

**Autonomy** - *Developing ways to understand yourself, your interests, how you think and how you work best.*

We are all built with an inner drive It is part of your self-determination, a theory of motivation that takes into account people’s psychological and emotional needs.

(Daniel Pink): The Surprising Truth About What Motivates Us)

LivingmiDream is designed around that concept. You have been given tools, resources, and experiences to assist you in your quest to describe “WHO AM I?” “WHERE DO I WANT TO GO?” “HOW MIGHT I GET THERE?” and our last question, “WILL IT MAKE A DIFFERENCE?” Research and tools/resources/activities have explored the following:

The positive impact of reflective thinking based upon “metacognition

The importance of personal vision and mission [Covey’s 7 Habits and research on Manifesting].

The role of making informed choices, finding your voice, and maximizing opportunities. True Colors, MULTIPLE INTELLIGENCE, Learning Styles/Interest Inventory

The critical importance of creativity and innovation in a technologically rich, fast-paced, and diverse world. [Richard Florida: “The Rise of the Creative Class” “Working in a Collaborative Age” expressed by Pixa]

True Colors Knowing yourself and knowing how to communicate with others.

GOLD	BLUE	GREEN	ORANGE
Need to follow rules	Need to feel unique and authentic	Analytical, Global, and Conceptual	Spontaneous, witty, impulsive
Need to be useful and to belong	Is warm, communicative, and compassionate	Values intelligence, insight, fairness, and justice	Likes work that provides independence and freedom
Filters the world as “right” or “wrong” with few gray areas	Is idealistic, spiritual and sensitive	Needs explanations and answers	Loves to perform
Important for providing stability to your group; organization.	Is a natural nurturer	Is a visionary	Is motivated by their own natural competitive nature and sense of fun.

**Mastery** - *Be Mindful, Meaningful and Masterly. What people believe shapes what people achieve.*

Based upon our inner drive, we continue to strive to get better at doing things. A sense of progress, not just in our work, but our capabilities/talents, contributes to our inner drive. Mastery is based upon a series of incremental steps. If our initial goal is too easy or too difficult, we may quit because we are bored or afraid of failure.

LivingmiDream tries to provide a variety of base information and skill training which are neither too difficult nor too easy, but which provide the support to reach a higher of understanding and a feeling of continual growth and mastery. It is not about one-day assignments, but instead about forging a journey of learning and creating a toolbox of tools and resources which can be used as new goals are determined and new opportunities created. LivingmiDream does not dictate what to do, but supports your inner drive to discover and built upon your own dreams and passion.

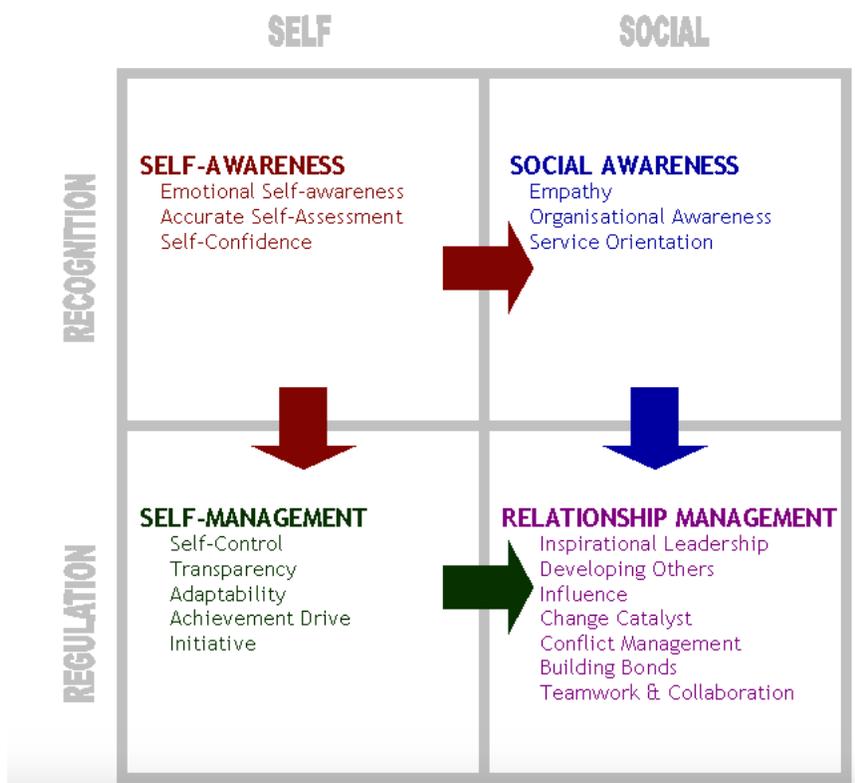
INTELLECTUAL	MINDSET - "I CAN"	NOT REACHABLE	CONSTANT CHALLENGE
The mastery of something new and engaging is the best predictor of productivity.	What are your "Self Theories?"	You can approach mastery, can get really, really close... but you can never touch it. (Asymptote)	The marshmallow challenge is an ideal introduction to several aspects of innovation— idea generation, collaboration, creativity and teamwork
Crating a flow-friendly environment help people move toward mastery	Negative thoughts can decrease strength and overall performance	Mastery is not a result of how much we focus, but rather on WHERE we focus	<a href="#">How You Can Improve Creative Thinking Skills by Adding Constraints</a>
	Being a professional is doing the things you love to do, on the days you don't feel like doing them.	Determine the things that constructively serve you at any given moment. This clarity provides a direction toward mastery.	Generating fresh ideas. Encourage Creative collaboration Identifying hidden assumptions. Learn the importance of diverse skills.

**Purpose** *How can I do something that matters? When am I going to live my best life: How am I going to make a difference?*

People who find purpose in their life (which includes work) unlock the highest levels of the motivation game. Pink says that it's connecting to a cause larger than yourself that drives the deepest motivation; which was demonstrated that the Social Entrepreneur Conference. Purpose is what gets you out of bed in the morning and into work without groaning and grumbling — something that you just can't fake.

That also means people who have purpose are motivated to pursue the most difficult problems. Elizabeth Moss Kanter, Professor at Harvard Business School, has formulated her own trio of motivating factors, one of which is meaning, which helps people go the extra mile and stay engaged. "People can be inspired to meet stretch goals and tackle impossible challenges," she writes, "if they care about the outcome."

LivingmiDream is designed to help participants live a LIFE WITH PURPOSE. Covey shares that humans are different from animals: they have self awareness, imagination, conscience and independent will. Creating a Personal Mission Statement is part of this process. It is a way of saying "I am the force. I take responsibility for my decisions—both intellectually and emotionally." This lead to another major concept: Emotional Intelligence. Daniel Goleman's research building from the frontiers of psychology and neuroscience provides insight into our "two minds"—the rational and the emotional—and how they together shape our destiny.



# Emotional Intelligence

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## \* What is social and emotional intelligence?

It is the ability to . . .

- identify, manage, and express emotions constructively.
- control impulses.
- express empathy.
- persevere when things get difficult and challenging.
- communicate and relate effectively with others.
- work collaboratively in groups.
- negotiate and resolve differences in a win/win manner.

## \* What is current research saying about social and emotional intelligence?

*Current research has found that . . .*

- emotion plays a major role in every intellectual process and is a driving force in how children's brains organize themselves.
- fear and anxiety interfere with learning, and safety and security support and facilitate learning.
- the brain has a particular hierarchy of needs that must be met in a particular order that matches the workings of the brain.)
- students in schools with social and emotional learning programs score higher on their standardized achievement tests than students in schools without such programs by an average 11 percentile points. (The Collaborative for Academic, Social, and Emotional Learning—CASEL—conducted a four-year study of 207 school-based programs designed to foster children's social and emotional intelligence.)
- students who are taught social and emotional learning are better behaved, more positive, and less anxious than students who aren't taught these skills.
- social and emotional intelligence is critical to success in schools, jobs, relationships, and in navigating life challenges. Students who learn to identify, manage, and express feelings constructively are more likely to avoid anxiety issues, depression, and other mental-health disorders. (Daniel Goleman, *Emotional Intelligence*)
- 67 percent of the skills that corporations look for in new employees are related to social and emotional intelligence. It is no longer enough to just teach the traditional core subjects. (Daniel Goleman, *Working with Emotional Intelligence*)
- children who by the age of 10 years can delay gratification, control impulses, and modulate emotional expression become healthier, wealthier, and more responsible adults. (Based on the research of Terrie Moffit of Duke University and a team of researchers who followed a group of 1,000 children for 32 years)

**\* How does Goleman delineates the five crucial skills of emotional intelligence?**

**Self-awareness.** The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self-awareness depend on one's ability to monitor one's own emotion state and to identify and name one's traits (**True Colors**)

**Self-regulation.** The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. **Covey** (7 Habits) refers this state of being trustworthy and living with integrity. People with high E.I. are also comfortable with ambiguity and open to change.

**Internal motivation.** A passion to work for internal reasons that go beyond money and status -which are external rewards, - such as an inner vision of what is important in life as was highlighted at the **Social Entrepreneur Conference**. The joy in doing something, the curiosity in learning, a flow that comes with being immersed in an activity refers to **Maslow**. A propensity to pursue goals with energy and persistence. Hallmarks include a strong drive to achieve (**Proactive**), optimism even in the face of failure , and organizational commitment (**Begin with the End in Mind**.)

**Empathy.** The ability to understand the emotional makeup of other people. **Diversity Trainings** include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include a wish to soften negative emotions or experiences in others.)

**Social skills.** Proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change. persuasiveness. and expertise building and leading teams.

**The Five Components of Emotional Intelligence at Work**

	Definition	Hallmarks
Self-Awareness	the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humor
Self-Regulation	the ability to control or redirect disruptive impulses and moods the propensity to suspend judgment – to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	a passion to work for reasons that go beyond money or status a propensity to pursue goals with energy and persistence	strong drive to achieve optimism, even in the face of failure organizational commitment
Empathy	the ability to understand the emotional makeup of other people skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	proficiency in managing relationships and building networks an ability to find common ground and build rapport	effectiveness in leading change persuasiveness expertise in building and leading teams

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**Bar-On (2002)**, refined the concept of emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in the coping with environmental demands and pressures" (p.14). His refined model to focus upon:

***Intrapersonal***--assertiveness, self regard, self actualization, independence, and emotional self-awareness

***Interpersonal***--interpersonal relationships, social responsibility, and empathy

***Adaptability***--problem solving, reality testing, and flexibility

***Stress Management***--impulse control and stress tolerance

***General Mood***--happiness and optimism

\* **What is my EQ?**

**1. Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

**2. Reasoning With Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

**3. Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

**4. Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

**Emotional Intelligence Test** - [About Psychology] What is your emotional intelligence quotient? Take this quiz to learn more about your emotional intelligence.

[http://psychology.about.com/library/quiz/bl\\_eq\\_quiz.htm?questnum=2&cor=1918](http://psychology.about.com/library/quiz/bl_eq_quiz.htm?questnum=2&cor=1918)

Below is the main areas of the online Emotional Intelligence Quiz which all of your may take for free. When you are done, there is an interpretation of your results. Use this quiz to determine your areas of strengths and areas which you may want to enhance.

	Strongly Agree	Agree	Disagree	Strongly Disagree
In my group of friends, I am generally aware of how each person feels about the other people in our social circle.				
When I am upset, I can usually pinpoint exactly why I am distressed.				
While there are some things I would like to change, I generally like who I am.				
I feel uncomfortable in emotionally charged situations.				
I tend to avoid confrontations. When I am involved in a confrontation, I become extremely anxious.				
I am generally aloof and detached until I really get to know a person.				
I feel confident about my own skills, talents, and abilities.				
I would describe myself as a good judge of character.				
When I make mistakes, I often berate and criticize myself and my abilities.	Often	Sometimes	Rarely	Almost Never
I tend to overreact to minor problems.	Often	Sometimes	Rarely	Almost Never
<b>Make a plan and work on it a little each day.</b>	Get it over with as soon as possible.	Put it off until the last minute.	Don't do it at all.	Make a plan and work on it a little each day.
<b>When I am facing an unpleasant tasks, I tend to:</b>	Make a plan and work on it a little each day.	Get it over with as soon as possible.	Put it off until the last minute.	Don't do it at all.

<b>During a heated argument, I am more likely to:</b>	Stop the fight and agree to a short break before resuming the discussion.	Shut down and stop responding to the other person.	Give in and apologize in order to quickly end the argument.	Start insulting the other person.
<b>When making an important decision, I tend to:</b>	Follow my instincts.	Rely on direction from other people.	Go with the easiest option.	Guess randomly.
<b>Which of the following statements best describes you?</b>	I have an easy time making friends and getting to know new people.	I get along well with others, but have to really get to know someone before they become a true friend.	I find it difficult to meet people and make friends.	I cannot make friends.
<b>You have invested a lot of time and energy into a project for one of your classes. While you feel confident about your work, your instructors gives you a C+ on the project. How do you deal with this situation?</b>	Decide the class is stupid and stop putting forth your best efforts.	Berate and criticize your own work.	Confront the professor and ask for a better grade.	Think about ways you could improve the project and apply these ideas to future schoolwork.
<b>One of your best friends has suffered a miscarriage. How do you respond?</b>	Allow your friend to express her feelings and offer your support.	Spend time with her, but avoid talking about her loss.	Convince her to go out with some friends and get her mind off it.	Give her some time to herself.
<b>One of your co-workers has a habit that annoys you. The problem seems to be getting worse each day. How do you respond?</b>	Tell your co-worker what is bothering you.	Make a complaint about the behavior to your supervisor.	Talk about your coworker behind his back.	Suffer in silence.
<b>You've been feeling stressed out at work and haven't finished projects as quickly as you should. When your boss suddenly assigns you another large project, how do you feel?</b>	Anxious about getting all the work done.	Overwhelmed by the task before you.	Angry that your boss hasn't noticed how overworked you are.	Depressed and sure that you can never finish it all.

## \* What can I do with Emotional Intelligent skills?

"All learning has an emotional base."-- Plato

The ability to express and control our own emotions is important, but so is our ability to understand, interpret, and respond to the emotions of others. Imagine a world where you couldn't understand when a friend was feeling sad or when a co-worker was angry. Intelligence alone may not help you make the necessary to succeed with environmental demands and pressures. From a leadership development perspective, participants enhance their leadership capacities, improve communication, decrease workplace conflict, and improve problem-solving skills with a high EQ. As a personal benefit, individuals are motivated and inspired to achieve their life goals, have greater career success, build stronger personal relationships, increase their optimism, and are healthier.

### Activity: Dr. Tony Tollrud



\* **In the work with emotional intelligence, researchers have seen individuals improve their leadership capacities and skills in their professional role and enhance their personal lives. Low and Nelson's work stresses the importance of teaching learners to manage and enhance their emotional intelligence. The following outcomes have been demonstrated:**

- \* *Emotional intelligence is the most important factor in achieving success.*
- \* *High levels of achievement, success, and happiness are self-defined and directed.*
- \* *The effects of negative and unchecked emotional stress, ineffective and poor relationships, and personal stagnation are financially costly.*
- \* *A personal and emotional accountability system is essential for positive human development.*
- \* *Honest self-assessment is requisite to positive and intentional personal change.*
- \* *People develop and change themselves.*
- \* *Learners learn best and teachers teach best in environments that are physically and emotionally safe.*
- \* *Personal meaning is more relevant and powerful than external meaning.*
- \* *Education and learning require the perspective of balance between academic achievement and becoming emotionally intelligent.*

*\* Healthy and effective relationships, personal leadership, self-management, intrapersonal growth and development, and recognition of potential problems are essential elements for creating a positive and healthy learning climate (pp.15-16).*

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