CHAPTER 9
PROPOSED EI TRAINING PROGRAMME FOR
FACULTY MEMBERS

Based on the findings of this research and literature survey, details of the proposed EI training programmes for faculty members is presented in this chapter. Duration and objectives of the programmes are specified with reasons. Emphasis is on EI awareness, its significance and skills development for EI competencies through trainer’s talk, slide presentations, self reflection exercises, activities, case studies and group interaction.

9.1 Training Aspects

The development of EI in students is, in essence, communicated through teacher’s own EI abilities because if one can recognize and regulate his own emotions, one is more able to facilitate this in others. So, to develop students’ EI, it is important to develop it in faculty members as well. Based on the findings of the present study and literature survey of EI training programmes currently being used in some of the organizations in different countries, the suggested Training Programme for the faculty members in the present thesis will include following aspects-

i. Motivation and Willingness to Attend the Programme: The success of any such programme, depends on the willingness of participants to learn and bring change in their attitudes and behaviours because sustainable behavioral change is intentional and must be self-motivated (Boyatzis, 2001).

ii. Awareness about EI: Informal interaction with the faculty members during the data collection revealed that most of the faculty members were not aware about EI. Therefore, awareness about EI is the first requirement.

iii. Developing Significant EI Competencies: The programme will incorporate techniques to develop EI competencies like self-awareness, emotional stability, managing relations, self-motivation and empathy of faculty members as these competencies were found to be most significant predictors of occupational stress and teacher effectiveness.
iv. Applying EI Competencies in work related situations: Although lectures and readings can promote an understanding of EQ, it is the practical activities and the experience gained that helps to enhance social and emotional learning (Fer, 2004; Tucker et al., 2000). Self-reflection and carry home exercises will be provided to the faculty members to complete outside the sessions to enable practice of learnt skills.

v. Feedback about the effectiveness of the programme: The effectiveness of the programme shall be evaluated with the help of feedback forms filled by the participants.

vi. Techniques used in the programme: Techniques used in the programme for above mentioned aspects will be- power point presentations, mini lectures, self reflection exercises and activities, group interaction and shared experiences, case studies and role plays.

9.2 Duration of the Programme

Although EI Consortium founded by Cherniss and Goleman recommend an extensive EI Training Programme (Bar-On et al. 2007) but generally due to time constraints it becomes difficult for the participants to attend such extensive programmes. Therefore, such programmes should be customized according to the needs of the organization and should preferably be of a shorter duration at regular intervals. The suggested duration of the programme in the current study is six sessions, each of 2 hours duration (Total 12 hours) to fit in with the time constraints of the participants. Depending upon the availability and convenience of the participants it can be a week long programme with 2 hrs session per day or it can be a 2-day weekend programme of 6 hrs a day. Day 1 may encompass 3 sessions involving EI awareness and its significance. Day 2 may comprise of next 3 sessions highlighting the significance of EI in Academia.

9.3 Specific Learning Goals

Specific goals for a psycho-educational training approach to significance of EI among faculty members in understanding emotional and motivational aspects are as follows:

Day 1: EI Awareness and its Significance

Session 1: Introduction and objectives of the program as a whole, understanding emotions and their impact, awareness about EI (definition and biological perspective), activities for
understanding different types of intelligence, functioning of emotional brain and self-reflection exercise for developing Emotional Self-awareness.

Session 2: Historical perspective of EI, Models of EI and its Competencies, significance of IQ and EQ in professional success with Case Studies.

Session 3: EI and its competencies in different professions, role of EI in work place variables like conflict management, stress management, decision making, organizational commitment, job satisfaction and job performance, self evaluation exercises for recognizing occupational stressors and their effect on teaching effectiveness and motivating participants to develop EI.

Day 2: EI in Academia

Session 4: Emotions in learning, significance of EI in teaching and learning, EI competencies required in teaching, Self Awareness, Managing Emotions (self and students’) and Self Reflection exercises for Managing Emotions.

Session 5: EI competencies (continued), developing Empathy, Communication Skills, Motivating self and students, Effective Feedback for motivation (self & students), activities and exercises for developing Emotional Recognition of others.

Session 6: Dealing with the students (prejudices and preferences, reflective listening, acknowledging students’ feelings, expectations and fears) conflict resolutions, and feedback about the programme.

9.3 EI Training Modules

9.3.1 Session 1: Awareness about EI

Interaction with the participants to explore their views about emotions before starting the session can work as ice breaker. It is also important to convey the fact that as humans we have our own experiences, expertise and wisdom. Therefore, we learn a lot from each other and this learning depends mainly on how open we are to others. So, the session can begin with some very simple questions:

1. How do we feel when we get some good news?
2. How do we feel when we lose something?
3. How do we feel when we desperately want something and are not able to get it?
4. How do we feel if we are humiliated or scolded in front of others?

**Trainer’s Talk:** From your answers it is clear that different emotions evoke different response. We use this word ‘emotion’ so frequently but we hardly analyse it. So, let us share our views about emotions with this next question - Can we work without emotions? The answer is probably not, because we all are humans and not machines. For further understanding of emotions let us do exercise number 1 given in the sheets provided to you.

**Exercise 1: Emotional Self-awareness**

Tick the box that shows how often you feel these emotions and also mention what makes you feel these emotions.

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Emotion</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
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<tbody>
<tr>
<td>happy</td>
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<td>calm</td>
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<td>angry</td>
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<td>bored</td>
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<td>worried</td>
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<td>loving</td>
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<td></td>
<td>energetic</td>
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<td>helpless</td>
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<td>joyous</td>
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<td>hateful</td>
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<td>belonging</td>
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<td>excited</td>
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<td></td>
<td>satisfied</td>
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<tr>
<td>confident</td>
<td></td>
<td></td>
<td></td>
<td>powerful</td>
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<tr>
<td>scared</td>
<td></td>
<td></td>
<td></td>
<td>frustrated</td>
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</tbody>
</table>

1. Which emotions do you like the most and why?
2. Which are the emotions you don’t like and why?
3. Can we say that students also feel these emotions?
4. Do you think emotions affect our enthusiasm, thought process and energy level?
5. Do you think that students’ emotions influence their learning process?
6. What happens when someone gives us a smile?
7. What happens when someone frowns at us?

**Trainer’s Talk:** What did you notice from your answers? It clearly indicates that emotions have tremendous power to affect our work either positively or negatively. Emotions if properly used are an essential tool for successful and fulfilling life but if they are out of
control the results can be disastrous. So, let us briefly examine how emotions are caused and what are the effects of positive and negative emotions.

**Slide 1: What are Emotions?**

- Complex interplay among *physiological, cognitive and situational variables*
- Emotions have tremendous power
- Emotions are contagious

[These points can be discussed and explained in reference to section 2.1 of Chapter 2]

**Slide 2: Effects of Positive and Negative Emotions**

<table>
<thead>
<tr>
<th>Positive Emotions</th>
<th>Negative Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate positive thoughts &amp; Build trust</td>
<td>Generate negative thoughts</td>
</tr>
<tr>
<td>Enhance perception, memory and learning</td>
<td>Distract us</td>
</tr>
<tr>
<td>Enhance performance</td>
<td>Make us vulnerable</td>
</tr>
<tr>
<td>Motivate us towards specific goals</td>
<td>Cloud our judgment</td>
</tr>
<tr>
<td>Make us confident &amp; Help in persistence</td>
<td>Inhibit information</td>
</tr>
<tr>
<td>Speed our analysis</td>
<td>Generate stress</td>
</tr>
<tr>
<td>Increase adaptability to suit the changing environment</td>
<td>Spoil relationships</td>
</tr>
</tbody>
</table>

**Trainer’s Talk:** Therefore, we can say that emotions can either be helpful or detrimental. If this is the fact, then *would we like to get our work affected negatively or positively?* The obvious answer is positively. But how this can be done? The answer is, with the help of *Emotional Intelligence* or in short EI. But, before we explore more about emotional intelligence, the objectives of the programme need to be shared.

**Slide 3: Objectives of the Program**

1. To understand the impact of emotions in one’s personal and professional life, meaning of emotional intelligence, its various constituents and also rationale behind the techniques to manage emotions.

2. To understand the importance of various EI competencies in teaching learning process and to work further on improving these competencies among faculty members and students.

**Slide 4: What is Emotional Intelligence?**

**Slide 5: Human Beings operate from two minds: Rational and Emotional**
Slide 6: Prefrontal-Amygdala Circuit: Emotional High jacking

Slide 7: Cognitive-Experiential Self-Theory (CEST)

- Experiential and Rational System of information processing
- Intuitive and Analytical Systems of information processing

[These points can be discussed and explained referring to section 2.2, and 2.3 of Chapter2]

Exercise 2: Understanding the difference between Experiential and Rational system of information processing.

Given below are two situations. Describe what would you do in each case?
1. You have to go for 10-days holiday to Europe.
2. You were alone at home. You slipped in the bathroom and fractured your leg.
3. You have to establish a new company.

Trainer’s Talk: In situation where there is not enough time to think and consider all alternatives, experiential system manages the situation. Here is an interesting case study by Klein et al. (1998, p. 32) about the decision choices made by highly experienced fire-fighters in the US Army showing the importance of intuitive-experiential system of information processing.

Case Study 1: Role of Intuitive-Experiential system of information processing in crisis

A one storey building was on fire, the fire-fighters tried again and again dousing it with water but it did not work. The commander sensed that something was not right. He decided and ordered his team to leave the building immediately. Seconds later the floor they had been standing on collapsed – unknown to them the building had a basement from where the fire was emanating. The fire ground commander had an extensive knowledge base, stored as complex associations and action scripts that helped him to understand the situation. Consequently, the commander had enough of a “sense of unease” that things were “out of control” that he decided to evacuate the building immediately. The autonomic responses associated with intuitions based upon previous experience and emotional states have the potential to guide decision-making and outcomes in advance of conscious awareness.
Slide 8: Howard Gardner’s Theory of Multiple Intelligence

1. Mathematical/Logical
2. Linguistic
3. Musical Intelligence
4. Bodily Kinesthetic
5. Spatial Intelligence
6. Naturalistic intelligence
7. Interpersonal intelligence
8. Intrapersonal intelligence

Trainer’s Talk: As you all know that intelligence is related to analytical, numerical, verbal, scientific and reasoning abilities, which are considered to be most important aspects for success in life, but then what about people like – Sachin Tendulkar, Lata Mangeshkar or Picasso? Would you not classify them as intelligent people? Most people have this monolithic view of intelligence that excludes many great capabilities which must be included in the more wholesome definition of intelligence.

Gardner’s (1983) proposed the theory of Multiple Intelligence. While higher degree of mathematical or logical intelligence is present in scientists, researchers, mathematicians, engineers, lawyers etc., linguistic is displayed by authors, poets, orators, journalists, VJs and alike. Musical intelligence is very clearly present in singers and musicians. Bodily Kinesthetic is demonstrated by dancers and athletes. Spatial Intelligence is the ability to understand, visualize and manipulate shapes and geometric structures. It is present in architects, civil engineers, sculptors etc. Naturalistic intelligence is found in zoologists, botanists, agriculturists and wild-life enthusiasts. Interpersonal intelligence means ability to understand others and manage relationships with them. Many of the professions require this intelligence. Intrapersonal intelligence means the ability of a person to understand and manage self. While the mathematical/logical intelligence stands for the general definition of intelligence, interpersonal and intrapersonal intelligences are the ones which represent emotional intelligence very closely.

Exercise 3: Understanding Different Types of Intelligence

Now rate yourself for eight different types of intelligence mentioned on Slide 8. Can you improve upon these intelligences with proper guidance and training?
[This will make the participants understand that we have different types of intelligence and we can improve upon them with proper guidance and training; and EI is one of them.]
9.3.2 Session 2: Significance of EI in Future Success

**Trainer’s Talk:** Although EI has gained attention of the researchers only in past two decades. The term emotional intelligence appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human survival and adaptation. Although EI as such was not explored much, but it has been studied in some form or the other by various psychologists, philosophers and scientists as it existed since the origin of mankind. So let us briefly examine its historical perspective.

**Slide 9: Historical Perspective of EI and Related Theories**
[Related theories of EI can be discussed in reference to section 2.3.2 of Chapter 2].

**Slide 10: Models of EI**
[The three models of EI can be explained briefly in reference to section 2.6 of Chapter 2]

**Slide 11: EI Competencies**
[EI competencies can be discussed with reference to section 2.7 of Chapter 2].

**Trainer’s Talk:** After understanding EI and its competencies it will be easier to answer the question - Do we need only good intelligence to be successful? Or in other words, can we say that only intelligent people are successful? The answer probably will be ‘No’. So, it is clear that IQ is not the only factor for success at work. So let us examine the significance of IQ and EQ in professional success.

**Slide 13: Significance of IQ and EQ in Future Success**
[Significance of EI can be discussed referring to section 2.4 of Chapter 2]

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**Slide 14:** Figure 9.1: IQ and EQ in professional success

**Slide 15:** Figure 9.2: Normal Probability Distribution Curve
**Trainer’s Talk:** Some people doubt how EI could be a better determinant of success than IQ. Let’s understand this with a simple graphical representation. Because of the natural law of normalization (Normal Probability Distribution Curve) most of the people (68%) fall under the category of average intelligence. Now if you think for a while, it would be quite clear that there is a minimum level of intelligence that one needs to enter the world of work. It implies that normally at work place, EI which varies more than IQ, will be a differentiating factor between performances of people. And hence EI matters. In fact Daniel Goleman claims that IQ can explain not more than 20% of successes at the work-place. It doesn’t mean that IQ is less important. It only means that people don’t differ much in their IQ level at work place because of barrier-to-entry. It is the EI level that becomes the differentiating factor for success. Given below is a case study of two persons who suffered from brain injury causing damage to the emotional centres of their brains, which drastically affected their perception and decision making ability.

**Case Study 2: Elliot and Phineas Gage who lost their capability to manage emotions**

Famous case-studies of Elliot and Phineas Gage, two persons who met with serious accident and certain parts of their brains controlling emotions got badly damaged, highlight two important things- importance of EI for success in life and the connection between brain anatomy and EI. Elliot’s case study is reported by Dr. Antonio Damasio (1994) in his book ‘The Descartes’ Error’ and the movie Phineas Gage can be seen on you-tube from the link http://www.youtube.com/watch?v=OqTP7058Q&feature=related. In both these cases what is very evident is the fact that due to damage in one particular part of the brain, these people lost their capability to manage emotions. However, their IQ or general intelligence remained unaffected. Despite this, it resulted in general failure in their professional and personal lives.

**Trainer’s Talk:** The case studies of Elliot and Phineas Gage, point to one very interesting fact - “Emotional Intelligence is very different from General Intelligence, anatomically also. So it is Intelligence in its own right – by design. And, it is very important for success in life because people with low and high EI react differently to similar situations as they perceive these situations differently and therefore, the results are different. So let us now examine the consequences of low and high EQ, followed by a case study of an energetic CEO who failed miserably despite having a very high EQ.
Slide 16: Consequences of Low and High EQ

<table>
<thead>
<tr>
<th>Low EQ</th>
<th>High EQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dejection, Emptiness</td>
<td>Happiness, Appreciation</td>
</tr>
<tr>
<td>Anger, Bitterness</td>
<td>Satisfaction, Freedom</td>
</tr>
<tr>
<td>Dependence</td>
<td>Awareness</td>
</tr>
<tr>
<td>Depression</td>
<td>Contentment</td>
</tr>
<tr>
<td>Loneliness, Instability</td>
<td>Peace, Desire</td>
</tr>
<tr>
<td>Stress, Unhappiness</td>
<td>Self-esteem, Elation</td>
</tr>
<tr>
<td>Failure &amp; Frustration</td>
<td>Balance &amp; Motivation</td>
</tr>
</tbody>
</table>

Case Study 3: the Energetic CEO who Failed

This is the case of a CEO of a large public sector company, with 30 years of experience and an IQ of 200. But his EQ seems to be low. He spent the greater part of the day at his desk, crunching figures in a race against himself and rarely succeeded in going home early. Normally, he worked for more than 18 hours a day and took great ‘pride’ in doing so. He spent much of his energy complaining to his colleagues, ‘My chairman has an IQ of 90. My chairman has no idea what I do! Moreover my subordinates never extend the support I need to get things done right.’ Is all this true? Is it unjust? The CEO thought so, and so did his blood pressure. What he had not told his colleagues was that his own work was unimpressive in ways that really mattered. He was oblivious of the fact that he was a troubleshooter who got so bogged down in minute details that he rarely saw the larger picture. He also had not noticed his chairman’s grimace when he handed him unnecessarily technical and complex reports that were a painful struggle to decipher. He valued rules, regulations, instructions, laws, acts, reports, etc. but he had not heard of interpersonal relations. It had not occurred to him that everyone perceived him as a big bore and tried to avoid him. He could not see why he should spend any time worrying about other people’s emotions. After all, he had never got any sympathy from them when, year after year, he was neglected for promotion. The CEO had not learned the simple lesson that intellect alone could not help him navigate the dynamic political, administrative and psychological situations of an office full of people, each with a different set of needs and desires. He lacked empathy to guess what his boss wants and learn which projects really carry the most corporate weight, to realise a subordinate’s tension and not overload him or her with work, and to sense a client’s dissatisfaction despite his or her protestations. Were he to learn to raise his EQ, he would find his intellectual capacities expanded and emotional skills
enhanced. He would feel more secure in his ability to perceive and respond to his own emotional needs and could therefore risk responding to the needs of others. In doing so, he would move ahead and be able to handle his chairman more effectively and in the process do something about his blood pressure also. (Source: Singh, 2006)

9.3.3 Session 3: Role of EI in Work Place

Trainer’s Talk: Emotional incompetence is often due to deeply ingrained habits learned early in life. As people acquire their habitual repertoire of thoughts, feelings and actions, their experience shapes the brain. Therefore, with effective training, emotional learning can be mastered.

Exercise 4: Can EI be learnt?

Tick the relevant column Yes, No or Sometimes in answer to the statement, ‘Things you can change’. [This exercise will motivate the participants to willingly participate in the workshop and understand that EI can be learnt or developed and this is in their control].

<table>
<thead>
<tr>
<th>Things you can change</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Things you can change</th>
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<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>body shape</td>
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<td></td>
<td>tastes in music</td>
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<tr>
<td>moods</td>
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<td>grief</td>
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<td>worry</td>
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<td>talent</td>
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<tr>
<td>performance</td>
<td></td>
<td></td>
<td></td>
<td>feeling helpless</td>
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<td>energy</td>
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<td>death</td>
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<td>fear</td>
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<td>drug use</td>
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<tr>
<td>behaviour</td>
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<td></td>
<td>feelings</td>
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<tr>
<td>parents</td>
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<td>religion</td>
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<tr>
<td>Friends</td>
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<td>war</td>
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<tr>
<td>Grades/marks</td>
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<td></td>
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<td>injustice</td>
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<tr>
<td>attitudes</td>
<td></td>
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<td>hobbies</td>
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</tbody>
</table>
**Trainer’s Talk:** There are certain things we can change and certain things we can’t change. If we try to change thing which can’t be changed it creates frustration and if we don’t try to change things which can be changed, it creates dissatisfaction. EI can be changed and developed through conscious effort and training. It gives satisfaction to self and others. In this regard let us again listen to an interesting case study about an un-empathetic business manager.

**Case Study 4: The Un-empathetic Business Manager**

When emotions start building up, emotional intelligence comes to the rescue. An un-empathetic manager confessed: I’m a hot head. I was extremely emotional. I’d take everything to heart and react strongly. It badly affected my relationships with people in the office: If they didn’t see things my way, I’d get mad. It was my way or no way. I could not see things from their perspective; I would not compromise. That lack of emotional empathy worked against me. It prevented me from moving up; it got in the way of making decisions. If I was upset about something, I couldn’t move on to the next project. It cost me money. I could not anticipate what people wanted from me. I was critical of others throughout. Whatever best they did, it could never get registered in my mind. I was going to be a misfit. Then I attended a training session in EI. It was a revelation. I had never encountered anything like this before. This was the missing piece in my life. I found that my empathy level was dangerously low. I saw how my emotions were controlling me and keeping me away from my people. I decided to upgrade my empathy skills. This has helped me immensely. Now if something is bothering me, I talk it over with my business partner, write it in my journal, talk to my field vice president right away. I let them know I’m upset; I don’t let it fester. I’m more accepting now. Similarly, if I get a feeler that my employees wish to say something, I readily listen and make sincere efforts to mitigate their grievances. I realise you can have all kinds of emotions, but you don’t have to let them run you. I now believe that EI paves the way for improved interpersonal, intra-personal and professional relations (Source: Singh, 2006)

**Slide 16: Do different professions require different levels of EQ?**

**Slide 17: Do different professions require different EI competencies?**

[These points can be discussed in reference to Section 3.7 and 3.8 of Chapter 3]
Slide 18: Why is EI important in the Work Environment?

- EI contributes to cognitive performance in reasoning tasks (Lam & Kirby, 2002).
- Many organizational problems are poorly defined, emotionally laden, and ambiguous having no single right answer.

[Can be discussed in reference to Section 2.4 of Chapter 2]

Slide 19: Main Occupational Stressors identified in Work Place

1. Role overload
2. Role ambiguity
3. Role conflict
4. Powerlessness
5. Under participation
6. Unreasonable group pressure
7. Low status
8. Intrinsic Impoverishment
9. Unprofitability
10. Poor peer relations
11. Strenuous working conditions
12. Responsibility for persons

[These factors can be discussed in reference to Section 3.4.3 of Chapter 3]

Exercise 5: Occupational Stressors among Faculty Members

Faculty members can be asked to rate the Occupational Stressors mentioned in Slide 19 on the scale of 1 to 5 and arrange them in most significant stressor to least significant stressor according to their perception. After the participants have given their ratings, group discussion/group interaction on how these stressors can be managed will help the faculty members in developing problem focused coping instead of emotion focused coping. The results of the current study in this research work showing relationship between Occupational Stressors and Teacher Effectiveness of faculty members can also be discussed.

Slide 20: Role of EI in Work Place

- EI in Conflict Management
- EI in Stress Management
- EI in Decision Making
- EI in Organisational Commitment
- EI in Job Satisfaction
- EI in Job Performance

[Can be discussed in reference to Section 3.2 of Chapter 3]

9.3.4 Session 4: EI in Teaching-Learning Process

Trainer’s Talk: After understanding the role of EI in various job aspects, let us examine its role in teaching-learning environment. Teaching and learning are integrated process. Along with the subject expertise and teaching pedagogy a teacher needs an understanding of psychological aspects of learning like students’ emotions, motivation and positive social
interaction because how one learns is as important as what one learns. For efficient teaching there has to be a good coordination and rapport between teacher and the students.

**Slide 21: Conventional Teaching**

![Diagram](conventional_teaching)

*Figure 9.3: Conventional Teaching*  
(Source: Mortiboys, 2005)

**Slide 22: Teaching with EI**

![Diagram](teaching_with_ei)

*Figure 9.4: Teaching with EI*

**Exercise 6: Planning for Teaching & Classroom Climate**

- As a percentage of the energy spend for planning a session, how much goes into planning content?
- How much goes into planning methods and materials?
- How much goes into planning to use emotional intelligence?

[This exercise will help the faculty members in understanding emotional aspects of learning which is generally ignored in their teaching.]

**Slide 23: Table 9.1: Three Dimensions of Efficient Teaching**

<table>
<thead>
<tr>
<th>Subject Expertise</th>
<th>Teaching Skills</th>
<th>Emotional Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>Well organized</td>
<td>Approachable</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>Better Time Management</td>
<td>Acceptant &amp; Responsive</td>
</tr>
<tr>
<td>Authoritative</td>
<td>Gives useful feedback</td>
<td>Empathetic</td>
</tr>
<tr>
<td>Resourceful</td>
<td>Well prepared</td>
<td>Positive &amp; Optimistic</td>
</tr>
<tr>
<td>Experienced</td>
<td>Good use of materials &amp; teaching aids</td>
<td>Good listener &amp; Attentive</td>
</tr>
<tr>
<td>Up-to-date</td>
<td>Clear speaking</td>
<td>Adaptable &amp; Flexible</td>
</tr>
<tr>
<td>Can answer any question on the topic</td>
<td>Clear directions</td>
<td>Non-threatening</td>
</tr>
<tr>
<td>Relevant and challenging</td>
<td>Interesting activities</td>
<td>Non-judgmental</td>
</tr>
<tr>
<td>Doesn’t make assumptions</td>
<td></td>
<td>Open &amp; Respectful</td>
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</tbody>
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[To be discussed in reference to Section 4.1 of Chapter 4]
Slide 24: Emotions in Learning

- High Anxiety among medical and engineering students
- Other emotions: Anger, Frustration, Depression, Distress, Fear, Helplessness, Hatred, Happiness and Excitement
- Neuroscience: the neural connection between our thinking and emotional centers, can either enhance or inhibit the brain’s ability to learn.
- Social Neuroscience: Emotions are contagious; teachers are able to help students get and stay in better brain states for learning because while two people interact, their emotional centers impact each other, for better or for worse.

[To be discussed in reference to Section 4.1 and 4.2 of Chapter 4]

Slide 25: Outcomes of High EI in Teaching and Learning (Bar-On et al, 2006)

1. Creating Positive Attitude and a Positive Learning Environment
2. Better attention and focus leading to better academic achievements
3. Better Conflict Resolution skills and improved problem solving skills
4. Better coping with anxiety and handling stress
5. Better impulse and self control: More willingness to cooperate and learn
6. Improved Communication skills: Better listening to others
7. Enhanced self-esteem & motivation: More Assertive and more responsible

Trainers’ Talk: Ability to recognize, use, and manage their emotions helps students to remain focussed thus leading to higher academic achievements (Drago, J. M., 2004). Increased social and emotional skills reduce discipline problems (Doyle 1986). More Aggressive students fail to learn self control and their poor impulse control contributes to poor results. Similarly teachers with good EI competencies show better teaching performance as they are more committed and motivated to enhance their job efficiency.

Slide 26: EI Competencies Significant in Teaching

1) Emotional Awareness (self and students’)
2) Managing Emotions (self and students’)
3) Motivation (self and students’)
4) Empathy
5) Communication Skills
Trainers’ Talk: Let us first take the most important EI competency that is Self-Awareness: Only when you begin to understand yourself will you begin to understand other people and once you begin to understand others, life becomes easier. Skills in dealing with emotions are often about being able to reflect upon and evaluate our thoughts (Bellhouse, et al. 2005). For example, if a person brushes past another and accidentally knocks against him. The thought comes into the second person’s mind, ‘He tried to knock me over.’ If this is followed by a series of thoughts that instantaneously flash through the mind such as, ‘He’s trying to hurt me... He did that on purpose... I know he hates me,’ the mind is then filled with rage and a desire for revenge. However, after the first impulsive thought, if the person is able to stop and think about alternatives, there might be different emotional reactions. Different ways of thinking about the situation might include generating such thoughts as, ‘He must be in a hurry... I don’t think he saw me there.’ This explanation will lead to a different emotional response. What is wanted is an ability to consider one’s response.

Slide 27: Developing Self-Awareness as a Teacher
1. Awareness of your feelings in relation to teaching
2. Awareness of your values and attitudes as a teacher
3. Awareness of your teacher behaviour and how others see them

Trainers’ Talk: The more familiar we become with our inner terrain, the more surefooted our teaching and living becomes (Palmer, 1998, in his book The Courage to Teach). He asserts, “Knowing myself is as crucial to good teaching as knowing my students and my subject”.

Exercise 7: Self Reflection Exercise for home
At the end of the day reflect upon what made you feel happy, annoyed, angry, sad and jealous and why? You can also maintain an emotional diary. This may help in analysing the reasons or factors which caused those emotions. Reflecting upon four to five emotions everyday may gradually lead to a better understanding of our emotions.

Slide 28: Managing Self Emotions
- Open Mind and Self Control
- Don’t jump to conclusions
- Divert your attention by doing something different
- Time Out/ Cooling Down Period
**Trainers’ Talk:** Being able to manage or self-regulate one’s own feelings is a critical ability to develop. Emotional regulation is helped by an *open mind* towards situations rather than a fixed or dogged belief in what we think must be true (Abraham, 1999). The ability to calm strong feelings rather than act on impulse is a necessary skill to develop. We need to develop a sense of *self-control*, to recognise that strong feelings will peak and pass and some actions are best not taken in the heat of the moment. There are a number of ways to respond to any given situation when one can think more calmly about the situation. Central to impulse control is to wait, even for a few seconds (while strong feelings pass and the rational mind can think more clearly) before action by bringing our problem-solving skills into focus.

**Slide 29: Anger: the most difficult emotion to manage**

Anybody can be angry, that is easy; but to be angry with the right person, to the right degree, and at the right time, for the right purpose and in the right way – that is not within everybody’s power and is not easy………. Aristotle

**Activity 1: Anger Useful or Harmful**

Participants are required to form groups of five and discuss Aristotle’s statement mentioned in slide 29. After five minutes of discussion, one person from the group can present their views. Once all the groups have presented their views the results of the study conducted by Mickel and Ozelik (2006) Anger Triggers (refer to sec. 8.4.2 of Chapter 8) can be discussed with the participants.

**Trainers’ Talk:** The main idea in anger management is to wait for the intensity of the feeling to pass. *Divert your attention* by doing or thinking about something else to break the chain of thoughts. Self talk like ‘I am feeling very frustrated by this, I am going to take a minutes time out while I think what to do,’ can act as a strong cue to think and calm down. Having a *cooling down period* to gain a sense of relaxation might counter any emotional hijacking and switches off the physiological reaction (Bellhouse et al., 2005). Don’t jump to conclusions, question things that you don’t like and see if they could be seen differently. *Counting to ten* inhibits the physiological response and gives time to think about doing something differently, so that the impulse to act aggressively may pass.
Exercise 8: Self Reflection exercise for home

After reflecting upon what made you feel happy, annoyed, angry, sad or jealous and why (refer exercise 1 for home), you can think what else you could have done in that situation. This may help in gradually training our mind to act appropriately in emotion provoking situations. Every day we can reflect upon four to five emotions and alternate ways of handling those emotion provoking situations.

Slide 30: Managing Students’ Emotions

- Feelings and emotions frequently discussed
- Time Out for anger management
- Making their own choice
- Managing anxiety: Promoting Positive Self-talk and challenging negative self-talk

Trainers’ Talk: It is often strong emotions that underlie many behavioural problems. Feelings such as revenge, anger, frustration, powerlessness, fear, guilt, shame or jealousy are often communicated by the students through their behavior (Killick, 2006). Therefore, it is important to see challenging behaviours as having a function and a communicative aspect. These strong emotions in students can be managed by a climate where feelings and emotions are frequently discussed. But it is unfortunate that in higher education how little feelings are spoken about.

Exercise 9: Managing Students’ Anger or de-escalating situations

You heard some student talking in the class while you were teaching. You scolded a student for that but actually he was not the one who was talking. He becomes argumentative. Eventually you lose your patience, you feel furious but you are aware the situation is escalating.

1. What other things might you have done to manage the situation to have prevented it from getting to this point?
2. Now the situation is at this point, what can you do to de-escalate?
3. What can you do after the situation has passed to follow-up on this event?
4. What good strategies do you have for de-escalating crisis situations?

[The answers to the above questions can be discussed in the whole group so that the participants can have more ideas to handle such situations.]
**Trainers’ Talk:** Many students have particular difficulties in controlling their responses to frustration, anger and powerlessness. They are constantly caught up in creating confrontational situations from which it becomes difficult to back down. At this point, a student may respond to threats of consequences with, ‘I don’t care,’ or, ‘You can’t make me do anything,’ so these kinds of interventions may only inflame the situation further. This is because the student may just not be able to think through clearly in that situation. We need to use this information to help the students to manage these feelings rather than act on our own feelings of dislike, avoidance or an over-reliance on sanctions.

The objective should be to help the student return to calm when reactions can be more considered. It is important to be able to calm oneself or the other person, to be able to take on the other person’s perspective and to hear the emotion underneath. Students need some additional help in learning these skills (Greene, 2001). Telling the students to calm down doesn’t work. If anyone has ever said this to you in an argument you may know how unhelpful it can be. Rather model calming down through your own behaviour. Moreover, there is an audience effect. If people are watching, it will matter to both sides; who looks like the ‘winner’. Such arguments can always be dealt with later when both are calm.

**Role Play 1: Understanding Students’ Frustration**

You are a student and have worked hard for a group project. Write your response for the following situations-

1. You are not appreciated for your hard work.
2. Someone else is credited for your work.

**Trainers’ Talk:** There are many such situations which may frustrate a student. It is better for both teacher and students that problems are explored, clarified and possibly redefined together before solutions are suggested. The teacher and students can work together to generate lots of creative solutions. The person with the problem then has the responsibility of choosing a solution that might work for him and can use any advice appropriately. The students can try out something new and evaluate how effective it is and if it doesn’t work, try to find another possibility. A positive relationship between the instructor and the learner is crucial if students are to be successful.
When students perceive their teachers’ motivation as a sincere interest in helping them to succeed, the motivational and emotional impact of the feedback tends to be more positive (Tucker et al., 2000). Trying to convince students of the benefits of a particular course of action may not have much effect as compared to helping them explore their natural state of ambivalence and then by providing information about their concerns may help them make their own proactive decisions about what they do. If we just insist, persuade or direct, we may encounter resistance and opposition. Guiding people in making their own choice may be far more motivating for them (Miller & Rollnick, 2002).

**Role Play 2: Managing Anxiety as a Student**

You are a student how would you feel and what would you do under following circumstances-

1. You are not able to understand an important topic properly and you have already asked your teacher thrice about that topic.
2. During your semester exam there is a gap of only single day for a paper which you find very difficult.

**Trainers’ Talk:** An essential element for dealing with anxiety is to firstly feel as safe as one possibly can and seeking out help can be essential in creating a sense of safety. Managing anxiety often involves evaluating the causes of anxiety and, if appropriate, facing up to and mastering the fear rather than avoiding anxiety provoking situations. Laughter is the physiological opposite of anxiety and has a strong relationship with it (Bellhouse et al. 2005). Try to communicate a helpful, non-judgmental, non-confrontational attitude to students. Another important skill to manage students’ anxiety is developing positive self-talk (or self-instruction) in them (Bellhouse et al. 2005). Helping students to learn how to think both positively can help them find productive and useful ways of managing feelings.

Sometimes the constant stream of thoughts that flow through our minds may be predominantly negative. This can lessen confidence and increase anxiety. Positive self-talk is a way of disputing and overcoming this internal critical voice. Helping students focus on positives – past achievements and successes rather than failures and anticipating success rather than disappointment – builds confidence (Stallard, 2002). An internal negative thought such as, ‘I will not do well in exams, I did a mistake by joining this course,’ might be replaced with, ‘If I am focused and regular with my studies, I will do better. I can manage
to do this.’ It can take time to develop the skills of positive self-talk, creating an inner monologue that is optimistic and realistic. Telling oneself that it is perfectly normal to feel anxious and that there is no need to worry – after all he has studied for the exams.

The students need to learn that it is not an event (such as being criticised) that leads to an emotional reaction; rather it is how they think about the event (Seligman, 1995). They should learn to recognize thinking styles that are unhelpful and learn how to generate alternative explanations. There is good evidence that training in these techniques helps provide a ‘psychological inoculation’ that reduces the risk of developing depression. To be able to think about feelings which include awareness on how these influence us physically, psychologically and socially, is the key to learning the skills of managing emotions.

9.3.5 Session 5: Training for EI Competencies

Trainers’ Talk: Demonstrating your empathy with learners can help them feel better, just to know that someone is in tune with them and understands. To understand this remember your college days and try to recollect your feelings, apprehensions and problems as a student. It will be still better if you can write them down.

Exercise 10: Training for Empathy

Recollecting your college days remember two teachers who had
i. A positive effect on you and whom you liked? Mention some of his attributes.
ii. A negative effect on you and whom you disliked? Why?

Activity 2: Understanding Others’ Emotions

To develop some more understanding of others’ emotions, let us have some group interaction. One by one we will take the emotions mentioned in exercise 1 and turn wise each one of us has to describe a situation when we experience that emotion. So starting from the first person of the first row; Sir, please describe what makes you feel happy? Coming to the second person; Madam, please let us know what makes you angry? Similarly it is asked from all the participants. To make it more interesting and to tell the importance of understanding other’s emotions through effective listening, the participants can in between
be asked to tell what makes the other participant feel a particular emotion. For example, Mr. X can be asked to tell what makes Mr. Y happy which he mentioned during the activity.

**Slide 31: Effective Communication Skills**

- State your expectations; Describe what you feel; Use humour
- Describe the problem with reasons
- Give information without any accusation or criticism
- Difference between Effective and Destructive Criticism

**Trainers’ Talk:** *State your expectations clearly* the importance of rules, need to be discussed and teachers can develop this further through the clear statements about expectations. Such statements inform the students of what behaviour is expected of them like, ‘I expect you to be on time.’ Instead of saying you are late. It is often so that the less said the better. Lectures are not appreciated. It may be to remind people of specific rules in the classroom. For instance, just saying ‘the class has started’ will have more effect rather than lecturing when a student is late. *Describe what you feel,* for example ‘I am angry that you have used such an unacceptable language. Instead ‘how dare you use such words’? *Using humour* is one of the most effective ways of diffusing situations or making a point, from talking in a funny accent or seeing the funny side. Being able to use humour is a gift for many teachers and can do much to make the class interesting.

*Describe the problem with reasons* because if we tell the student what to do, we may immediately get the problem of reactance or a denial. Rogers (2002) has called this technique ‘Describe Obvious Reality’. It gives the student a chance to act responsibly and take the initiative in correcting the problem. It can be sufficient to just *give information without any accusation or criticism* to motivate a change in behaviour. Correcting inappropriate behaviour can offend and create resentment. Criticism is best when it is constructive as opposed to being critical (Killick, 2006). In *effective criticism* it is clear that the ‘action’ is the problem not the person. It gives specific information about the effects of the action on others and may offer a suggestion about what the person might do that would have a better effect. There is no suggestion of fault or blame and the focus is on more effective communication. For example (to a person who talks too much), ‘It’s good to hear what you think but it’s important to listen to what other people are saying as well.’ In effective criticism there is also suggestion of what to do.
Destructive criticism criticises and attacks the person leaving them feeling blamed or disliked such as, ‘You’re staring, don’t be rude.’ Sometimes, this is expressed not only through words but also through body language showing contempt. Students learn best from brief frequent comments that give information about what to do rather than from comments about what not to do (Killick, 2006). Brief cues and prompts are often all that is needed to help students work out for themselves what to do. Task of correcting students’ behaviour is eased when they also hear recognition and feedback about when they are doing things right. Feeding back appreciations strengthens positive behaviours and constructive criticism is more likely to be received and respected when students know they are getting things right as well. This helps them feel their actions are recognised and appreciated.

**Slide 32: Motivating Self and Students**

- Building intrinsic motivation
- Competition and Cooperation
- Students’ expectations of success
- Creative Visualization or Painting Pictures in Mind’s Eyes
- Delay of Gratification and Self Control

**Trainers’ Talk:** Not only is it important to prepare students to enroll in college, but motivation to excel is essential. To feel motivated towards something depends on two key beliefs: our confidence in being able to achieve that goal and the importance of achieving that goal. A person may really value the goal, but may not feel he can achieve that. Conversely, he might think that he could do it but not value it i.e. does not see it as being worth the effort. Assessing these two areas of confidence and importance can help us to think about how to intervene.

**i. Giving Feedback to Build Intrinsic Motivation:** How we give feedback to students over their performance can increase or decrease their motivation. The principle applies equally to faculty members as well. When students receive information about their competence and capabilities their confidence grows. They also become more receptive to learning about how they could do things better? This confidence fuels the intrinsic (internal) motivation to achieve and succeed. The confidence to dream of what can be achieved and to feel one has the confidence to pursue this, to be able to persist through setbacks and overcome obstacles,
is fundamental to the achievement of one’s potential (Alderman, 1999). Too often criticism is rooted in making the students experience anxiety which further de-motivates the students. He might think, ‘If I can’t succeed why should I try’. If positive feedback is given often and negative feedback is delivered in a way that respects the student’s integrity and does not leave him feeling doubtful about his capabilities, the internal motivation and confidence is enhanced.

**ii. Competition and Cooperation:** Other aspects of motivation are the social process of competition and cooperation. Competition can be both positive as well as negative. Those who see themselves as having a chance of success may be motivated further but those that see themselves as having no chance may lose motivation altogether. Competition becomes positive when it is applied to oneself and not encouraged with comparison with others. To ‘beat your own best’ is a goal that is both achievable and motivating.

**iii. Students’ Expectations of Success** can be measured by asking them to select the hardest task they think they can do from a collection of tasks varying by degree of difficulty and indicate how sure they are that they can solve a particular problem (Philip & Hendry, 1996). They can even be asked to predict a certain grade and indicate how sure they are to achieve it with reasons.

[Creative Visualization and Delay of Gratification are discussed in Section 10.4.2 of Chapter 10 under Session 5 of students training programme]

**Slide 33: Effective Feedback for Motivating Self and Students**
- Positive Feedback
- Negative Feedback
- Seeking out Feedback from others

**Trainer’s Talk:** Enhancing motivation is one of the greatest challenges in the classroom. Feedback not only has benefits for learning and motivation but assists the development of other areas of emotional literacy by enabling useful communication about feelings (Bar-On, Maree & Elias 2007). Feedback lets students know how their actions are affecting you and that helps students understand the connection between their actions & their effects on others.
Activity 3: Reflecting on Feedback

In pairs, the participants have to share when somebody last gave them some positive feedback or descriptive praise either at work, at home or elsewhere. They have to discuss how this made them feel and what effects it had on subsequent behaviour.

1. How far back did they have to go for the last bit of positive feedback – a day, a week, a month? Longer?
2. What makes good feedback?
3. Does it affect mood and motivation?
4. Do we get enough positive feedback? Are there dangers in too much?
5. Was Mark Twain overstating the case when he said, ‘I can live for two months on a good compliment’?

From this, the discussion could move into considering how and when participants give positive feedback to others and to explore the relationship between giving and receiving positive feedback. This activity aims to increase participants’ awareness of the power of receiving positive feedback in the shape of compliments and appreciations.

Trainer’s Talk: We all need positive feedback. It can make us feel wonderful whoever we are. To know our actions are appreciated, that we can make a difference to others and even that people are thinking about us, is very important. Positive feedback keeps us going and even to do more. It makes us happier. In many organisations there is little emphasis on the fact that most people are working effectively most of the time. It is as if when people do what is expected, there is no need for recognition. Yet recognition reinforces and motivates and can thereby improve performance. With students, as with adults, if there is a culture of frequent positive feedbacks, it is easier to make or receive criticism (Killick, 2006). Complaints are not easy to make; they may not be made directly but turn into disgruntled gossip or criticisms that are personal in nature and leave people feeling defensive and undervalued. Using feedback is a vital part of teamwork that builds collaboration and motivation. It creates a supportive organisational climate rather a critical one (Belhouse et al. 2006).

The skills in giving feedback to students also apply to working with colleagues. The considerable stresses that are continually faced are made easier with specific recognition of
the things that are done effectively. Giving and sharing news about specific positives makes
the task of communicating about negatives easier. Positive feedback gives students
confidence in themselves and in their relationship with the teacher. Many students expect to
receive a healthy criticism. That they get clear information about what they are getting right
is very important information. Positive feedback puts the emphasis on catching people doing
things right, the basis of helping people reach their full potential (Blanchard & Johnson,
2004).

**Role Play 3: Handling Negative feedback**

Two participants can be called to play the role of a student and a teacher respectively.
The dialogue between a teacher and a student who is not performing well has to be enacted.
Some of the responses from other participants about the same situation can be discussed in
the whole group to see the experience and opinion of the faculty members as students.

**Trainer’s Talk:** *Negative feedback* techniques aim to give information to students about
what the problem is and to help correct this quickly. It takes account of emotions, both the
students’ and the teachers’, and aims to build cooperation by working collaboratively. One
has to be careful in giving negative feedback. There are many effective ways of giving
negative feedback. One such technique, described by Goleman (1995), is known as XYZ. In
XYZ, the format of the feedback is simple and follows the formula of, ‘When you did X, it
made me feel Y. I’d rather you did Z.’ For example, ‘when you come late in the class, it
disturbs everyone, it will be nice if you come in time.’ So, essentially, follow negatives with
positives. However, this principle does not work when reversed. To give positives first then
give a negative (usually a ‘but’ comment) is not a helpful message. It is usually obvious that
a ‘but’ is coming. The ‘but’ is what is listened for and the positives are ignored and certainly
not trusted. Therefore, *after negative feedback return to positive feedback as soon as
possible.* If your intervention has contributed to the student changing their behaviour it is
important to notice and feedback that appreciation. This reinforces progress. ‘I have noticed
you have made it on time to the last few classes. I appreciate that.’

**Seeking out Feedback from others** - Lavender (2003) lists several ways to reflect on our
impact on others. This might be through a variety of means: written, oral or even
questionnaire. Some organizations use 360° feedbacks which might include consideration of
how colleagues, super-ordinates and subordinates see us. In education much useful
information might be gained from seeking out the views of students. Researchers have found that most of the teacher evaluation systems currently in use are not able to provide meaningful feedback to teachers or serve as a basis for professional development. Therefore, it is better to take direct informal feedback from students. One has to remember that teaching is not for the self but for the students. They are the best people to tell what can help them learn better.

**Slide 34: Features of Effective Feedback**

- Behaviour-specific – Express your feelings strongly without attacking character
- Giving choices about what to do
- Should be given immediately
- Negative feedback should be along with positive
- Discuss the problem

**Trainers’ Talk:** Effective feedback is behaviour-specific i.e. based on giving information about the problem or the behaviour and does not attack or judge character as ineffective criticism might (Bellhouse et al., 2005). State exactly why it is a problem, perhaps because it contravenes a rule or the effect it has on others. For example ‘You have missed the beginning of class. You have missed what I have asked everybody to do and it is disruptive to others when you come in late.’ Express your feelings: link the behaviour with your feelings about the issue. ‘This has happened several times and I am very irritated by this.’ It gives the students information from which they can make choices about what is right as opposed to telling a person what to do.

It can be given immediately. Immediate knowledge of results aids motivation. This is not to say that delayed feedback is unhelpful, rather its effects are different. The emphasis should be on the positive. There should be more positive than negative feedback. Positive feedback builds confidence and relationships. Negative feedback will be more likely to be listened to if it comes from a source that provides positive feedback. It is less likely to be listened to if most messages from that source are negative. Good feedback acknowledges and celebrates effort and achievement. *Invite the student to problem-solve* with you and discuss how the situation may be rectified or amendments be made. Example, ‘It appears it is difficult for you to get to class on time, what you can do to make sure that you get here on time?’
9.3.6 Session 6: Dealing with Students

Trainers’ Talk: In teaching most of the time we are dealing with the students and as discussed in earlier sessions having good rapport with the students enhances their learning. EI helps teachers identify the feelings and fears of students, recognize their feelings and see to their unmet emotional needs (Abraham, 1999; Hein, 2001). There can be small issues which may unknowingly affect our reputation as a teacher. So, let us discuss some of the strategies which may help us in building rapport with the students.

Slide 34: Dealing with the Students

- Recognizing your Prejudices and Preferences
- Acknowledging individual Learners
- Listening to your learners
- Acknowledging the Feelings of the Students

Trainer’s Talk: Prejudices distort our understanding of others. For example preferences for learners whose values or attitudes match with your own. We all need to be acknowledged. Transactional Analysis (TA) tells us that a stroke is a ‘unit of recognition’. It is when one person acknowledges the existence of another, verbally or non-verbally, positively or negatively. You ‘give someone a stroke’ when you say ‘Hello’ or smile at them or even frown at them. It is based on Eric Berne’s concept of recognition hunger (Stewart & Joines 1987). We all need strokes and any stroke, even a negative one, is better than no stroke at all. Simply being acknowledged can affect your emotional state for the better.

Three levels at which you can acknowledge learners (Mortiboys, 2005):

- **Eye contact**: if the teacher unwittingly concentrates only on the more receptive, welcoming faces the rest of the group start to question if they are truly there. It requires a conscious effort to swivel right round and capture everyone.
- **Using learners’ names**: Learners who are never addressed by name by the teacher are likely to feel very differently from those who are.
- **Referring back to their previous contributions or achievements**.

Exercise 11: Understanding Yourself and Your Students

In relation to yourself and students which of the following feelings would you prefer?

- I am OK, you are OK
• I am OK, you are not OK
• I am not OK, you are OK
• I am not OK, you are not OK

Acknowledging and responding to the feelings of the students

• Do you acknowledge that they have feelings?
• Is it okay for them to express those feelings?
• Are you ready to accept those feelings?

Activity 4: Listen with Full Attention

This activity can be done in pairs. A topic for discussion can be decided on such as ‘what makes a good holiday/novel/film’ or so on. The pair can decide on any topic they choose as long as they think they can have a discussion about it. It maybe something they could debate such as a current affairs topic or an issue in education. One person starts by making some statements about what they think about the topic. When they have finished, the second person responds by summarizing what the first person has said and checking for clarification then adding their own opinion. The first person then responds by summarizing the second person’s viewpoints and checking out whether his/her summary was correct and then adds something else in response.

Trainer’s Talk: Communication skills of reflective listening and effective feedback are as critical, if not more so, than giving praise or sanctions (Belhouse et al. 2005). Listen with full attention; not jumping to conclusions; not to be judgmental; acknowledge feelings. If you want someone to listen to you, listen to them. Here is an interesting case study showing how even listening to the problems can help in solving problems to some extent.

Case Study: The One-dimensional Vice Chancellor

I remember an instance where the Governor-cum-Chancellor of a University had gone on annual inspection of a University. The University, which was earlier known as the ‘Oxford of India’, was in shambles, to say the least. There were problems relating to poor teaching standards, inefficient non-teaching staff and aggressive students’ unions. During his inspection, the Chancellor decided to meet everyone individually and hear them out. Various pressure groups had different grievances ranging from recruitment, selection and promotion to immediate improvement in the University’s academic and campus culture. It turned out
that the Vice Chancellor (VC) was a technocrat, a scientist of repute. He had been in the chair for over a year and had another two years of stay. One professor described the VC thus: ‘He is a great strategic thinker with an ability to achieve in life but he lashes out at people around him. He is smart but his superiority demeans others. Many of us have tried to help him improve on this weakness but there seems to be no behavioral change as he refuses to accept the psychological realities.’ The Chancellor soon understood the problem. The VC was an introvert, inept at handling the varied and mammoth responsibilities as also the diverse sociopolitical culture of the University. The VC believed that the world started and ended with him. He did not believe in allowing anyone to express any views in the University. He was not open to suggestions or criticism, not even positive ones. A month after taking this assignment, he passed an ‘astonishing’ order: no one could meet him during office hours as employees were expected to work at that time. And after office hours, he himself was not available to mitigate the grievances! The students’, teachers’ and other unions had a simple request to make to the Chancellor. ‘Please advise the VC to meet us and look into our grievances empathetically. Even if he is not in a position to solve our problems we don’t mind. At least he should listen to us.’ The Chancellor was perplexed. ‘Why don’t you see the people?’ he asked the VC. ‘They always come up with unreasonable demands. It’s best to avoid them,’ the VC answered by way of rationalisation. ‘Moreover, if you keep them at a distance they behave themselves, otherwise they agitate,’ he opined. To explain the meaning of interpersonal relations, the Chancellor himself met the divergent groups and listened to their grievances. This was a shocking lesson to the VC who had just learned that using emotional intelligence helps in running the university smoothly. Unbelievable, but true, is the fact that managers who fail are almost always high in expertise and IQ. Their fatal weakness in each case is their EI, that is, arrogance, over-reliance on brainpower, inability to adapt to the occasionally disorienting shifts in their field and disdain for close collaboration or teamwork. An analysis of successful and failed managers reveals that those who failed lacked in EI competencies and this, despite their strengths in technical and academic abilities. In the fast-changing modern world of mergers, acquisitions and coalitions, with new technologies, laws and rules, the lack of EI in such an unstable environment means a certain failure. Organisations, and the people manning them, need to sit up and acquire EI. Our learned VC can also do well if he learns to develop his EQ. (Source: Singh, 2006)
Slide 35: Acknowledging Students’ Expectations and Fears

i. Outcome fears  
ii. Evaluation fears  
iii. Interpersonal fears  
iv. Internal fears

**Trainer’s Talk:** When the learners feel valued it helps to develop a fuller relationship with them, it helps to shape a positive environment and aids their learning. If expectations of a learner are not dealt with, there is the potential for a great deal of learner energy going into unproductive emotions such as anxiety and frustration. According to Mortiboys (2005), they may have following types of fear-

- **Outcome fears** - Will it be a waste of time? Will there be enough time to absorb everything? Will I get what I need to know?
- **Evaluation fears** - Will I be able to score well in exams? Will I fail?
- **Interpersonal fears** - related to the teacher and other students. Will I get clear directions from the teacher? Will I be humiliated? Will it be embarrassing?
- **Internal fears** – Am I competent or incompetent? Will I be able to cope?

Slide 36: Conflict Resolution

- Try to understand before you try to be understood
- Talk about feelings and actions, not attack character
- Not jumping to conclusions
- Look to the future, rather than analysing the past
- A ‘win-win’ solution

**Trainer’s Talk:** Listening and understanding other’s point of view are important aspects in conflict resolution. Both staff and students can be taught conflict resolution and problem-solving skills. The principle is ‘try to understand before you try to be understood’ (Bar-On et al., 2007). If you listen to someone else’s point of view, they are much more likely to listen to yours. Help people to listen to each other non-defensively, not jumping to conclusions and talk about feelings and actions, not attack character. To advocate solution that just supports the point of view of one party might only contribute to further negative and resistant responses. It can be useful to acknowledge that there is no single correct point of view, there can be varying perspectives. Look to the future, to find how the problem can be avoided, rather than analysing the past. At this point, participants can be invited to problem-solve together to offer suggestions that might move things forward.
As with all the problem-solving approaches, don’t offer practical solutions too quickly. Consider alternatives, and then evaluate them. If it can be found, select the one that suits all parties. The principle is to find a ‘win-win’ solution for all parties as opposed to one person winning, the other losing. The above skills are complex and take time and practice to learn, but there is great value in such training (Belhouse et al., 2005). With practice these skills can be used quickly in resolving conflicts that arise and help model good communication and interpersonal skills in students. They become better able to work out difficulties amongst themselves.

Slide 37: Some Simple Tips to Develop your EQ

- Find someone (role model) who is good at handling emotions
- Watch that person do it; Notice signals
- Get the person to talk how he/she does it
- Practice doing it yourself with his or her guidance
- Ask the person to give you feedback
- Practice doing it on your own; Seek feedback until you have mastered the skill
- Repeat steps

Trainer’s Talk: Any time you intend to learn new emotional skills, follow the golden rules given in slide 37. As a teacher your words and actions will have a far greater impact than you expect. These techniques, you will find, have almost immediate effect. A concentrated, disciplined, innovative and sustained thrust in this direction will yield incredible returns.

9.3.6.1 Feedback about the Programme

Participants may be asked to rate the coaching experience as valuable, enjoyable and well presented on five point rating scale. They can also be encouraged to give their opinion and suggestions about EI and its training.

9.4 Conclusion

The main purpose of research into EI and workplace variables is to analyse the significance of EI in workplace and subsequently teach the employees to use EI competencies effectively in the workplace through a series of training and development programs. This suggestion is undertaken in the current thesis, whereby a workplace EI training program has been developed based on the findings of this study. During the data collection it was observed
that most of the faculty members were not much aware about the concept of EI. Therefore, the training programme has included mini lectures, case studies and presentations about the theoretical aspects of EI and its significance in work place. However, just awareness is not enough to develop EI. It needs conscious effort and consistent practice. Therefore, the EI training program suggested in this thesis has incorporated self reflection exercises, group interaction, sharing experiences, role play and group activities as techniques to practice EI Skills.

Emphasis is first on recognizing various emotions experienced by the faculty members, understanding their impact and then managing or controlling them. Second step is to recognize, understand and manage student’s emotions like anxiety, anger, frustration, fear, expectations, and motivational aspects. Techniques to practice effective feedback, reflective listening and communication skills are also discussed. It is important to underscore the fact that after attending this program the participants may not have increased their EI immediately because it takes three things to develop EI: Willingness to change, Concerted Practic, and Regular Feedback (Goleman, 1998). According to Peter Salovey (2007) in the Integrative Summary of the book, ‘Educating People to Be Emotionally Intelligent’, by Bar-On, Maree and Elias (2007), although EI training programs help the employees in enhancing their EI but using EI in daily interactions with the individuals in real life work situations promote a richer appreciation of the importance of emotion and a more sophisticated repertoire of emotional and social skills because naturally occurring conflicts and arguments represent actual teachable moment.