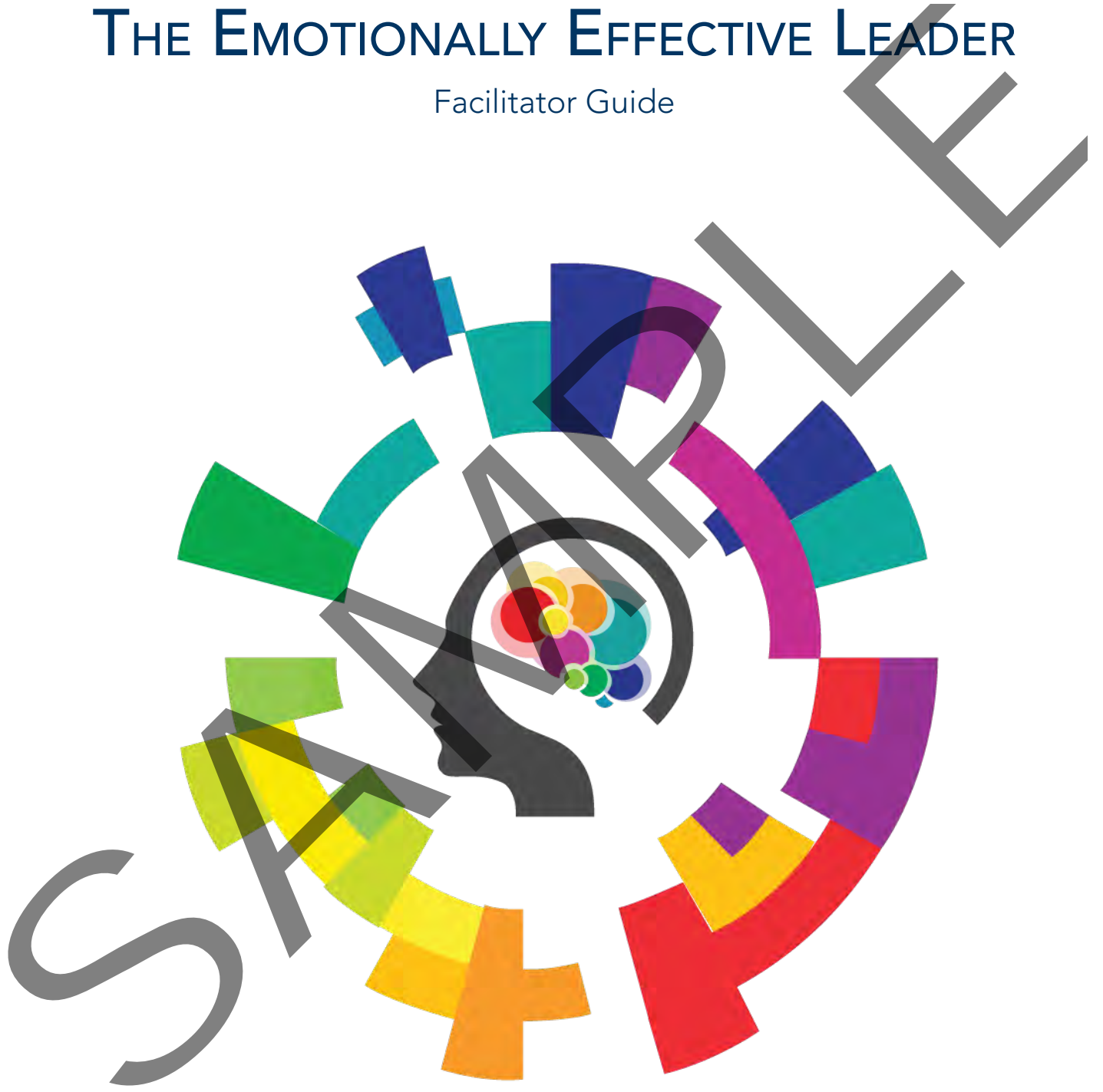


THE EMOTIONALLY EFFECTIVE LEADER

Facilitator Guide



Emotionally Effective Leader

INTRODUCTION

This document provides an overview of a one-day (i.e., 8 hours of total class time, scheduled from 9am to 5pm) Emotionally Effective Leader course. It is designed to be an interactive session, which includes class instruction, individual work, and both small and large activities.

The facilitator/instructor for this session must be certified to debrief the EQ-i 2.0 assessment, and should be familiar with the EQ-i 2.0 Leadership Report.

The only pre-requisite for this course is that each participant must complete the online EQ-i 2.0 inventory.

The course layout and the information required to complete the session is based on the EQ-i 2.0 Leadership Report, NOT the EQ-i 2.0 Workplace Report. The program cannot be run with the regular EQ-i 2.0 Workplace Report. Reports should be printed with the following settings turned OFF in the report template:

- Leadership, Conflict Management, and EI
- A Leadership Guide to Striking the Optimal Balance
- Leading a Multi-Generational Workforce

Reports are provided to participants during the session. Each participant's EQ-i 2.0 Leadership Report should be in a sealed envelope, with his or her name on the front. The facilitator must review all EQ-i 2.0 Leadership Coach Reports prior to the session, and contact individuals for whom a validity concern is raised. Individuals with a validity concern should be offered an individual debrief session if they choose.

PROGRAM OBJECTIVES

The following are the program objectives for this session:

- Increase participants' understanding of emotional intelligence and its role in effective leadership
- Create understanding of emotional intelligence using the EQ-i 2.0 model as a platform
- Enable participants to understand their own EQ-i 2.0 Leadership Reports
- Enable participants to identify specific areas in their own emotional intelligence that they wish to develop
- Provide an opportunity for individual action planning to further develop facets of emotional intelligence

LEARNING OBJECTIVES

Upon completing this session, participants will:

- Understand the role of emotional intelligence in effective leadership,
- Explore key areas of leadership in relation to emotional intelligence,
- Understand the key elements of the EQ-i 2.0 Leadership Report,
- Articulate strengths and areas with opportunity for growth,
- Discuss the EQ-i 2.0 in relationship to areas of leadership potential,
- Identify and understand how aspects of emotional intelligence lead to derailing behaviors, and
- Apply what they have learned in the session by developing a personal EQ-i 2.0 learning plan.

MATERIALS/LOGISTICS LIST

The following is a list of items, handouts, and charts you need for the workshop.

<p>Materials needed:</p> <ul style="list-style-type: none"> • Laptop • PowerPoint presentation • Presentation remote • Projector/Audio speaker • 2 Flipchart stands/Paper • Index cards, self-stick notes, and markers • Name tags • EQ-i 2.0 Subscale Cards (2–3 sets) You can order sets of subscale cards from MHS (https://www.mhs.com/MHS-Talent?prodname=eq2). 	<p>Flipcharts (need 2 stands R & L):</p> <ul style="list-style-type: none"> • 5 charts showing each composite and corresponding subscales (posted for reference during the day and for the last exercise) • (R) Ground Rules (post once complete) • (R) “Soft” Skills • (L) “Technical” Skills • 4 charts showing each Leadership Potential area and subscales (posted and taped for reveal later if there is enough wall space)
<p>Room Setup:</p> <ul style="list-style-type: none"> • Name tags, self-stick notes, markers, index cards on tables • One copy of the Emotionally Effective Leader Workbook per participant 	<p>Handouts:</p> <ul style="list-style-type: none"> • One Participant Workbook per participant: Can be purchased through your portal account • Participants’ personal EQ-i 2.0 Leadership Reports • The EQ Edge: Third Edition Available from MHS (https://www.amazon.com/Edge-Emotional-Intelligence-Jossey-Bass-Leadership/dp/0470838361).

QUICK LOOK AGENDA*

Time	Length (min)	Focus and Purpose
9:00–9:20	20	Welcome and Context
9:20–9:40	20	Leadership Effectiveness Framework
9:40–10:05	25	Leadership and Emotional Intelligence
10:05–10:40	35	What is Emotional Intelligence?
10:40–10:55	15	Your EQ-i 2.0 Report
10:55–11:20	25	Reading and Reflection
11:20–12:00	40	Finding the Balance
12:00–12:45	45	LUNCH
12:45–1:15	30	Transformational Leadership
1:15–2:30	75	Maximizing Leadership Potential
2:30–3:15	45	Leadership Derailers
3:15–3:35	20	The Knowing-Doing Gap
3:35–4:20	45	Developing Actions
4:20–4:40	20	The EQ 1-2-3 Plan
4:40–5:00	20	Reflections, Wrap-up, and Close











*No “set” times for breaks in morning and afternoon; see the Detailed Facilitator Guide for break management.


ABOUT THE FACILITATOR GUIDE

The detailed Facilitator Guide is intended to provide you with all the information you need to deliver your Emotionally Effective Leader workshop. In the detailed Facilitator Guide section, all corresponding slides are shown in the left-hand column while speaking notes, activities, information etc., are detailed in the right-hand column. The following is a list of important points to note as you navigate this guide:

- Any text in “*italics*” indicates it is background information and/or suggestions for the facilitator to consider saying/doing.
- Text in “normal” font is what you should use when delivering the training program.

ABOUT THE FACILITATOR GUIDE

Facilitator Note	Symbol
Important point(s)	
Slide build (click to advance)	
Handout	
Flipchart	
Activity	
In Participant Workbook (p.#)	
Question to group	?
Small group (5–20)	
Large group (20+)	
Allotted time (MIN)	
Purpose of section	

<p>The Emotionally Effective Leader</p>  <p>Slide 1</p>	<p>🕒 (1)</p> <p><i>The Emotionally Effective Leader</i></p>
 <p>Slide 2</p>	<p>🕒 (2)</p> <p><i>Welcome participants to the session and introduce yourself; thank them for attending.</i></p>
<p>Goals for Today</p> <ul style="list-style-type: none"> • Understand more about your personal view on leadership. • Explore emotional intelligence as it relates to leadership. • Receive your personalized EQ-i 2.0 Leadership Report. • Identify areas for EI development and related activities.  <p>Slide 3</p>	<p>🕒 (2)</p> <p><i>Review the goals for the learning session:</i></p> <p>Understand more about your personal view on leadership. Explore emotional intelligence as it relates to leadership. Receive your personalized EQ-i 2.0 Leadership Report. Identify areas for EI development and related activities.</p> <p>? Any Questions?</p>
<p>Logistics</p> <ul style="list-style-type: none"> • Timings & Breaks • Washrooms • Lunch • Parking Lot • Questions?  <p>Slide 4</p>	<p>🕒 (3)</p> <p><i>Briefly run through the logistics. Explain lunch is set, but break times can be adjusted based on participant energy/flow.</i></p> <p>Timings & Breaks Washrooms Lunch Parking Lot Questions</p> <p>? Any Concerns?</p>



Slide 5

🕒 (5)

Ground rules

- Flipchart Ground Rules

Ask participants what ground rules will support their learning experience and record their responses. Move through this quickly.

👉 Add fun and the VEGAS Rule (i.e., confidentiality) if not already mentioned.

Who's in the Room?

Let's get to know each other a bit more...



Slide 6

🕒 (10)

Who's in the room?

- Flipchart Ground Rules

Be prepared to introduce yourself with Name

Title

Length of Time Working For [COMPANY NAME]

AND



Each participant answers the following question after introducing him/herself:

What is one piece of advice you would give to your 18-year-old self?

OPTION A: Table Introductions

Participants introduce themselves and answer the small group question at their table. Each person then shares 1 thing that was similar and 1 thing that was different with the rest of the participants.

OPTION B Personal Acronyms

Each participant is given an index card (located at each table). Instruct participants to write their first name vertically down the left-hand side. For each letter, come up with something that describes them (1 min). Example: JOHN = **J**ovial, **O**bjective, **H**appy, loves to try **N**ew things

6 rounds, 30 sec each (Total = 3 min):
Find one person (not at your table), introduce yourself, and share your acronym (BE quick!)
Repeat exercise 6 times.
Facilitator rings bell every 30 seconds

Transition into Leadership Effectiveness Framework

LEADERSHIP EFFECTIVENESS FRAMEWORK

9:20–9:40 am

 20 minutes

 Introduce the Leadership Effectiveness Framework and lead participants in a brief exercise exploring their mental models

-  • Perspective Spiral
• Breaking Mental Models

 Page 3 in the participant workbook