Workbook III: Emotions & Emotional Intelligence in the Workplace

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This workbook is intended to accompany Becoming A Resilient Scientist Series III: Emotions & Emotional Intelligence in the Workplace.

It is most effective when it is used after attending/watching the workshop lecture. The exercises in this workbook are to help you process and solidify what you’ve learned in the lecture and to provide you with additional resources. Although it is encouraged that you complete the exercises, it is not required.
To become resilient, we have to develop our

**emotional literacy**

to understand how strongly our emotions can impact our response to **setback & disappointment**

Cultivating our emotional intelligence will not only **increase the quality** of our mental health, but will also have a positive affect on our **behavior and relationships**
Emotional Intelligence (EI) is the ability to recognize and manage one’s own emotions AND to recognize and respond appropriately to the emotions of others. It is a set of skills that can be learned and developed.

EQ Exercise:

1) Go to http://www.mindtools.com/pages/article/ei-quiz.htm and complete the EQ assessment.

Note: You do not need to sign-up to get your results!

2) Scroll down the page and look at the breakdown of your EQ scores.

Note: The subsection on this website is a bit different here than the original 4 Goleman components. (Self-regulation + Motivation ≈ Self-management, Empathy ≈ Social Awareness, Social skills ≈ Relationship management)
Four EQ Domains

**Self-Awareness**
The ability to recognize one's own emotions and their impact

**Social Awareness**
The ability to accurately read the emotions and behaviors of others

**Self-Management**
The ability to recognize one's own emotions and their impact

**Relationship Management**
The ability to inspire, influence, and motivate while dealing effectively with conflict

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What did you **learn** from this assessment? Did anything **surprise** you?

What is an area of EQ you want to **improve** on and **how** will you do it? Pick just one area to focus on.
When it comes to our feelings, our goal is to:

**R** – Recognize them

**A** – Acknowledge them

**B** – Breathe deeply

**B** – Be with them; don't suppress them

**I** – Interpret them accurately

**T** – Take action (or know when not to)

**S** – Seek support and guidance when needed
If we are not aware of our emotions, attitudes, and behaviors, ultimately some of our decisions may be emotion-driven and not judgement-driven.

**EMOTIONAL IMPACTS ON BEHAVIOR**

**WORK EVENTS**
- Daily hassles
- Daily lift-ups

**EMOTIONS**
- Comfortable
- Uncomfortable

**ATTITUDES**
- satisfied/unsatisfied
- connected/disconnected
- useful/useless

**BEHAVIOR**
- helpful/unhelpful
- engage/withdraw
- persist/give up

emotional **awareness**
accurate **interpretation**
emotional **regulation**

This is where our emotional intelligence can outwardly affect our attitudes and behaviors.
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If the emotion is distressing, what can you do about it? Does it need action?

Is this emotion appropriate for this situation?

Behavior or action the emotion impacted:

What caused this emotion? (It’s okay, not known)
We can work the model shown previously in reverse to learn more about what underlies our attitudes and behaviors.
At the end of the week, reflect on your emotion tracker. What did you notice about your emotions, causes, and behaviors? Is there a pattern? What underlies your attitudes and behaviors?
What messages did I learn about emotions and emotional expression during my childhood?

What is helpful to me, and what is not as helpful to me?
What messages did I receive about emotions and emotional expression from the culture(s) I grew up in, or spent substantial amounts of time in?
What is helpful to me, and what is not as helpful to me?
What messages about emotions and emotional expression am I receiving from the culture of my current research group and the culture of science in general?
These emotions can be **helpful** if they prompt us to take **constructive action**, but they can also be **unhelpful** if we **act out** and do more damage.

Practice your frustration- and emotional-discomfort **tolerance**

This is our ability to combat **obstacles and delays**, and our ability to accept **uncomfortable feelings** in order to persist in a task that is important to us.

It is the ability to put aside any unhelpful emotions that may be hindering our success. This is a **learned** skill!
EMOTIONS OF DISCOMFORT

In the space below, write about what frustration, irritation, and/or anger might look and feel like for you.

Use imagery or reframing strategies to process your emotion(s). (e.g., "Is this worth getting heated about?", "Is there another approach?", "What would I tell my friend?")
ADDITIONAL RESOURCES

BOOKS

JOURNAL ARTICLES

TEXTBOOK ON EMOTIONS