



Course Outline:

PERSONAL MASTERY THROUGH EMOTIONAL INTELLIGENCE

INTRODUCTION TO PERSONAL MASTERY

Personal Mastery is guided by key principles like vision, personal purpose, commitment to truth and understanding the subconscious mind, using emotional intelligence.

Personal Mastery is about knowing and managing ourselves emotionally, physically, spiritually, and mentally, and the ability to manage our relationships, life and career.

Emotional intelligence is the skills and competencies we need to successfully communicate and interact with people in our daily lives. Such insight allows us to manage our own and other's emotions and to read, understand and manage our own and others' emotional states and to guide thinking and actions.

People with higher emotional intelligence (EQ) tolerate stress better and they have higher levels of impulse control. They also tend to be more flexible and realistic and to solve a range of problems as they arise. Emotional Intelligence allows us to maintain a positive attitude, particularly in the face of adversity and to feel satisfied with life.

Low emotional intelligence is one of the biggest causes of conflict in the workplace and in people's personal lives. Organisations that employ staff with higher levels of EQ have a distinct advantage because there is less conflict and more co-operation among them.

The good news is that emotional intelligence can be learned, and transferred to others, especially by leaders such as HR Managers with high EQ who lead by example.

Self-Leadership and Self-management is having a developed sense of who you are, what you can do, where you are going and why you need to or want to go there, coupled with the ability to manage your communication, emotions and behaviours on the way to getting there.

SYMPTOMS OF LOW EMOTIONAL INTELLIGENCE

Low EQ is any manager's worst nightmare because unhealthy levels of EQ in the workplace usually produce poor listeners and right-fighters (people who cannot afford to be wrong.) They may bully anyone who opposes their 'no-grey-area' thinking. People with low EQ are self-centred and petty. They take everything personally and have low tolerance for frustration, which leads to short-fuse behaviour, and if they happen to be in management they will use every opportunity to 'power-trip.'



Continue... / Personal Mastery Through Emotional Intelligence

Power-tripping is an attempt to elevate one's own low self-esteem and feelings of powerlessness by putting others down. Bullies and gossipers suffer from extreme low self-esteem.

The resulting behaviours of low emotional intelligence are:

Volatile emotions

1. Outbursts
2. Temper tantrums
3. Mood swings
4. Over-reaction
5. Hypersensitivity
6. Inability to take criticism
7. Jealousy
8. Inability to forgive

Dependence

1. Inappropriate dependence on others
2. Being easily influenced
3. Indecisiveness
4. Making over-hasty judgments
5. Fear of change

Need for excitement

1. Need for immediate attention
2. Needing instant gratification
3. Impulsiveness
4. Superficial values
5. Thoughtlessness
6. Lack of or poor social skills
7. Inability to control finances
8. Disloyalty

Self-centeredness

1. Being demanding
2. Being inappropriately competitive
3. Lack of responsibility
4. Being insensitive to other people's needs and feelings
5. Lacking empathy
6. Selfishness
7. Low self-esteem



Continue... / Personal Mastery Through Emotional Intelligence

8. Attention-seeking
9. Frequent 'fishing' for compliments
10. Needing validation from others.

THE CONSEQUENCES OF LOW EMOTIONAL INTELLIGENCE

People with low emotional intelligence tend to have problems with communication which leads to conflict, misunderstandings and worse, broken relationships as a result of back-stabbing, bullying, manipulative tactics, coercion, victim behaviour, arrogance, blame and gossiping.

Arrogance, blame, coercion and victim behaviour are indicators of low EQ because the result is always the same - refusal to accept responsibility for unproductive behaviour and/or mistakes.



EMOTIONAL INTELLIGENCE COMPETENCY FRAMEWORK

INTRA-PERSONAL SKILLS

SELF-AWARENESS	<p>Emotional Awareness: Recognising your emotions and its effects;</p> <p>Accurate Self-assessment: Appreciating your perceived positive aspects and possibilities as well as accepting your negative aspects and limitations;</p> <p>Self-confidence: A strong sense of one's self-worth and belief in one's ability to succeed.</p>
SELF-REGULATION	<p>Self-control: Managing your hot emotions and impulses;</p> <p>Trustworthiness: Maintaining high standards of honesty and integrity;</p> <p>Conscientiousness: Taking responsibility for your performance;</p> <p>Adaptability: Being flexible and realistic and able to solve a range of problems as they arise;</p> <p>Innovation: Creativity and new information.</p>
MOTIVATION	<p>Achievement drive: Striving for improvement and excellence;</p> <p>Commitment: Buying into team and/or organisation's goals;</p> <p>Initiative: Recognising and acting on opportunities;</p> <p>Optimism: Looking on the brighter side of life and maintaining a positive attitude, even in the face of adversity.</p>

INTER-PERSONAL SKILLS

EMPATHY	<p>Understanding others: Being aware of, understand and appreciate the feelings and thoughts of others. Being sensitive to what, how and why people feel and think the way they do. Reading people's emotions and demonstrating care, interest and concern for them;</p> <p>Developing others: Sensing others development needs and bolstering their abilities;</p> <p>Service orientation: Anticipating, recognising, and meeting customers' needs;</p> <p>Leveraging diversity: Cultivating opportunities through different kinds of people;</p> <p>Political Awareness: Reading dynamics of a group and power relationships.</p>
SOCIAL SKILLS	<p>Influence: Gaining support for your opinions, views, ideas, thoughts, beliefs, goals and objectives by using language to persuade people to buy into your way of thinking;</p> <p>Communication: Listening openly and getting messages across;</p> <p>Conflict management: Negotiating and resolving disagreements;</p> <p>Leadership: Motivating and guiding individuals and groups;</p> <p>Change Catalyst: Initiating and managing change;</p> <p>Building bonds: Nurturing instrumental relationships;</p> <p>Collaboration and cooperation: Working with others toward common goals;</p> <p>Team capabilities: creating cohesion in pursuing common goals.</p>

PERSONAL MASTERY WORKSHOP OUTLINE

Delegates will complete written exercises throughout this workshop. They will acknowledge (through written exercises and open discussion) their beliefs, attitudes and behaviours they must change to grow and develop.



Continue... / Personal Mastery Through Emotional Intelligence

They will *do the work* that is required for self-mastery!

1. Emotional Intelligence (EQ) Self-Assessment (Self-assessment questionnaire)
2. Intrapersonal (self-awareness and self-expression):
 - a. Self-Regard (being aware of, understanding and accepting ourselves despite our flaws and shortcomings)
 - b. Emotional Self-Awareness (being aware of, understanding, and managing our emotions)
 - c. Accepting Responsibility (for all our choices, decisions, responses and reactions)
 - d. Committing To Truth (expressing ourselves in a truthful, open way and to being responsibly honest)
 - e. Assertiveness (expressing our feelings and ourselves in a non-destructive manner)
 - f. Independence (being self-reliant and free of emotional dependency on others)
 - g. Self-Actualisation (name our personal purpose and vision for our future to claim it – write powerful purpose, vision and mission statements and set goals and objectives to actualise our own potential)
 - h. Spiritual Intelligence (beliefs, norms, values and principles that drive our behaviour and need to live in peace, and a state of harmlessness, and the search for, or inner-knowing of, something greater than us.)
3. Interpersonal (social awareness and interaction):
 - a. Empathy (being aware of and understanding how others feel)
 - b. Social Responsibility (identifying with and feeling part of our social groups)
 - c. Interpersonal Relationship (establishing and maintaining mutually satisfying, meaningful relationships)
4. Stress management (emotional management and control):
 - a. Stress Tolerance (effectively and constructively managing our emotions)
 - b. Impulse Control (effectively and constructively controlling our emotions and resisting destructive impulses)
5. Adaptability (change management):
 - a. Reality Testing (validating our feelings, and testing our thinking with external reality)
 - b. Flexibility (being willing to change our view or mind in the face of new information)
 - c. Problem Solving (generating effective solutions to problems of an intrapersonal and interpersonal nature)
6. General mood (self-motivation):
 - a. Optimism (a positive outlook and looking at the bright side of life)
 - b. Happiness (feeling content with ourselves, others and life in general)



OUTCOMES

Delegates will learn to...

1. Identify and acknowledge aspects and behaviour they must change to grow and develop.
2. Become aware of, understand and accept themselves despite their identified flaws and shortcomings.
3. Become aware of, understand, and manage their emotions.
4. Accept responsibility for all their choices, decisions, responses and reactions.
5. Commit to TRUTH and to express themselves in a truthful, open way and they will learn what it is to be responsibly honest.
6. Be more assertive and how to express their feelings, beliefs, views and opinions and in a non-destructive manner.
7. Become self-reliant and free of emotional dependency on others.
8. Self-Actualise by identifying their personal purpose and vision for their future to claim it. They will write powerful purpose, vision and mission statements and set goals and objectives to actualise our own potential.
9. Explore their own spiritual beliefs, norms, values and principles that drive their behaviour and need to live in peace, and in a state of harmlessness, and the search for, or inner-knowing of, something greater than them. This is not a religious exercise but an expression of our Higher Self.
10. Understand how others feel, think and emote, and what they believe in any given situation, and to respond appropriately to them even if they disapprove of or disagree with the other person's/people's beliefs, views, behaviour and opinions.
11. Identify with and feel part of their social groups.
12. Establish and maintain mutually satisfying, meaningful relationships and know when and how to walk away from destructive relationships.
13. Identify physical and emotional stress cues through self-awareness to manage and control their thought, feelings and emotions and to resist destructive impulses.
14. Be more open to and adaptable to change and to examine their feelings, and to test and compare their thinking with reality.
15. Be willing to change their view or mind in the face of new information and learn why they are sometimes unwilling to change their flawed views.
16. Problem Solve and generating effective solutions to problems of a personal and interpersonal nature.
17. Be more motivated, optimistic and happy even in the face of adversity.

DURATION

Two full days.