Workshop 3: Emotional Intelligence & Solving Conflicts Successfully

Remote delivery (via Zoom)

Timings	Section overview	Content of that section
8.30am-10.00am	Recap & an Introduction to Emotional Intelligence	Workshop aims, objectives, house rules, Covid-19 awareness, programme overview, why the programme is running, why great leadership is important to HTC etc. **Activity-recap previous session(s)**: A quiz to recap learnings from the previous workshop(s). **Activity-revaluating the learners previous action plans(s)**: A session to revisit, evaluate and look at the actions that the learners set themselves on the previous workshops. **Activity-What is EQ?:** Ask people to type in their comments in the comments section **Activity: EQ definition:** Ask people to fill in the blanks on the PP definition. Answers revealed after. **Activity: Play EQ video:** Discuss the 5 strands of EQ. **Activity: EQ 5 strands:** In groups, learners need to discuss what the 5 strands of EQ mean to them in their role. Discuss the signs the point for and to a lack of emotional intelligence on the slides. Discuss and facilitate around the slides talking about how to improve your EQ and improving the EQ of your team.
10.00am-10.15am	Morning break	
10.15am-11.15pm	Johari Window	Discussion around teams that are open and the impact on performance. Introduce the concept of the Johari Window. **Activity-Johari Window psychometric**: Learners to complete their Johari Window.

		Discussion around what the 4 windows mean. **<u>Activity: Johari Profile Consolidation</u>** Coaching Pairs · Invite participants to work in pairs. Review your windows and identify what effect this has on the way you operate as a manager. 1) What things could you do to increase your open self? (Think about how to reduce your hidden self) 2) How could you reduce your blind-spot? **<u>Activity: Johari Profile behaviours</u>** Learners to work in 2's and pick behaviours that they believe are themselves and ones that are their colleagues. These are then compared in order to increase awareness around ones open self and blind spots. What were the biggest surprises to you regarding the Blind Spots? Which adjectives may be helpful to you since you now know others perceptions and observations? What Hidden adjectives would you like to show more often to your team members? What would be the first step you could take to move in this direction?
11.15am-11.30am	Morning break	
11.30pm-12.30pm	The Chimp Paradox	**<u>Activity: Do you ever?</u>** Thumbs up for each one on the screen, say things in the heat of the moment and regret it later? Wonder why you sometimes seem to be a different person from the one you normally are and prefer to be? Try to diet, but can't stop eating when you want to? Want to get fit but end up not getting your act together? Lose it, when someone cuts you up, or pinches your parking spot? **Activity-Chimp paradox video part 1:** Talk through the 3 parts of the brain and give examples. **Activity: When has your chimp appeared<u>:</u>**

		Everyone to think about when their chimp has appeared at home and at work over the last 7 –days. what does your chimp look like – what are the signs **Activity-Chimp paradox video part 2:** **Activity: controlling the chimp:** Think back to a situation where your chimp appeared and the impact was a negative one, what techniques could you have used to have responded more rationally to achieve a better outcome Be prepared to share at least one practical mind-management technique, allocate 10-minutes Debrief Facilitate discussion around how 'mind management' can help managers improve their emotional intelligence **Activity: Emotional Intelligence Assessment for Leaders:** Leaders have a big job to do in any organization: they need to shape, communicate, and contribute to the organizational vision, Naturally, emotional intelligence helps immensely in this role., This is an activity that leaders can do to assess their own emotional intelligence, which is the first step towards improving it, This activity consists of 10 descriptions of vision-killing behaviours that a leader may engage in, and a scale upon which to rate your own engagement in each behaviour from 'very seldom' to 'very often.' The vision-killing behaviours include:
12.30pm-1.00pm	Lunch	
1.00pm-2.30pm	Conflict and Workshop wrap up	**Activity: What is conflict:** Add your definition into the comments section Show conflict definition on PP. **Activity: Positive spin:** Learners (in groups) need to write their own definition of conflict but put a positive spin on it. How does the definition of conflict affect the way we think about conflict? What are some positive outcomes of conflict?

		List four potential positive outcomes of conflict in an organisation. **Activity-Patrick Lencioni conflict video:** **<u>Activity: What are the sources of conflict at work?</u>** Simply pinpoint people in the group to ask Talk through the sources of conflict on the slide. **<u>Activity: Role shift:</u>** This is also 'perceptual positioning' in NLP, Ask the group if anyone has tension or conflict in a current relationship, in pairs, make sure at least one person has an 'issue', The other person, using the handout, gets them to see the situation from 4 different angles, as above. Handout 5 has questions on there to begin but by no means do they need to stick to them, Once they have helped their partner see the situation from all sides, ask them if their view has now changed, YOU CAN REPEAT THE EXERCISE BY SWAPPING ROLES. **Activity-Personal action planning:** Learners will get the opportunity to capture and share actions that they are going to set themselves based on the content, discussions and learnings on the day. Workshop evaluation. Any outstanding admin