind on a task for a long period of time.  | M=2 S=1 L=0 | _____ |
| 17. I do not give up easily when confronted with a difficult problem.  | M=2 S=1 L=0 | _____ |
| 18. On work projects, I would rather work with an expert in the field than with a friend or someone that I know.                               | M=2 S=1 L=0 | _____ |
| 19. I stick to a job even when I do not feel like it.  | M=2 S=1 L=0 | _____ |
| 20. I finish things that I start.  | M=2 S=1 L=0 | _____ |
| 21. I set priorities and meet objectives effectively.  | M=2 S=1 L=0 | _____ |
| 22. I have more than enough energy to get me through the day.  | M=2 S=1 L=0 | _____ |
| 23. I am an achiever.  | M=2 S=1 L=0 | _____ |
| 24. I have a strong desire to be a success in the things that I set out to do.   | M=2 S=1 L=0 | _____ |
| 25. When I begin a difficult task, I am motivated more by the thought of success than by the thought of failure.                               | M=2 S=1 L=0 | _____ |

**DRIVEN STRENGTH Total Score** \_\_\_\_\_

### PART III: SELF MANAGEMENT I LIFE AND CAREER

1. I organize my responsibilities into an efficient personal time schedule. M=2 S=1 L=0  
\_\_\_\_\_
2. I set objectives for myself and then successfully complete them within a specific time frame. M=2 S=1 L=0 \_\_\_\_\_
3. I plan and complete my work on schedule. M=2 S=1 L=0 \_\_\_\_\_
4. If I were being evaluated in terms of job effectiveness, I would receive high ratings in managing my work day. M=2 S=1 L=0 \_\_\_\_\_
5. I waste very little time. M=2 S=1 L=0 \_\_\_\_\_
6. I know exactly how much time I need to complete assignments and projects. M=2 S=1 L=0 \_\_\_\_\_
7. I am an efficient and well organized person. M=2 S=1 L=0 \_\_\_\_\_
8. I am able to manage my time in the present so that I am not pressured by always trying to catch up with things that I have not done in the past. M=2 S=1 L=0 \_\_\_\_\_
9. I am among the first to arrive at meetings or events. M=2 S=1 L=0 \_\_\_\_\_
10. I am on time for my appointments. M=2 S=1 L=0 \_\_\_\_\_
11. I effectively work on several projects at the same time with good results. M=2 S=1 L=0 \_\_\_\_\_
12. I control my responsibilities rather than being controlled by them. M=2 S=1 L=0 \_\_\_\_\_

**TIME MANAGEMENT Total Score** \_\_\_\_\_

1. I am considered a dependable person. M=2 S=1 L=0 \_\_\_\_\_
2. When something needs to be done, people turn to me. M=2 S=1 L=0 \_\_\_\_\_
3. I have often worked day and night on projects to meet a deadline that I have set for myself or have agreed to. M=2 S=1 L=0  
\_\_\_\_\_
4. I have a strong sense of right and wrong for myself and I behave accordingly. M=2 S=1 L=0 \_\_\_\_\_
5. I have a solid feeling of confidence in my ability to create a good life for myself. M=2 S=1 L=0 \_\_\_\_\_
6. When I decide to do something, I carry through and do it. M=2 S=1 L=0 \_\_\_\_\_
7. I do not procrastinate. M=2 S=1 L=0 \_\_\_\_\_

8. In almost any area that I go into, I really do well. M=2 S=1 L=0 \_\_\_\_\_
9. I am a “hard worker” even when I am not supervised. M=2 S=1 L=0 \_\_\_\_\_
10. People admire my ability to accomplish what I set out to do. M=2 S=1 L=0 \_\_\_\_\_
11. Even when I encounter personal difficulties, I complete assignments and obligations. M=2 S=1 L=0 \_\_\_\_\_
12. I rarely fail at anything that I consider. M=2 S=1 L=0 \_\_\_\_\_

**COMMITMENT ETHIC** **Total Score** \_\_\_\_\_

1. One of the things that I need to change most is how I feel about myself as a person. M=2 S=1 L=0 \_\_\_\_\_
2. One of the things that I need to change most is the way that I relate to my family. M=2 S=1 L=0 \_\_\_\_\_
3. I am not satisfied with the way I manage my time. M=2 S=1 L=0 \_\_\_\_\_
4. I need to change job (careers). M=2 S=1 L=0 \_\_\_\_\_
5. I need to change the way that I handle stress and tension. M=2 S=1 L=0 \_\_\_\_\_
6. I am not satisfied with my ability to handle problems or conflicts. M=2 S=1 L=0 \_\_\_\_\_
7. I am not satisfied with the amount of energy I put into being successful in life. M=2 S=1 L=0 \_\_\_\_\_
8. I am not satisfied with my leadership ability. M=2 S=1 L=0 \_\_\_\_\_
9. I am not satisfied with my decision making. M=2 S=1 L=0 \_\_\_\_\_
10. One of the things that I need to change most is the way that I relate to other people. M=2 S=1 L=0 \_\_\_\_\_
11. I am not satisfied with the way I handle intimate relationships. M=2 S=1 L=0 \_\_\_\_\_
12. One of the things that I need to change most is how I physically take care of my body. M=2 S=1 L=0 \_\_\_\_\_

**CHANGE ORIENTATION** **Total Score** \_\_\_\_\_

Plot your total scores for each scale on the mini-profile below.

SELF MANAGEMENT SKILLS												
<b>PART III</b>	<b>DRIVE STRENGHT</b>	14	18	22	26	30	34	38	42	46	50	
	<b>TIME MANAGEMENT</b>	5	8	10	12	14	16	18	20	22	24	
<b>MINI-PROFILE</b>	<b>COMMITMENT ETHIC</b>	8	10	12	14	16	18	20	22	24		
		<b>DEVELOP</b>				<b>STRENGTHEN</b>			<b>ENHANCE</b>			
	<b>LEADERSHIP</b>	1	3	5	7	9	11	13	16	18	21	24
	<b>LOW</b>				<b>NORMAL</b>			<b>HIGH</b>				

**Effective Self-Management involves three interrelated, powerful, emotional skills that enable a person to manage self in life and work. To be successful, satisfied, and happy, you must learn to motivate yourself and achieve meaningful goals in life (Drive Strength), view time as a valuable resource and use time effectively (Time Management), and make commitments and complete projects in a dependable manner (Commitment Ethic). In addition, you need to convert a potential problem area of life (Change Orientation) to the emotional skill of Positive Personal Change.**

## PART IV: INTRAPERSONAL DEVELOPMENT

This primary performance area of life consists of the Intrapersonal (within you) Skills essential to emotional learning and self-knowledge. Intrapersonal Skills include the vital personal perspective of learning emotional skills and using emotional skills to improve the quality of your life. Intrapersonal Skills are critical to discovering and using your personal belief system toward the betterment of self. These emotional skills include your own private view of your confidence, your competence, and your abilities. Now, explore Intrapersonal Skills over two emotional skills areas.

1. I am a cheerful person. M=2 S=1 L=0 \_\_\_\_\_
2. I am satisfied with my family relationships. M=2 S=1 L=0 \_\_\_\_\_
3. My daily life is full of things that keep me interested. M=2 S=1 L=0 \_\_\_\_\_
4. I am an important person. M=2 S=1 L=0 \_\_\_\_\_
5. My feelings are not easily hurt. M=2 S=1 L=0 \_\_\_\_\_
6. I am trustworthy, and I comfortably depend upon myself. M=2 S=1 L=0 \_\_\_\_\_
7. I don't seem to care what happens to me. M=2 S=1 L=0 \_\_\_\_\_
8. I am a self-confident person. M=2 S=1 L=0 \_\_\_\_\_
9. I easily become impatient with people. M=2 S=1 L=0 \_\_\_\_\_
10. I like myself, and I feel very comfortable with the way I am as a person. M=2 S=1 L=0 \_\_\_\_\_
11. I am afraid to be myself. M=2 S=1 L=0 \_\_\_\_\_
12. I am excited about myself, and I feel very comfortable with the way I am as a person. M=2 S=1 L=0 \_\_\_\_\_
13. For me, anything is possible if I believe in myself. M=2 S=1 L=0 \_\_\_\_\_
14. I trust my ability to size up a situation. M=2 S=1 L=0 \_\_\_\_\_
15. I would describe myself as a creative person. M=2 S=1 L=0 \_\_\_\_\_
16. I effectively cope with the ups and downs of life. M=2 S=1 L=0 \_\_\_\_\_
17. I am comfortable in revealing my weaknesses to my friends. M=2 S=1 L=0 \_\_\_\_\_
18. I am free to be myself and handle the consequences. M=2 S=1 L=0 \_\_\_\_\_
19. I feel in control of my life. M=2 S=1 L=0 \_\_\_\_\_
20. I accept my mistakes rather than bothering myself with them. M=2 S=1 L=0 \_\_\_\_\_
21. I regret many things I have done in the past. M=2 S=1 L=0 \_\_\_\_\_
22. I experience novelty and change in my daily routine. M=2 S=1 L=0 \_\_\_\_\_

23. I am an open, honest, and spontaneous person. **M=2 S=1 L=0** \_\_\_\_\_
24. I am regarded by others as a leader. **M=2 S=1 L=0** \_\_\_\_\_
25. I form new friendships easily. **M=2 S=1 L=0** \_\_\_\_\_

**SELF ESTEEM Total Score** \_\_\_\_\_

**PART IV: INTRAPERSONAL SKILLS**

- 1. Even though I have worked hard, I do not feel successful. M=2 S=1 L=0 \_\_\_\_\_
- 2. I cannot find the time to really enjoy life the way I would like. M=2 S=1 L=0 \_\_\_\_\_
- 3. I am bothered by physical symptoms, such as headaches, insomnia, ulcers, or hypertension. M=2 S=1 L=0 \_\_\_\_\_
- 4. When I see someone attempting to do something that I know I can do much faster, I get very impatient. M=2 S=1 L=0 \_\_\_\_\_
- 5. I am a tense person. M=2 S=1 L=0 \_\_\_\_\_
- 6. I find it really difficult to let myself go and have fun. M=2 S=1 L=0 \_\_\_\_\_
- 7. I am not able to comfortably express strong emotions such as fear, anger, and sadness. M=2 S=1 L=0 \_\_\_\_\_
- 8. If I really relaxed and enjoyed life the way I wanted to, I would find it hard to feel good about myself. M=2 S=1 L=0 \_\_\_\_\_
- 9. Even when I try to enjoy myself and relax, I feel a lot of pressure. M=2 S=1 L=0 \_\_\_\_\_
- 10. I often want people to speak faster and find myself wanting to hurry them up. M=2 S=1 L=0 \_\_\_\_\_
- 11. I am able to relax at the end of a hard day and go to sleep easily at night. M=2 S=1 L=0 \_\_\_\_\_
- 12. I often feel that I have little control over what I think, feel and do. M=2 S=1 L=0 \_\_\_\_\_
- 13. I am unable to relax naturally, and tend to rely on other things (drugs, alcohol, tobacco, etc.) to calm me down. M=2 S=1 L=0 \_\_\_\_\_
- 14. I feel tense and pressured by the way I have to live. M=2 S=1 L=0 \_\_\_\_\_
- 15. My family and friends often encourage me to slow down and relax more. M=2 S=1 L=0 \_\_\_\_\_
- 16. I am impatient with myself and others, and I am usually pushing to hurry things up. M=2 S=1 L=0 \_\_\_\_\_
- 17. I am under so much stress that I can feel the tension in my body. M=2 S=1 L=0 \_\_\_\_\_
- 18. My friends often say that I look worried, tense or uptight. M=2 S=1 L=0 \_\_\_\_\_
- 19. I effectively deal with tension, and I have learned a variety of healthy ways to relax. M=2 S=1 L=0 \_\_\_\_\_
- 20. On the job, I work under a great deal of tension. M=2 S=1 L=0 \_\_\_\_\_
- 21. I have been unable to break negative habits that are a problem for me (drinking, smoking, overeating, etc. M=2 S=1 L=0 \_\_\_\_\_
- 22. When I really relax and do absolutely nothing, I feel guilty about wasting time. M=2 S=1 L=0 \_\_\_\_\_
- 23. I have become extremely nervous and tense at times, and doctors have advised me to slow down and relax. M=2 S=1 L=0 \_\_\_\_\_
- 24. I seem to continually struggle to achieve and do well and seldom take time to honestly ask myself what I really want out of life. M=2 S=1 L=0 \_\_\_\_\_
- 25. I have developed relation techniques and practice them daily. M=2 S=1 L=0 \_\_\_\_\_

**STRESS MANAGEMENT Total Score** \_\_\_\_\_

**Plot your total scores for each scale on the mini-profile below.**

INTRAPERSONAL SKILLS													
<b>PART IV</b>	<b>SELF ESTEEM</b>	9	18	23	26	29	32	35	39	42	45	48	50
<b>MINI-PROFILE</b>	<b>STRESS MANAGEMENT</b>	4	9	14	19	24	29	34	39	44	49		
		<b>DEVELOP</b>				<b>STRENGTHEN</b>			<b>ENHANCE</b>				

**Intrapersonal Skills involve how a person feels about self, values self, and behaves toward self, as well as managing all types of stress and problems in life. These emotional skills enable you to effectively deal with yourself and personal stress (Self Esteem), as well as the intense stress, pressure, and demands of daily life and work (Stress Management). The quality of your life and your survival depend on these two powerful emotional skills.**

**DEVELOPING EMOTIONAL SKILLS**

**Congratulations! You have now completed the most important and critical first step by honestly assessing and exploring ten key emotional skills and three potential problem areas of life. Now, to gain a holistic view of emotional intelligence skills, you will transfer your scores on all four mini-profiles to create Your Emotional Skills Profile. Your Emotional Skills Profile**

consolidates the ten emotional skills in the top part and then the three potential problematic areas on the bottom of the profile. Note that the scales Aggression, Deference, and Change Orientation go on the bottom of the profile. These scales need to be converted to the emotional skills of Anger Control and Management, Fear Control and Management, and Positive Personal Change.

## **Module 11: Emotional Intelligence Skills and Competency Areas**

Essential Class Materials

Text

Instructor's Guide: Module 11

Completed Emotional Skills Profiles for each Student

A Completed Group Skills Profile for the Class

### **Mini Lecture/Introduction**

The interpretation of your Emotional Skills Profile is important and useful as you develop your Academic Success Plan. Focus on the skills that you have indicated as your current strengths (high scores) in the enhance area of the profile. These are behaviors that you see yourself having now. Pay attention to scores in the change area. Check Assertion, Drive Strength, Time Management, and Commitment Ethic. These skills have been our focus this first three weeks because of their importance to academic success in the first semester of college. We want to become familiar with the definition and importance of these skills. The 13 skills on your Emotional Skills Profile are the ones contained in the text, and there is a brief lesson and information about each skill that we will learn and practice.

### **Learning Objectives**

To explain and discuss the importance of each emotional intelligence skill

To explain the use of the Emotional Skills Profile in completing the Academic Success Map

### **Learning Activity**

Each skill is defined and explained in the interpretive guide provided with the Emotional Skills Profile. We use our own profile to talk about strengths and areas for needed change and improvement. The students need to understand that their assessment is an estimate of how they are seeing themselves think, express feelings, and behave in the present. Emotional skills can be developed and improved and this is the focus of the classroom learning activities. Pay attention to students who assess their skill levels very low, and suggest very practical ways to improve these skills, i.e. mentoring, academic support services, academic advising, career planning, counseling services, and campus organizations and resources. Form your learning groups and see how much progress you can make on completing your Academic Success Map. Help each other to work through the process and finish.

### **Learning Applications**

Personal: One use of the Personal Narrative assignment is to record and process improvement.

Academic: Select the one skill to develop that would help you most academically.

Career: Relate EI skills to interests, values, and abilities for career exploration and planning.

### **Learning Strategies**

Self Directed Coaching: Compile resources from the net on each skill.

Emotional Mentoring: Identify at least one person who can help you improve a skill.

Active Imagination: Visualize your skill strengths and how you can better use them.

## ***Closure/Link***

Explain that there are many ways to learn EI skills and that this semester is a good beginning point for learning skill development processes and learning strategies that you can use throughout your college experience. The next step is for each student to develop their Academic Success Map and link up with campus and community resources.

Remember that each item on the skill areas of the ESAP are success behaviors. We have the students complete the pre assessment by completing Step A: Explore for each one of the thirteen scales on the ESAP. We have them circle their responses, total their scores, and plot their results on the profile using a blue or black pen. All this is completed in the text. The individual items offer suggested behaviors to enhance, strengthen, or learn. When it is time to complete the post test at the end of the semester, we have them circle their response in red and construct another profile so that they can compare their progress and change over the semester. The pre and post-test profiles provide information for the Personal Narrative.

**YOUR EMOTIONAL SKILLS PROFILE**

**A Personal Guide to Emotional Learning**

Your Emotional Skills Profile provides an authentic self-assessment of your current level of development over ten powerful, emotional skills. These emotional skills are important to you in four primary performance areas of life: **(I) Interpersonal Communication Under Stress, (II) Personal Leadership, (III) Self-Management in Life and Career, and (IV) Intrapersonal Development.** Your Emotional Skills Profile also provides a current self-assessment of three potential problem areas of life which need to be converted to emotional skills.

**Self-Knowledge, Emotional Learning, and Positive Personal Change**

Accurate and current self-knowledge is powerful knowledge. Emotional learning and emotional intelligence skills use the internal frame of reference of the person as the basis of the learning process. Positive Personal Change is first and foremost a self-directed process that is intentional and supported by emotional skills and commitment. Two steps make change positive and personal meaningful: (1) obtaining important and useful emotional knowledge about self and (2) learning and developing emotional skills to guide and support lifelong Emotional learning. Your Emotional Skills Profiles provides information and knowledge about self and a model to learn, understand, and develop

By studying and understanding your emotional skills, you gain important self-knowledge. This knowledge can be serve as Your Personal Guide to Emotional Learning.

emotional intelligence skills

A PROFILE OF EMOTIONAL SKILLS															
STANDARD SCORE	15	20	25	30	35	40	45	50	55	60	65	70	75	80	75
<b>PART I</b>															
<b>INTERPERSONAL SKILLS</b>															
ASSERTION	9	12	15	18		21	24	27		30	33	36			
<b>PART II</b>															
<b>LEADERSHIP SKILLS</b>															
COMFORT	5	7	9	11	13	15	17	19		21	23	24			
EMPATHY	6	8	10	12	14	16	18	20		22	24				
DECISION MAKING		5	8	10	12	14	16	18		20	22	24			
LEADERSHIP		4	6	9	11	13	15	17		19	21	24			
<b>PART III</b>															
<b>SELF MANAGEMENT SKILLS</b>															
DRIVE STRENGTH	10	14	18	22	26	30	34	38		42	44	46	50		
TIME MANAGEMENT		5	8	10	12	14	16	18		20	22	24			
COMMITMENT ETHIC		8	10	12	14	16	18	20		22	24				
<b>PART IV</b>															
<b>INTRAPERSONAL SKILLS</b>															
SELF ESTEEM	9	18	23	26	29	32	35	39		42	45	48	50		
STRESS MANAGEMENT		4	9	14	19	24	29	34		39	44	49			
<b>SCALE</b>	<b>DEVELOP</b>				<b>STRENGTHEN</b>				<b>ENHANCE</b>						

**Your Emotional Skills Profile**

A PROFILE OF POTENTIAL PROBLEM AREAS												
AGGRESSION	2	4	6	8	10	15	19	24	28	35		
DEFERENCE	2	4	6	10	14	18	22	26	30	32	36	
CHANGE ORIENTATION	1	3	5	7	9	11	13	16	18	21	24	
SCALE	LOW			NORMAL				HIGH				

Emotional skills are key to personal happiness, healthy relationships, and personally meaningful careers. High levels of achievement require emotional skills, emotional learning, and emotional intelligence. Emotional learning is self-directed and highly personal. By completing the process of authentic self-assessment and developing Your Emotional Skills Profile, you now have a new process and way of understanding your emotional self. You have a new process of knowing what emotional learning involves and what emotional means. Emotional intelligence is a developing process of identifying, learning, understanding, feeling, and expressing human emotions in ways that are healthy and constructive.

**Review Your Emotional Skills Profile and learn as much as possible about the thirteen powerful, emotional skills. Study the definitions and meanings of the emotional skills to gain a personal understanding of emotional skills and their importance to your life.**

### Part I: Interpersonal Skills

**ASSERTION:** The ability to clearly and honestly communicate personal thoughts and feelings to another person in a comfortable, direct, appropriate, and straightforward manner. Assertive communication is a positive way of talking to people and expressing thoughts and feelings in a way that promotes understanding, caring, and respect. Assertive communication allows a person to respect individual rights and the rights of others and is not hurtful to self or others. Assertion enables a person to communicate effectively even in difficult situations involving strong and intense emotions. Assertion is a key emotional skill essential for developing and maintaining strong, positive, and healthy relationships.

### Part II: Leadership Skills

**COMFORT:** The ability to judge appropriate social, emotional, and physical distance in verbal and non-verbal interactions with others and to impact and influence others in positive ways. Interpersonal Comfort includes the ability to establish rapport and develop trust in relationships by using effective attending skills and being honest, self-assured, and open. Comfort enables a person to be confident, spontaneous, and relaxed with others in a variety of situations. Comfort is a key emotional skill essential for developing and maintaining positive interactions with others in social and/or leadership capacities.

**EMPATHY:** The ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviors, and needs of others. Accurate Empathy involves active listening in a patient, compassionate, and non-judgmental manner and communicating back to the person the feelings of being heard, understood, and accepted as a person. Empathy enables a person to be viewed as caring, genuine, and trustworthy. Empathy is a key emotional skill essential for honest and effective communication in social and/or leadership capacities.

**DECISION MAKING:** The ability to plan, formulate, initiate, and implement effective problem solving procedures. Decision Making involves using problem solving and conflict resolution strategies in solving personal problems and using a skills approach in making decisions. Decision Making skills include knowing and using a systematic model or process for anticipating and approaching problems and decisions in daily life and work. Decision Making is a key emotional skill essential for formulating and seeing choices in problem situations and for involving others in the solution to problems and conflicts.

**LEADERSHIP:** The ability to positively impact, persuade, influence others, and in general make a positive difference. Leadership is a behavioral reflection of self-empowerment with developed abilities and skills in interpersonal and goal-directed areas of life. Leadership is a set of personal and goal directed behaviors and actions that create momentum, consensus, and support in working with others. Leadership is a key emotional skill essential for establishing and providing vision, momentum, and direction for others in ways that are valued and respected.

### Part III: Self Management Skills

**DRIVE STRENGTH:** The ability to effectively direct personal energy and motivation to achieve personal, career, and life goals. Drive Strength is reflected in goal achievement and in the ability to complete meaningful goals that result in personal satisfaction and positive feelings. Drive Strength involves the learning of specific strategies and processes of action goal setting that a person can apply and practice on a daily basis in personal, career, and life projects. Drive Strength is a key emotional skill essential for high performance, goal achievement, and success.

**TIME MANAGEMENT:** The ability to organize tasks into a personally productive time schedule and use time effectively for task completion. Time Management is reflected in the ability to achieve and productively manage the valuable resource of time, rather than responding or reacting to the demands of time. Time Management involves the learning and using of effective skills and brings harmony to thoughts, feelings, and behaviors on a daily basis in the pursuit of personal, career, and life goals. Time Management is a key emotional skill essential to the effective management of self.

**COMMITMENT ETHIC:** The ability to complete tasks, projects, assignments, and responsibilities in a dependable and successful manner, even in difficult circumstances. Commitment Ethic is reflected by an inner-directed, self-motivated, and persistent person who completes projects regardless of other distractions and difficulties. Commitment Ethic is a personal standard for meeting the goals, expectations, and requirements of life and work. Commitment Ethic is a key emotional skill essential for success and satisfaction. Commitment Ethic is an inseparable companion of high achievement and personal excellence.

### Part IV: Intrapersonal Skills

**SELF ESTEEM:** The ability, belief, and skill to view self as positive, competent, and capable of achieving personal goals. Self Esteem is reflected in genuine self-confidence, a high self and others, and self worth. Positive Self Esteem is the foundation of achievement and a general sense of well-being. Self Esteem includes the powerful personal belief system of personal competence, and value of self. Self Esteem is developed and maintained through experiencing success in effective dealing with self, others, and the demands of life and work. Self Esteem is a key emotional skill essential for learning about and developing self in a life.

**STRESS MANAGEMENT:** The ability and skill to choose and exercise healthy self-management in response to stressful events. Stress Management is reflected in the ability to control and manage stress and strong emotions in the many situations of daily life and work. Stress Management involves self-regulation of emotional intensity and the use of personally derived coping strategies in difficult and high stress situations. Stress Management is a key emotional skill essential to health, performance, and satisfaction in life and work.

### Potential Problem Areas

**AGGRESSION:** A measure of the degree to which an individual employs a communication style or pattern that violates, overpowers, dominates, or discredits another person's rights, thoughts, feelings, or behaviors. Aggression is reflected in communication that is hostile and overpowering and results in bad feelings and negative outcomes. Aggression is a problem area of life that negatively affects relationships. Aggression involves the need for anger and needs to be understood and converted to the emotional skill of **Anger Control and Management**. Anger Control and Management is a key emotional skill essential to the constructive expression of anger in relationship to self and others.

**DEFERENCE:** A measure of the degree to which an individual employs a communication style or pattern that is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, or behaviors. Deference is reflected in communication that is indirect, or ambiguous and results in unclear and/or mixed messages. Often, Deference is ineffective communication that negatively affects relationships. Deference involves the need for fear and needs to be understood and converted to the emotional skill of **Fear Control and Management**. Fear Control and Management is a key emotional skill essential to the constructive expression of fear, worry, and anxiety in relationship to self and others.

**CHANGE ORIENTATION:** A measure of the degree to which an individual is satisfied with the magnitude of change needed or desired for developing personal and professional effectiveness. Change Orientation includes the degree to which a person is motivated and ready for change. Change Orientation is a reflection of satisfaction or dissatisfaction with current emotional skills and abilities. Often, a high measure of Change Orientation is an indication of dissatisfaction with current personal and emotional skills, an acute interest in making personal changes, and a conviction of the need to make personal changes. Change Orientation needs to be understood and converted to the emotional skill of **Positive Personal Change**. Positive Personal Change is a key emotional skill essential to healthy change and development throughout life.

### POTENTIAL PROBLEM AREAS

**AGGRESSION:** A measure of the degree to which an individual employs a communication style or pattern that violates, overpowers, dominates, or discredits another person's rights, thoughts, feelings, or behaviors. Aggression is reflected in communication that is hostile and overpowering and results in bad feelings and negative outcomes. Aggression is a problem area of life that negatively affects relationships. Aggression involves the need for anger and needs to be understood and converted to the emotional skill of **Anger Control and Management**. Anger Control and Management is a key emotional skill essential to the constructive expression of anger in relationship to self and others.

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## **EMOTIONAL INTELLIGENCE**

Emotional intelligence is a confluence of developed skills and abilities: (1) accurately know yourself, feel valuable, and behave responsibly as a person of worth and dignity; (2) establish and maintain a variety of effective, strong and healthy relationships; (3) get along and work well with others, and (4) continuing process of developing specific emotional skills. Personal awareness, understanding, and meaning are at the heart of developing emotional skills, emotional learning, and emotional intelligence. Your Emotional Skills Profile provides a beginning point to further explore, truly understand, and fully develop thirteen essential emotional skills.

### **Emotional Intelligence Skills to Develop**

Action Goal Setting is a unique and important human ability to improve performance and structure change in healthy and successful ways. This ability enables you to learn and choose new feelings, thoughts, and behaviors that will improve personal satisfaction, success, and happiness. Use your Emotional Skills Profile to identify and prioritize emotional intelligence skills to learn and further develop. You can select one or all four parts of the primary performance areas of life, or you can select one or all of the thirteen emotional skills to learn and develop.

### **PART I Interpersonal Communication Under Stress**

Three emotional skills are essential to healthy relationships and effective communication. Honest communication and managing strong emotions are required to develop and maintain productive, positive, and healthy relationships.

**KEY EMOTIONAL SKILLS: Assertion \* Anger Control and Management \* Fear Control and Management**

### **PART II Personal Leadership**

Four emotional skills are essential to the learning and development of positive and responsible leadership. Personal Leadership requires social skills, the ability to understand and respect the views of others, the ability to solve problems, and the ability to lead self in positive ways.

**KEY EMOTIONAL SKILLS: Comfort \* Empathy \* Decision Making \* Leadership**

### **PART III Self Management In Life and Career**

Four emotional skills are essential to the effective management of self. Self-Management requires motivation and achievement drive, efficient use of resources, personal commitment, and a positive approach to change.

**KEY EMOTIONAL SKILLS:**

**Drive Strength \* Time Management \* Commitment Ethic \* Positive Personal Change**

**PART IV Intrapersonal Development** Two emotional skills are essential to self-worth, confidence, and personal competence. Intrapersonal Development require the full development of a strong, personal believe system and the effective management of the pressures and stress of life and work.

**KEY EMOTIONAL SKILLS: Self Esteem \* Stress Management**

Exploring, understanding and developing emotional skills can be fun, exciting, satisfying, and productive. Emotional skills can and do make a difference in the performance and quality of life. Emotional intelligence skills contribute to performance and productivity and are valued by schools, universities, businesses, organizations, and families.

Your Emotional Skills Profile is a personal guide to emotional skills, emotional learning, and emotional intelligence. Enjoy lifelong emotional learning and enhance the quality of your life.

Last Word:

Late adolescence is a major transition point and requires the successful first-year college student to quickly shift to adult (self-directed) learning strategies. Exploring, identifying, understanding, and applying emotional intelligence skills can help with this transition and positively impact achievement and retention. The specific and active use of self-directed coaching, emotional mentoring, and active imagination has improved our ability to engage and interest first-year college students in their personal, academic, and career development.

Thank you for exploring our work and reviewing its possibilities for use with students. Our involvement and excitement about the importance of personal skills has filled many years. Despite our training and experience, we continue to make mistakes by overlooking the obvious. Students do not often share our level of interest or commitment to the development of emotional intelligence skills. Students are busy being young and having fun, and they are often better at that than at learning emotional intelligence skills. One of the authors relearned an important lesson from an eighteen-year old freshman who works in the departmental office. The young man is very dependable, very helpful, and the kind of student you enjoy talking to. Our conversation was as follows:

--Michael, I say you coming out of one of the 1301 classes that is using my new book for a text. How is the class going, and what do you think of the book? (No immediate response and a downward glance at the floor?)

--I did not know that was your book that we were using in the class.

--Michael, tell me that you are using the book as a guide for skill building and that you are reading it?

--Truthfully, I really have not looked at it much. The professor just said that it was required and to buy it. We do not really use it in class, and very few of the students are really reading the book and using it. Doc, you know that students are not going to do stuff like that unless they are motivated and want to learn it.

--Michael, do you like to read books?

--No sir, not really.

--Since I worked twenty-five years to write that little book that you bought but are not reading, would you do an old man a favor?

--Sure!

--Look at this picture (mind map) I drew of all that is in the book. The picture shows the major ideas that are hidden in all the words.

--I like that. The brain is interesting –one brain, two minds brought together by

emotional intelligence skills.

--Take the picture. Tell the professor you and I worked it up for extra credit. You do have to add to it and improve it some before you turn it in.

--I can do that.

Young students are worthwhile challenge. They respond with energy when they are actively confronted and engaged in learning. The best thing we can do is be a good mentor, share our excitement, continue our own learning, model the EI skills when we can, and keep a sense of humility and humor when working with first-year college students.



**Appendix A: Quantifying Emotional Intelligence  
Positive Contributions of the Emotional Mind**

## **Quantifying Emotional Intelligence: Positive Contributions of the Emotional Mind**

### **ABSTRACT**

*Emotional intelligence* is a positive and exciting topic with enormous implications for schools, colleges, organizations, and communities. Emerging interdisciplinary research and studies from education, business, and psychology are beginning to show clear and significant contributions of emotional intelligence to both human performance and personal health. As we enter the 21<sup>st</sup> century, emotional knowledge, skills and intelligence hold the major key to improving education and helping students and teachers, in all academic disciplines and career fields, attain higher degrees of achievement, career success, leadership, and personal well-being.

There are important issues and challenges facing education at the public school and higher education levels. While academic achievement and scholastic performance have been the primary thrust of recent reform efforts, other equally important needs have taken center stage. Physical safety, healthy emotional development, standards of excellence and equalitarianism, a global economy, the changing workforce and the nature of work, multicultural and diversity are just a few examples. These important issues require a different and more balanced perspective of accountability that includes emotional learning and the affective domain.

This paper will bring into focus the major findings of long-term personal research, related doctoral studies from universities throughout the U.S., and other leading research efforts that confirm the importance of personal skills and emotional intelligence to career success, human development education, and leadership. A research-based education process for learning essential emotional skills is presented in an applied context of leading models of emotional intelligence and human performance. This knowledge and skills-based learning process is organized around four primary principles or competency sets and thirteen essential skills of emotional intelligence.

Major learnings about emotional intelligence as well as the positive contributions of the emotional system and emotional mind are identified, reviewed, and synthesized. Finally, an integrated program concept is presented for building healthy and productive students, schools, and communities. We conclude with five strong fundamental beliefs (founded in long-term research and experience) that underscore the value of emotional learning and the need for affective development in education programs from pre-K to post-retirement.

## QUANTIFYING EMOTIONAL INTELLIGENCE *Positive Contributions of the Emotional Mind*

### **Introduction and Background**

Since 1976, we have been involved in systematic and continuing research in the effort to study, document, and quantify the role and effect of personal emotional skills to academic achievement, career success, and personal well being. As a result of this study and research, we have learned that there are clear relationships and positive contributions of the emotional system and the emotional mind that are important to high levels of achievement, career excellence, goal persistence, health, and leadership. Lessons learned from this research and the research findings of others have major implications for the way we live and work, teach and learn, and manage our schools, colleges, and organizations.

This paper presents a research and skills-based educational approach to assessing, learning, and applying emotional intelligence. A major premise is that the positive emotional development of children, youth, families, and educators is now, or soon will be a core value and commitment of schools, colleges, organizations, and communities.

Our on-going research and that of other leading researchers have confirmed that emotional intelligence and other nontraditional measures of human performance are essential to both personal and career success. Furthermore, the emotional domain of learning is necessary for a more complete better understanding of how to achieve high levels of success. Emotional intelligence may be more predictive and relevant to success than IQ tests and other standardized measures of scholastic aptitude and ability. These research findings have significant implications for education at all level from pre-K to post-retirement.

### **Important Issues Facing Education**

School violence, physical safety, low levels of achievement, drop-out rates, and mediocre performance by world standards are clear indicators of the need for change, renewal, and reform. These and other issues are regularly the focus of school governance, the general public, and the media. A major challenge for American education in the 21<sup>st</sup> century is to provide physically safe campuses, emotionally safe/healthy classrooms, and rigorous academic curricula taught by qualified teachers. Healthy and safe learning environments are necessary for students and teachers to perform at their highest levels.

In recent years, low-test scores have been the focus of criticism and education reform efforts. The broader educational mission of schools becomes clouded when effectiveness is defined solely or even primarily on the basis of academic achievement test scores. Test scores reflect the narrow emphasis of schooling rather than the broader mission of education. A healthy school climate focusing on academic, career, and personal development requires an emphasis on affective or emotional learning as much as on academic or cognitive learning.

Changes in the nature of work and productivity demands of a global economy necessitate additional restructuring and reform efforts. As schools and colleges prepare students for careers and productive employment, education will continue to modify its curricula and instruction.

There are very serious issues and questions facing education which need to be addressed and answered. One of these was posed in the classic book **Excellence: Can We Be Equal and Excellent Too?** (J. Gardner, 1961). This is indeed an excellent question and one that deserves serious thought and attention, especially in a competitive and free society. The issues and questions of equalitarianism and excellence posed by Gardner remain current and relevant today, perhaps even more so now than then. Equalitarianism and excellence are based on the human values and fundamental principles of fairness and competition, equality and individual differences, hard work and performance, commitment and productivity.

From the context of an education and skills-based model of emotional intelligence, we will pose an answer to Gardner's question of excellence and equalitarianism. Other important issues also will be addressed through the affective and emotional learning domain.

### **Accountability and Standards of Performance**

Emerging trends and demands of a global economy point to the need for new accountability models and outcome research to document the effectiveness of schools, colleges, and business organizations. There is considerable and growing research that confirms the importance of emotional intelligence and emotional skills to achievement, productivity, career success, leadership, and personal health in education and business (H. Gardner, 1983, 1993, 1997; Goleman, 1995, 1997; Sternberg, 1985, 1990; Dryden and Vos, 1994; Dalusion, 1994; Weisenger, 1985, 1998; Greenspan, 1997; Astin and Associates, 1993; Townsed and Gephardt, 1997; Nelson and Low, 1997-2000). What is most needed now is an easily understood, coherent, and practical model of emotional intelligence that can be implemented in the classroom.

In psychology and education, three domains or dimensions of human performance are prominently mentioned –cognitive (academic), behavioral (action), and affective (emotional). Academic accountability (cognitive domain) is embraced and in effect at every level of education. The cognitive dimension continues to gain prominence and strength through accountability measures demanded by legislatures, education agencies and boards, and the general public. In Texas, a few examples of standardized testing are TAAS at the public school level, TASP at the college level, and ExCET at the college level for teacher certification. In addition, colleges, and universities regularly use standardized test results for admission purposes including ACT, SAT, GRE, GMAT, MCAT, LSAT, and others.

Behavioral accountability (action domain) is embraced and in effect at every level of education. The behavioral dimension continues to gain prominence and strength through public demands for personal accountability of one's actions. Examples are rules, regulations, codes of conduct, codes of ethics, and standards of behavior (personally and professionally) in effect in every school, college, organization, and community. These serve in addition to the numerous laws, sanctions, and penalties for proven violations.

Affective accountability (emotional domain) and emotional standards of performance have been missing, misunderstood, mysterious, minimized, or neglected. What is needed most is a model of emotional intelligence that is easily understood, practical, skills-based, and personally relevant.

### **A Public School Perspective**

It is important and appropriate that academic and cognitive development be recognized as the chief goal of schooling. However, it would be disastrous if the affective domain is neglected as an important and necessary role for schools and communities. To meet the issues and challenges facing public education, there is a need to develop emotionally healthy, responsible, and productive students, as well as teachers and other educators. Emotional skill development and accountability need to be embraced in the affective and emotional learning domain just as it is the academic and behavioral domains.

Educators have tried to predict academic achievement of students since the early days of standardization of group achievement and scholastic ability tests. In a keynote address McQuary (1983) reviewed this issue and reported the findings of two early landmark studies at the high school to college level by Segal in 1934 and Durlinger in 1943. These studies attempted to predict success in college on the basis of achievement and scholastic ability tests, and correlations between .30 and .50 were reported. From these early studies and even when combining the various scholastic measures of previous school achievement (such as rank in class) with achievement test scores and scholastic ability tests, multiple coefficients *may* reach .70 to .75 (McQuary, 1983). Even with the best scholastic achievement models, there is much that cannot be explained or accounted for using cognitive indicators.

An extensive widely reported national study of drop-outs in the freshman year of college conducted by the American College Test revealed that the primary reasons for dropping out were not academic but personal or emotional difficulties such as loneliness, lack of purpose, and feelings of inadequacy. Recognizing that the primary focus of education has been academic performance, there is convincing evidence that schools, colleges, and communities cannot neglect the development of personal and emotional intelligence skills.

Extensive reviews of research at school and organizational levels indicate that emotional intelligence skills are essential to achievement and leadership (Goleman 1995, 1997). Further, Goleman indicates that when high levels of leadership are required, emotional intelligence is a much greater predictor of success than traditional measures of intelligence or leadership. Dryden and Vos reported that the world's best educational programs place personal and emotional development at the very center of the mission of education. Their findings from the world's best educational programs indicate that the emotional intelligence skills of self esteem and self confidence are essential to all learning, and education that fails to address them will fail in its other tasks (Dryden and Vos, 1994).

The importance of a healthy school climate has long been emphasized by leading educators (Goodland, 1983; McQuary, 1983). Schools are much more than settings for producing specific learning outcomes. A healthy school climate is much more than an environment conducive for teaching academic content; it is also an environment conducive for teaching personal and social skills, successful career strategies, and emotional development. Emotional intelligence skills and competencies are key to creating and maintaining a healthy and productive school climate.

### **A Higher Education Perspective**

It is appropriate and important that academic development is the first and foremost goal of colleges and universities. However, a college education may prove to be both career limiting and leadership limiting if healthy emotional development is not viewed as an equally important and necessary role of the total college experience. To fully achieve the educational aspirations of the 21<sup>st</sup> century, there is a current and increasing need to develop healthy, productive, and responsible students, faculty, and administrators in all academic disciplines. Accountability needs to be embraced and in effect in both academic and emotional development.

A number of leading researchers have concluded that emotional intelligence and related non-traditional measures of intelligence and human performance are more predictive of success than IQ tests and other standardized measures of scholastic ability and achievement (Nelson and Low, 1976-2000; Gardner, 1983, 1993, 1997; Sternberg, 1985, 1990; Goleman, 1995, 1997; Dryden and Vos, 1994; Astin and Associates, 1993; Townsend and Gephardt, 1997; Weisenger, 1985, 1990; Cooper and Saway, 1997; Supley, 1998). Interdisciplinary research clearly connects emotional intelligence and emotional skills to achievement, career success, personal well-being, and leadership, especially at higher levels of responsibility. This research carries a crystal clear message for colleges who strive to develop their students to the fullest degree.

The fundamental beliefs and core values of student development in higher education included (1) recognition of the preeminence of the academic mission of the university, (2) respect for the integrity of each student, (3) commitment to actively building a healthy and safe learning environment on campus, (4) equality and fairness in serving all students, and (5) a celebration of diversity. These beliefs and values are consistent with the academic goals of higher education and need to be embraced with commitment and accountability. Colleges are expected to document how academic and student development programs lead to student achievement, retention through graduation, career enhancement, and leadership. A balanced accountability system, including emotional intelligence skills, is needed.

Historically, the first major value of the student development profession was individuation. This value involves respect for the growing person in search of a unique identity. Gardner succinctly captures the goal of healthy individuation: “What we must reach for is a conception of perpetual self-discovery, perpetual reshaping to realize one’s best self, to be the best person one could be.” (J. Gardner, 1961). In an early classic book **College and Life**, Bennett discussed the importance of emotional self control in student success and called for a

student development focus on “intelligent self-direction” (Bennett, 1933). Positive emotional learning and development are central to the value of individuation.

The second major value of student development is that of community. The university is viewed as a place where students grow through involvement in meaningful relationships. Students benefit from relationships that (1) make them feel valued, (2) contribute to positive self-worth, (3) create a healthy, productive community, and (4) form a personal sense of belonging.

Emotional knowledge, skills, and competencies are an essential part of the values of individuation and community. The affective or emotional learning domain is central to student development, and experiential learning needs to be systematic and accountable. Colleges must be able to show faculty, students, and the entire academic community how courses, programs, and services make a difference in personal growth and professional development.

### **A Balanced Perspective**

The purpose of this paper is to synthesize and integrate the major findings of research on emotional intelligence and personal skills, as they relate to the goals of education and human development. To achieve a more balanced perspective, a brief section is presented on the keys to the emotional system and its essential role in academic, career, and personal success. Then, a research-based education model of emotional intelligence is presented. Other leading models and frameworks of emotional intelligence are presented in the context of this skills-based learning process developed by the authors. Positive contributions of the emotional mind and major findings from interdisciplinary research are presented, reviewed, and synthesized. The emotional skills and abilities of “the emotionally intelligent teacher” are illustrated to show the contributions of the emotional system. Finally, an emotional intelligence skills framework for building healthy students, schools, and communities is presented. Other leading models and frameworks of emotional intelligence are presented in the context of this skills-based learning process developed by the authors. Positive contributions of the emotional mind and major findings from interdisciplinary research are presented, reviewed, and synthesized. The emotional skills and abilities of the “emotionally intelligent teacher” are illustrated to show the contributions of the emotional system. Finally, an emotional intelligence skills framework for building healthy students, schools, and communities is presented. A concluding section with the fundamental beliefs of this new emotional intelligence education model concludes the paper.

The main goal of this paper is to provide a coherent and practical model of human emotional behavior that everyone can learn and apply to stay healthy, increase goal achievement, and improve productivity. Highly successful schools and colleges must be able to provide healthy learning and work environments that challenge and help students and teachers to perform to their highest levels. There needs to be not only recognition but also an acceptance and commitment to develop emotionally intelligent people in all career fields.

Emotional intelligence skills are vital to human performance and the human performance and the management of healthy organizations. Recognizing that the primary attention of education has to be academic performance, there is simply too much convincing evidence that schools and colleges should not and cannot neglect the development of emotional intelligence skills and other personal factors. Emerging trends necessitate a new and fresh look at the contributions of the emotional domain of learning and the emotional mind. Building productive

and healthy students will require the active and intentional development of affective skills and knowledge as a normal and integral part of the process of education.

## Keys To The Emotional System

We have learned through research and experience that most people do not have a good understanding of how the emotional system works. There is a set of essential emotional knowledge that is easy to understand when presented from a personal education framework. First, a person needs to know that emotions lead to actions, reside in the brain, are important to memory, are different from thoughts and that there are only three primary emotions that cause major problems. When students, of any age, begin to know how to use the emotional system, they are in a better position to stay healthy, safe, and develop in positive ways. Learning how to effectively learn requires learning the keys to the emotional system and the development of emotional knowledge and skills.

An emotion is a feeling state. We like the definition that an emotion is a psychological and physical reaction subjectively experienced as strong feelings and physiologically involving changes that prepare the body for immediate action. In simpler terms, emotions are impulses to act. People can learn to self-direct impulsive (quick) behaviors in a self-valued direction. The tendency to act is a part of the emotional response, and it will continue to occur throughout life.

The seat of emotions is the brain and, in a sense, we have two minds – one that thinks (cognitive) and one that feels (emotional). Thoughts and emotions are two different ways of knowing and making sense out of the world. The two systems are not adversarial or physically separate but operate fluidly and interactively to construct our mental life. Passion (the heart) dominates reason (the mind) when feelings are intense.

The amygdala (the storehouse of emotional memory) is an important brain structure for emotions. The amygdala serves as the brain's sentry and the first line of warning to signal danger. It is essential to know that our neural pathways for emotions bypass the neocortex and take the direct route to the amygdala. This shortcut allows the amygdala to quickly receive direct inputs from the senses and start a response before they register in the neocortex.

Knowing the difference between a thought and an emotion is important. Being able to accurately distinguish a thought from a feeling is the foundation stone of emotionally intelligent behavior. The ability to change emotional reactivity into self-valued behavior requires this knowledge and the emotional skills to use this information with purpose (intentionality).

The emotional mind is childlike, learns through associations, and often makes mistakes about time. When some feature of an event seems similar to an emotionally charged memory from the past, the emotional mind reacts to the present as if it were the past. It is important to know the primary emotions and to accurately identify and label them as they occur. The three emotions that cause the most problems at every stage of life development are anger, fear, and sadness. Happiness or joy does not seem to be a problem for most people.

A strong emotion is an important source of information that a person can learn to use and improve behavior. Anger signals danger and is an attempt to change the present. It is a powerful attempt to stop or start something. Anger tied to the past tends to become resentment; anger tied

to the future tends to become envy or jealousy. Fear signals potential danger and the need for caution in the present. Fear tied to the future becomes worry, anxiety, stress, or panic; fear of memories from the past make people afraid in the present. Sadness signals a physical or psychological loss. Sadness tied to the past becomes regret, remorse, and guilt' sadness tied to the future becomes pessimism and hopelessness.

To break the habit of emotional reactivity requires an understanding of the emotional system and the learned ability to accurately identify emotions as they are experienced. One of the purposes of exploring and developing emotional intelligence is to learn how to achieve self-valued changes in the emotional system. Improving emotional intelligence is an internal and self-directed process. Thoughts influence feelings, and feelings influence thinking. Emotional intelligence skills harmonize thoughts and feelings.

The emotional system is a primary factor in managing stress, improving relationships and creating a positive climate to live and work. Emotional intelligence is key to helping schools, colleges, and organizations address three very costly problems: negative stress, ineffective relationships, and poor work environments. These are major problems and are costly in terms of productivity, money, time, morale, energy, and hope. The emotional system and emotional intelligence skills are key to helping organizations achieve three important goals: (1) reduce the effects of negative emotional stress, (2) build and maintain healthy, supportive, and productive relationships, and (3) create a healthy climate to work and learn.

### **A Research-Based Education Model of Emotional Intelligence**

Emotional intelligence is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each person. No one else in the world thinks, express feelings, chooses behaviors, and acts in the exact same way. Any educational model for developing emotional intelligence must address this unique personal condition.

In our educational model, emotional intelligence is defined as confluence of developed abilities 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, and (4) effectively deal with the pressures and demands of daily life and work (Nelson and Low, 1999). This definition provides for a practical, easily understood, skills and knowledge-based approach to emotional intelligence and emotional learning.

With a knowledge and skills-based approach, emotional intelligence can be integrated, organized, and taught in a sequential, step-by-step, learner-centered process. As a result of long-term study and research with personal skills and emotional intelligence, an emotional learning process or system consisting of five essential, interrelated, sequential steps has been developed (Nelson and Low, 1999). This structured education learning process is illustrated in Figure 1.

**FIGURE 1**  
**Emotional Learning System**

<b>Step 1</b>	<b>EXPLORE</b>	<b>SELF ASSESSMENT</b>
<b>Step 2</b>	<b>IDENTIFY</b>	<b>SELF AWARENESS</b>
<b>Step 3</b>	<b>UNDERSTAND</b>	<b>SELF UNDERSTANDING</b>
<b>Step 4</b>	<b>LEARN</b>	<b>SELF DEVELOPMENT</b>
<b>Step 5</b>	<b>APPLY</b>	<b>SELF IMPROVEMENT</b>

Each step in the Emotional Learning System builds on the information of the previous step. While each step is sequential, it is important to remember that emotional learning is highly personal, dynamic, and fluid. In other words, emotional learning requires moving back and forward to gain more information, review resources, develop strategies, refine skills, and integrate emotional knowledge.

The development of emotional intelligence is an intentional, active, and engaging learning process rich with personal meaning. From the very beginning, the learner needs to be actively involved in a discovery process of emotional skills. Instruction is learner-centered and personalized. Development is based on the internal frame of reference of the learner with the use of a positive assessment process.

**Emotional intelligence is best understood**  
*and learned when framed around specific  
emotional competencies and skills.*

The foundation of the emotional learning process is a positive self-assessment of thirteen skills organized around key competencies and performance areas. Figure 2 outlines the emotional skills and competencies that are integral to career success, personal well-being, satisfaction, and healthy human development.



FIGURE 2

EMOTIONAL SKILLS ASSESSMENT PROCESS		
	Key Emotional Competencies	Key Emotional Skills
Part I	Relationships and Interpersonal Communication Under Stress	1. Assertion 2. Anger Control and Management 3. Fear Control and Management
Part II	Personal Leadership	4. Comfort 5. Empathy 6. Decision Making 7. Leadership
Part III	Self Management in Life and Career	8. Drive Strength 9. Time Management 10. Commitment Ethic 11. Positive Personal Change
Part IV	Intrapersonal Development	12. Self Esteem 13. Stress Management

The *Emotional Skills Assessment Process of Personal Skills Mapping, Exploring and Developing Emotional Intelligence Skills, and Sales Success Mapping* (Nelson and Low, 1976-2000) has confirmed that self-assessed emotional and personal skills are important to personal mental health, academic achievement, healthy relationships, career effectiveness, and productivity. Positive and healthy emotional development is a major concern to people and organizations alike. In the *Emotional Skills Assessment Process*, students of any age can learn and develop emotional skills that improve their performance and sense of personal well-being.

By creating and developing a positive assessment process, we have been able to quantify and study personal and emotional skills. However, it would be over-simplified and erroneous to imply or support the view that emotional intelligence is a fixed state capable of being measured by traditional tests and psychometric approaches. However, emotional intelligence skills and competencies can be learned, understood, and developed. Furthermore, emotional intelligence is developed over a lifelong process unique to each person.

The *Emotional Skills Assessment Process* helps make emotional learning and emotional intelligence more personal and specific. These assessment methods enable researchers to quantify, study, and document self-perceived emotional skills and their relationship to a variety of personal and career outcomes. These processes also enable teachers and educators to develop a learner-centered skills-based affective curriculum and personalize the delivery of instruction and education programs.

## Emerging Models of Emotional Intelligence and Human Performance

There are a number of emerging models of emotional intelligence, other non-traditional models of intelligence and human performance, and leadership that underscore and document the value and impact of emotional intelligence. These models are grounded in research and experience in business, education, and psychology. These pioneering and leading models were selected to illustrate how the *Emotional Skills Assessment Process* integrates with them and provides a positive and practical educational process to assess and learn the skills of emotional intelligence.

Peter Salovey and John Mayer (1990) define *Five Domains of Emotional Intelligence*:

- I. Self Awareness: Observing yourself and recognizing a feeling as it happens.
- II. Managing Emotions: Handling feelings so they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness.
- III. Motivating Self: Channeling emotions in the service of a goal; emotional self-control; delaying gratification; and stifling impulses.
- IV. Empathy: Sensitive to others' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
- V. Handling Relationships: Managing emotions in others; social competence; and social skills.

A key to understanding emotional learning and emotional intelligence is to personally understand and feel what is involved in the Salovey and Mayer model of Emotional Intelligence. On one hand, it is relatively easy to understand each. However, in addition to understanding the domains and their concepts, it is important and necessary to feel the difference between the content of emotional intelligence and the actual use and expression of emotional intelligence in life and work.

Figure 3 organizes and integrates the skills and competencies of the *Emotional Skills Assessment Process* with Salovey and Mayer's *Five Domains of Emotional Intelligence*. This illustrates how specific emotional skills can be used to understand and develop, on a practical level, each domain of emotional intelligence.

**FIGURE 3**

	<b>SALOVEY &amp; MAYER</b>	<b>NELSON &amp; LOW</b>
	<b>Five Domains of Emotional Intelligence</b>	<b>Emotional Skills Assessment Process</b>
<i>I</i>	<i>Self Awareness</i>	Your Emotional Skills Profile. The actual process of assessing emotional skills & includes self-assertion & self-monitoring.
<b>II</b>	<i>Managing Emotions</i>	The emotional skills of Stress Management, Assertion, Anger Control & Management, Fear Control & Management, Empathy, Comfort, & Positive Personal Change
<b>III</b>	<i>Motivating Self</i>	The emotional skills of Drive Strength, Decision Making, Time Management, Leadership, Commitment Ethic, Self Esteem, & Positive Change.
<b>IV</b>	<i>Empathy</i>	The emotional skills of Empathy, Comfort, Self-Esteem, Assertion, & Leadership.
<b>V</b>	<i>Handling Relationships</i>	The emotional skills of Self Esteem, Empathy, Stress Management, Assertion, Anger Control & Management, Fear Control and Management, Leadership, & Positive Personal Change

Daniel Goleman (1995, 1998), in his ground breaking and best selling books, describes emotional intelligence and makes the case for its value in education and business. In *Emotional Intelligence* he states that the skills that help people harmonize should become a work place asset and increasingly valued in the years ahead. In *Working With Emotional Intelligence*, Goleman shows how emotional intelligence is critical to the performance of people and organizations. He presents compelling evidence and numerous examples of why and how

emotional intelligence is more valuable than traditional views of IQ. Goleman provides an ***Emotional Competence Framework*** organized around dimensions of Personal Competence and Social Competence.

In similar manner, Figure 4 shows how the specific skills and competencies of the *Emotional Skills Assessment Process* blend with the *Emotional Competence Framework* described by Goleman. On a practical level, this shows how specific skills can be learned to develop emotional intelligence.

**FIGURE 4**

	<b>GOLEMAN</b>	<b>NELSON &amp; LOW</b>
	<b>Emotional Competence Framework</b>	<b>Emotional Skills Assessment Process</b>
<b>I</b>	<p><b>Personal Competence:</b> <i>How we manage emotions?</i></p> <p>Self Awareness: <i>Knowing one's internal states preferences, resources, intuitions</i></p> <p>Self Regulation: <i>Managing one's internal states impulses &amp; resources</i></p>	<p><b>Learnable Emotional Skills</b></p> <p>Your Emotional Skills Profile. The actual process of exploring &amp; developing emotional skills &amp; competencies</p> <p>The emotional skills of Self Assertion, Anger Control &amp; Management, Fear Control &amp; Management, Self Esteem, Stress Management, Positive Personal Change</p>
<b>II</b>	<p><b>Social Competence:</b> <i>How we handle relationships?</i></p> <p>Empathy: <i>Awareness of others' feelings, needs, concerns</i></p> <p>Social Skills: <i>Adeptness at inducing desirable</i></p>	<p><b>Learnable Emotional Skills</b></p> <p>Parts I &amp; II: Relationships &amp; Interpersonal Communication and Personal Leadership. Emotional skills of Assertion, Comfort, Empathy, Leadership, &amp; Decision Making.</p> <p>The emotional skills of Leadership, Assertion,</p>

*responses in others*

Empathy, Comfort, Anger  
Control & Management, Fear  
control & Management, Self  
Esteem, Stress Management,  
& Positive Personal Change.



Howard Gardner (1983, 1993, 1997) has emphasized the importance of Interpersonal and Intrapersonal Intelligence. He defines Interpersonal Intelligence as the ability to understand others. Intrapersonal Intelligence is defined as the capacity to form an accurate veridical model of oneself and be able to use that model to operate effectively in life. In his on-going and continuing research and development with his *Theory of Multiple Intelligences*, Gardner defines intelligence

As the ability to solve problems or to make things that are valued within a culture. His findings are paving a new way of looking at individual development, education, creativity, and leadership.

Robert Sternberg (1985, 1990) cites examples, grounded in his research and experience, that support the view that intelligence is an ability to adapt to new surroundings and solve problems. He notes that successful people exhibit practical intelligence that may be a much better predictor of success than traditional types of intelligence tests. His studies support the view that non-traditional intelligence is certainly more practical as well as a stronger predictor of human performance.

Figure 5 illustrates how specific emotional skills “fit into” and extend some of the leading theories, models, and views of emotional intelligence and non-traditional model of human performance and ability. The specific emotional skills and competencies can be used to better understand emotional intelligence and guide the development of emotional learning.

FIGURE 5

<i>Key Concepts of Emotional Intelligence</i>	<i>Emotional Skills Assessment Process</i>
Peter Salovey & John Mayer: <b><i>Five Domains of Emotional Intelligence</i></b>	Your Emotional Skills Profile over Thirteen Specific Emotional Skills
Daniel Goleman: <i>Emotional Intelligence Skills that Harmonize People</i>	The Emotional Skills Assessment Process: Your Emotional Skills Profile over Thirteen Specific Emotional Skills
Howard Gardner: <b><i>Multiple Intelligencies</i></b>  <b>Interpersonal Intelligence</b>   <b>Intrapersonal Intelligence</b>	<b>Part I:</b> Relationships & Interpersonal Communication. The emotional skills of Assertion, Empathy, Comfort, Leadership, Anger Control & Management, Fear Control & Management.  <b>Part IV:</b> Intrapersonal Growth & Development. The Emotional skills of Self Esteem, Stress Management, & Positive Personal Change.  The Emotional Skills Assessment Process.
Robert Sternberg: <i>Triarchic Theory Of Intelligence</i>   <b>Practical Intelligence</b>	<b>Part II:</b> Personal Leadership. The emotional skills of Comfort, Empathy, Decision Making & Leadership.  <b>Part III:</b> Self Management in Life & Career. The emotional skills of Drive Strength, Time Management, Commitment Ethic, & Positive Personal Change.

Hendrie Weisenger (1985, 1998) has documented and illustrated the effect of emotions in personal and work settings. He defines emotional intelligence as the intelligent use of emotions. He emphasizes the importance of intentionally learning and making emotions work to enhance results both intrapersonally (helping self) and interpersonally (helping others). Weisenger clearly shows how emotional intelligence can be developed and nurtured by providing many

examples of learning and practicing the skills and capabilities that make up emotional intelligence: *Self Awareness, Emotional Management, and Self Motivation.*

Robert Cooper and Ayman Saway (1997) provide evidence and extensive experience that support the value and necessity of emotional intelligence in developing leadership ability and successful organizations. In *Executive EQ*, Cooper defines emotional intelligence as “the ability to sense, understand, and effectively apply the power and acumen of emotion as a source of human energy, information, connection, and influence.” In this model the four cornerstones of emotional intelligence are *Emotional Literacy, Emotional Fitness, Emotional Depth, and Emotional Alchemy*.

Pat Townsend and Joan Beghardt (1997) point to the critical importance of emotional intelligence skills for effective leadership. In *Five Star Leadership* they present a triachic value analysis diagram for practicing effective leadership. Emotional intelligence skills are at the heart of each of their value diagrams of *Knowing Self, Influencing Other, and Accomplishing Tasks*.

In their studies at the UCLA Higher Education Research Institute, Alexander Astin and Associates (1993) view leadership as a proactive, collective, cooperative, and collaborative effort. Their *Seven Cs of Leadership* includes many of the skills and competencies of emotional intelligence and are required for this type of education and community leadership.

A landmark model of human performance underscores the relationship and importance of emotional intelligence to overall effectiveness and healthy adjustments to life. Stephen Covey’s *7 Habits of Highly Effective People: Powerful Lessons in Personal Change* provide a blue print for effectiveness in work and life. Figure 6 illustrates the connections of emotional intelligence skills and competencies to Covey’s model

**Figure 6**

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**SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE**

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<b>Habits</b>	<b>Emotional Skills Assessment Process</b>
<p><b>1. The Habit of Personal Vision</b> <i>(Be Proactive)</i></p>	The process of exploring & developing emotional skills.
<p><b>2. The Habit of Personal Leadership</b> <i>(Begin With the End in Mind)</i></p>	The process of learning & improving emotional intelligence skills. Understanding & using the emotional system. Emotional competency of Personal Leadership.
<p><b>3. The Habit of Personal Management</b> <i>(Put First Things First)</i> <b>    Quadrant II: Time Management Matrix</b></p>	The process of learning & improving emotional intelligence skills. Emotional competency of Self Management in Life & Career, including emotional skills of Time Management, Drive Strength, Commitment Ethic, & Positive Personal Change.
<p><b>4. The Habit of Interpersonal Leadership</b> <i>(Think Win-Win)</i></p>	Emotional intelligence competencies of Healthy Relationships & Communication & Personal Leadership, including emotional skills of Assertion, Empathy, Comfort, Leadership, & Decision Making.

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**SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE**

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<b>Habits</b>	<b>Emotional Skills Assessment Process</b>
<p><b>5. The Habit of Empathic Communication</b> <i>(Seek First To Understand, Then To Be Understood)</i></p>	Emotional intelligence & competencies of Personal Leadership & Healthy Relationships & Communication, including emotional skills of Empathy, Comfort, Leadership, Assertion, Anger Control & Management, Fear Control & Management, Stress Management, Self Esteem.
<p><b>6. The Habit of Creative Cooperation</b> <i>(Synergize)</i></p>	The process of exploring & developing emotional intelligence skills, including the 4 competencies & 13 skills.
<p><b>7. The Habit of Renewal</b> <i>(Sharpen the Saw)</i></p>	The process of exploring & developing emotional intelligence skills, including the 4 competencies & 13 skills.

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Covey indicates that the social an emotional dimension is especially relevant to Habits 4, 5, and 6 (interpersonal leadership, empathic communication, and creative cooperation). We believe that emotional intelligence competencies and skills are key to personal effectiveness in all aspects of life and work. The emotional system makes meaningful contributions, as well as holding the keys to even greater contributions, to each of the **7 Habits, Their Lessons, and the Time Management Matrix: Quadrant II Activities.**

Another landmark model of human growth and lifespan development is Erik Erikson's *Stages of Psychosocial Development*. Figure 7 illustrates the relationship of emotional skills and competencies to the healthy adjustments required in the main transitions and stages of life.

Figure 7

ERIKSON'S STAGES OF DEVELOPMENT

STAGES	EMOTIONAL SKILLS ASSESSMENT PROCESS
1. Infancy: Trust vs Mistrust	Importance of learning emotional safety & security early in life. Emotional system is key. Learning & improving emotional intelligence competencies & skills begins early in life.
2. Early Childhood: Autonomy vs Shame, Doubt	Intrapersonal growth & development. Learning the foundations of emotional intelligence in all areas. Competency of Intrapersonal Development, including the emotional skills of Self Esteem & Self Confidence.
3. Play Age: Initiative vs Guilt	Emotional intelligence competency of Healthy Relationships & Communication, including emotional skills dealing with anger, fear, & sadness, Self Esteem, Stress Management. Understanding the emotional system & how it works.
4. School Age: Industry vs Inferiority	The process of exploring & developing all emotional intelligence skills. Building on Intrapersonal Development, and Healthy Relationships & Communication. Learning competencies of Self Management & Personal Leadership, especially the emotional skills of Achievement Drive, Time Management, Commitment Ethic & Positive Personal Change.
5. Adolescence: Identity Confusion	The process of learning & improving all emotional intelligence skills & competencies for positive & healthy emotional development, especially Self Esteem, Assertion, Empathy, Comfort, Leadership, Decision Making, Anger Control, & Management, Fear Control & Management, & stress Management.
6. Young Adult: Intimacy vs Isolation	The process of learning & improving all emotional intelligence skills & competencies, especially Healthy Relationships & Communication. The emotional skills of Assertion, Empathy, Comfort, Anger Control & Management, Stress Management, Positive Personal Change, and Self Esteem.
7. Adulthood: Generativity vs Stagnation	The process of understanding & using emotional intelligence skills & competencies to increase productivity & satisfaction in life and work. Using the emotional system to renew self & achieve excellence in life & work.
8. Mature Age: Integrity vs Despair	Exploring & developing emotional intelligence skills & competencies to maintain productivity, emotional health, personal renewal, and a positive approach to life stress and change.

At each of the psychosocial stages of life development and as people move fluidly back and forth throughout life, the emotional system is the key element of the human condition. An understanding of the emotional system helps people successfully meet the demands and challenges of each stage of life. Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively, and develop emotional health. Emotional safety is important at each stage of development. These same skills and competencies are critical to achieving excellence in life and work.

Current research and experience from many sources support the value and importance of emotional learning and emotional intelligence. Achieving excellence in work and life depend on the positive contributions of the emotional system. Most people need a practical model to better understand the emotional system and to know how to learn emotional skills and competencies.

By its very nature, emotional intelligence is highly personal and unique to each person. Personal and internal meaning is stronger for most people than external meaning derived from data, content, and information. When people learn to personally relate to the concept of emotional intelligence, understand the emotional system, and clearly identify its skills and competencies, they make an important discovery. When people learn to use and fully develop emotional intelligence, they have gained the most important set of skills and competencies for success and health throughout life.

The development of emotional intelligence is a dynamic fluid learning process rich with personal meaning. The *Emotional Skills Assessment Process* is a discovery and learning model that enables a person to gain emotional information and personal knowledge. Then, a person can use this new information and knowledge to develop emotional health and achieve higher degrees of excellence in life and work.

From the presented models of emotional intelligence and human performance, it is evident and clear that emotional intelligence needs to be integrated into the educational processes and management of our schools and communities. As we enter a new century, positive emotional development is a major concern of almost everyone. We have definitively learned from research, focused study, and experience that emotional intelligence is one of the most important factors (if not the most important factor) for high achievement, career success, productivity, leadership, satisfaction, and personal well-being. The positive and healthy emotional development of students, teachers, and educators will be a core value of highly effective schools, organizations, and communities.

The *Emotional Skills Assessment Process* is a proven emotional and affective skills-based model to help make positive emotional development understandable and practical. History and experience indicate that students, and people in general, rarely get help with positive emotional learning and development unless something is dramatically wrong. Our program concept of *Building Healthy Students, Schools, and Communities* uses this research-based model to intentionally make positive emotional development a priority before something goes wrong.

This model also can be used to create and build a healthier school climate and achieve a more balanced perspective of academic and affective skills development. *Building Healthy Students, Schools, and Communities* requires an integrated and balanced perspective between cognitive and emotional learning domains.



## Positive Contributions of the Emotional Mind

There are significant and major contributions of the emotional mind and emotional intelligence to personal well-being and high levels of achievement and career success. These major findings were identified as a result of systematic study, research, and documentation of the role and effect of emotional intelligence skills. Three methods of study, research, and analyses were instrumental in gaining a unique and better understanding of the importance of emotional intelligence to personal health and productivity.

The first method involved the creation, development, research, and validation of positive and authentic assessment approaches. The *Emotional Skills Assessment Process (Personal Skills Mapping, Sales Success Mapping, Exploring and Developing Emotional Intelligence Skills)* was the primary method of obtaining research data on personal and emotional skills from students and adults in education and business. A second method involved the study and synthesis of twenty-five doctoral dissertations which used these assessment approaches to quantify and research personal and emotional intelligence skills. The third method involved an integration of knowledge from original research, interdisciplinary findings, and professional experience in planning and conducting a wide-range of education programs with students, educators, adult learners, health practitioners, and managers.

As a result of the long-term cumulative effect of focused study with personal and emotional intelligence skills, a clear and more complete picture of the contributions of the emotional mind emerged. These valuable and positive contributions are synthesized into four major principles or competencies of emotional intelligence and their essential skills.

One major principle of emotional intelligence is that of intrapersonal growth and development. These principles involve the importance of learning and developing positive beliefs, attitudes, and views of self to achieve personal well-being and health. One absolute key to emotional and mental health is to learn an accurate, truthful, and intentional model of one's ability to achieve success in line with personal values. A second absolute key is the learned ability and skill to choose and exercise healthy self-control, regulation, and management in response to stress.

Confidence, self efficacy, self worth, and the ability to manage stress provide a foundation for academic and career achievement, as well as a general sense of well-being (Low and Nelson, 1976-2000). Dryden and Vos (1994) clearly documented the importance and necessity of self esteem, self confidence, and intrapersonal growth as a beginning point for effective learning and success in school. The accelerated learning methods identified in their research include major contributions of emotional learning and the emotional system. An optimistic view of self and one's ability to change and grow are critical factors of health and success (Seligman, 1990).

In his study and research in neurobiology and the use of case studies, Damasio (1994) outlines the essential role of emotions to intelligence, memory, creativity, passion, purposeful behavior, decision making and rational thinking. Recently, Greenspan (199&) has forcefully documented the important role of emotion in the architecture of the mind. From a medical and development perspective, he clearly establishes the emotional foundation essential for the growth of the mind. One of Gardner's multiple intelligences is intrapersonal (1993), 1997). There is convincing evidence that the emotional system and emotional intelligence skills are necessary components of effective learning and work performance.

In our skills-based education model of emotional intelligence, the two essential emotional skills for intrapersonal growth and development are Self Esteem and Stress Management. Self Esteem is the learned ability of confidence and belief in self to achieve personally meaningful goals. Stress Management is the learned ability to manage stress and anxiety in life and work. These two emotional skills enable people to effectively deal with self and personal stress as well as the intense stress, pressure, and demands of daily life and work. These two emotional skills enable people to effectively deal with self and personal stress as well as the intense stress, pressure, and demands of daily life and work. Quality of life and survival depend on the emotional skills of Self Esteem and Stress Management.

A second major principle of emotional intelligence is that of interpersonal growth and development. This principle involves the importance of communication and emotion control in building and maintaining healthy and productive relationships. An absolute key to emotional and mental health is to have healthy, supportive, and constructive relationships. Happiness, personal well-being, and achievement are clearly connected to relationships and interpersonal skills.

Healthy and high achieving people both learn and apply the important relationship skills of Assertion, Anger Control and Management, and Fear Control and Management (Nelson and Low, 19976-2000). Effectively handling relationships and social competence have been clearly documented by Salovey and Mayer (1990) and Goleman (1995, 1998). Another of Gardner's multiple intelligences is interpersonal (1993, 1997). Weisenger (1985, 1998) has studied and extensively documented the importance of anger management and emotional intelligence to enhance results in personal and work relationships.

In our skills-based education model of emotional intelligence, the three essential emotional skills for relationship and interpersonal development are Assertion, Anger Control and Management, and Fear Control and Management. Assertion is the learned ability to clearly and honestly communicate thoughts and feelings to another person in a comfortable, direct, and appropriate manner. Assertive communication promotes understanding and is not hurtful to self or others. Anger Control and Management is the learned ability to express anger constructively in relationships. Fear Control and Management is the learned ability to manage self-imposed anxiety (fear) and effectively communicate in stressful situations. Effective communication and emotion management is key to all healthy and productive relationships.

A third major principle of emotional intelligence is that of effective self-management. This principle involves the importance of self-direction and management to achieve meaningful career and personal goals. In essence, self-management is providing purposeful self-direction in line with personal values. An absolute key to both personal and career success is to understand how the emotional system works, learn essential emotional skills, and apply them in the pursuit of goals.

The importance of the self-management skills of Drive Strength, Time Management, and Commitment Ethic, and Positive Personal Change has been established through long-term research (Low and Nelson, 1976-2000). Achievement drive, goal-directed behavior, and effective time management are directly connected to emotional intelligence skills. Covey (1989) provided a blueprint for personal effectiveness through principle-centered behavior, time management, and quadrant II activities. Motivation, goal achievement, and time management are included in virtually every textbook for college success. Viewing time management as intelligence self-management and as an emotional skill is more accurate and helpful than viewing time management as a cognitive skill or process.

In our skills-based education model of emotional intelligence, the four essential emotional skills for self-management are Drive Strength, Time Management, Commitment Ethic, and Positive Personal Change. Drive Strength is the learned ability to effectively direct energy and motivation to achieve personal, career, and life goals. Time Management is the learned ability to actively and proactively manage the resource of time rather than reacting to the demands of time. Commitment Ethic is the learned ability to complete tasks and projects in a dependable manner, even under difficult circumstances. Positive Personal Change is the learned ability to view change as natural and as a skilled process. Self-Management skills bring balance and harmony to feelings, thoughts, and behaviors on a daily basis in personal and career matters.

A fourth major principle of emotional intelligence is that of personal leadership. This principle involves the importance of developing responsive leadership centered around the person. This is a non-traditional view of leading self in positive ways when working with others. Organizations depend on groups and work teams to achieve results. Partnerships, collaboration, cooperation, and team building are necessary for high achievement in schools, communities, colleges, and business. An absolute key to this emerging view of leadership is to understand the emotional system and apply emotional skills in working with others.

Healthy and high achieving leaders need to understand, learn, and apply personal and emotional skills in working effectively in the many situations of life involving a wide range of people. A global economy and the changing workforce are driving forces for a new model of personal leadership. Long-term research supports this view of self-reflective and responsive leadership (Nelson and Low, 1976-2000). Goleman provides compelling evidence of the importance of emotional intelligence to leadership success. Further, emotional intelligence is more important at higher levels of leadership responsibility (Goleman, 1995, 1998). Astin and Associates (1993) view community leadership as a collaborative, cooperative, and collective effort. Townsend and Gephardt (1997) present a triarchic value analysis diagram of leadership built around the emotional intelligence principles of intrapersonal growth, interpersonal development, and self-direction and management.

In our skills-based education model of emotional intelligence, the four essential emotional skills of personal leadership are Comfort, Empathy, Decision Making, and Leadership. Comfort is the learned ability to socially interact with others in ways that lead to rapport, trust, and respect. Empathy is the learned ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviors, and needs of others. In our model, leadership is a set of personal and goal directed behaviors that create consensus, momentum, and direction for others in ways that are valued and respected.

When quantifying and documenting the major contributions of the emotional mind, it is important to view emotional response as another important source of information for a person to use. The emotional system provides a different, additive, and critical source of data to improve personal and career success. In emotional intelligence, the emotional mind works in concert with the cognitive mind to integrate and harmonize the person. For too long a separate, dualistic, and dichotomous view of the cognitive and emotional systems has been the prevailing view. This has resulted in a limited and one-sided perspective of achievement and success. Our knowledge and skills-based education model of emotional intelligence provides a new way to quantify and measure contributions of the emotional mind. This model also provides a structure to develop a learner-centered affective curriculum for school and colleges.

***Emotional intelligence skills and affective learning make a major contribution to career success, high achievement, productivity and personal well-being. A major challenge facing schools, colleges, and communities in the 21<sup>st</sup> century is to create and maintain a safe, healthy and challenging learning environment to building healthy and productive students, educators, and learners.***

In essence, emotional intelligence skills provide a model for human development education with a focus on the total person. A needed perspective of balance results when the core values of education include both the development of emotionally healthy and high achieving students, teachers, schools, and communities.

## The Emotionally Intelligent Teacher

To gain a more complete view of the contributions of emotional intelligence for education, it may be helpful to illustrate the skills and abilities of “the emotionally intelligent teacher”. The knowledge and skills of emotional intelligence will enable educators to think, feel, and behave in ways that improve and harmonize their emotional and cognitive minds. The emotionally intelligent educator will be better prepared to:

- Improve physical and mental health by gaining knowledge and techniques to break the habit of emotional reactivity (Emotional Stress Management);
- Improve productivity and personal satisfaction by helping to harmonize the thinking and feeling mind (Self Esteem and Confidence);
- Improve self esteem and self confidence by learning specific emotional intelligence skills (Positive Personal Change);
- Improve communication in important work relationships (Assertion);
- Improve ability to manage anxiety and increase levels of performance (Anxiety Management);
- Improve ability to quickly establish and maintain effective interpersonal relationships (Comfort);
- Improve ability to understand and accept differences in others (Empathy);
- Improve ability to plan, formulate, and implement effective problem solving procedures (Decision Making);
- Improve ability to positively impact, persuade, and influence others (Leadership);
- Improve ability to direct personal energy and motivation to accomplish personally meaningful goals (Drive Strength);
- Improve ability to manage self and time in the present (Time Management);
- Improve ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic); and
- Improve ability to control, manage, and express strong emotions like anger, fear, and sadness in constructive and healthy ways (Emotion Control and Management).

## **Building Healthy Students, Schools, and Communities**

To meet the challenge of creating a safe, healthy, challenging, and career enhancing learning environment, a positive approach and collaborative model is needed to improve the quality of Pre-K to post-graduate education. This new model could benefit from a more unified and integrated curricula, with a better balance of cognitive and affective learning. The TAMUS/TEA Partnership for Texas Public Schools is built on a foundation of collaboration between schools and universities. In addition, a goal of the Sid W. Richardson Fellow Program is to improve education in Texas through creativity, vision, cooperation, innovation, and interdisciplinary faculty leadership.

Long-term research and the development of an emotional intelligence education model provide an integrative opportunity for schools and colleges to achieve a new level of excellence. This new model fits well with the School/University Partnership goals and strategic framework for improving student success and educator preparation programs. Nationally and in Texas, there is an identified need to enhance education, improve instruction, and strengthen student learning.

***Building Healthy Students, Schools, and Communities*** is a program concept that integrate swell with current needs of education, educator preparation, and partnership efforts. It embraces the emerging core value of effective and successful schools and organizations to develop and maintain healthy and high achieving students and educators at all levels in the education system. Based on our study of personal and emotional intelligence skills and the cumulative findings of interdisciplinary research, this core value will be at center stage for organizations who care most about the most important and precious of all resources . . . each student and each educator . . . and together the people of our schools and communities.

Building on the vision of ***Learner-Centered Schools*** and the needed proficiencies for students, teachers, administrators, and counselors (TEA, 1995), this new program concept supports the Accountability System of Educator Preparation and extends the notion of accountability to include emotional learning and affective education. Research suggests that a more balanced perspective between cognitive (academic) and affective (emotional) development could be achieved, with a focus on excellence by improving student learning and teaching.

On a personal development and renewal level, ***Building Healthy students, Schools, and Communities*** is designed to help educators to better understand, learn, and apply emotional skills and knowledge. The study and development of emotional intelligence skills require a systematic approach tat is learner-centered, relevant, personally engaging, and practical. This program model is based on a formative development process using the learner's frame of reference.

On a professional development level, ***Building Healthy Students, Schools, and Communities*** is designed to help educators and students improve performance in the classroom. With a balanced focus on academic and emotional development, educators will be better able to

help students enhance their leadership and career opportunities. In addition, educators and students will learn to develop and apply emotional intelligence skills to (1) reduce negative stress, (2) build effective and constructive relationships, and (3) create a healthy climate for education.

### **Concluding Remarks**

Extensive interdisciplinary research and emerging models of emotional intelligence and human performance underscore the need to develop and learn emotional intelligence skills for students and educators in all career fields. The role and importance of emotional intelligence in achieving personal, academic, and career success are clearly established by leading researchers in business, education, psychology, and behavioral medicine. There is a strong and compelling case for a knowledge and skills-based education model of emotional intelligence to be included as a core value and commitment of schools, colleges, and organizations.

To create a more successful and healthy life, a person needs to understand the emotional system and contributions of the emotional mind. The learned ability to identify, understand and apply essential emotional intelligence skills enhance both achievement and health. Education can be improved with a focused and systematic process to develop and integrate emotional and academic learning. This type of systematic learning process requires a truthful and formative model that a person can understand and use to guide cognitive and emotional development.

Returning to the questions of excellence and equality posed by J. Gardner in 1961, our research and study of personal skills and emotional intelligence support the view that both can be achieved only with a balanced perspective of achievement. Competition is the cornerstone of a free society, and it needs to be balanced with fairness. Individual differences are evident in a multicultural and diverse society, and these need to be balanced with equality performance and productivity are needed measures of success and achievement, and these need to be balanced with genuine respect for hard work and commitment to healthy and principled human perspectives. A bridge connecting standards of excellence and values of equalitarianism can be constructed with a better blend of contributions of both the emotional mind and the cognitive mind.

Given all the research cited as well as long-term personal research and study, there are now strong fundamental beliefs that guide our work with students, schools, communities, and organizations. These beliefs are grounded in a synthesis of research and experience and are integrated as essential elements of our knowledge and skills-based education model of emotional intelligence. Currently, these central and fundamental beliefs are:

1. Emotional intelligence is the single most important influencing variable in personal achievement, career success, and physical health;
2. Emotional intelligence is a learned ability, unlike the divisive nature of traditionally defined IQ;
3. There have been few, if any, practical and systematic opportunities to learn emotional intelligence skills in our schools and colleges;

4. Emotional learning requires an intentional, active, learner-centered approach that is a natural and normal part of education; and
5. Emotional intelligence consists of specific skills and competencies that can be easily taught by teachers and learned by students in classrooms ranging from pre-K to post-retirement.

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## **Appendix C: Additional Learning Resources**



**These are student supplements that can be packaged with the text:**

- PH Planner for Student Success \* ISBN: 013-028643-5
- Student Reflection Journal\* ISBN: 013-672826-X
- 10 Ways to Fight Hate\* ISBN: 013-018146-8
- Strategies for Success CD ROM \$5.00 ISBN: 013-061807-1
- Self-Assessment Library CD ROM  
Insights to Your Skills \$5.00 ISBN: 013-034222-X
- Career Visions CD ROM \$5.00 ISBN: 013-0091176-5
- Student Organizer CD ROM \$5.00 ISBN: 013-026427-X
- LASSI: Learning & Study Strategies Inventory \$3.00 ISBN: 013-031417-X
- Noel-Levitz:
  - Form A Retention Management Inventory \$5.00 ISBN: 013-072258-8
  - Form B Retention Management system Inventory  
\$5.00 ISBN: 013-098150-8
  - Form B ONLINE Retention Management System Inventory  
\$5.00 ISBN: 013-098158-3

\*Free when packaged with a Prentice Hall Text.

**Instructor's Support Tools:**

Instructor's Manual  
Student Success Supersite: [www.prehall.com/success](http://www.prehall.com/success)

**Additional Videos, free when adopting this text:**

Student Advice Video  
Student Skills Video  
Building Your Best Roll Play Video  
ABC News Videos and Discussion Questions

Ask your local Prentice Hall Representative about additional resources.