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EMOTIONAL INTELLIGENCE LEADERSHIP DEVELOPMENT PROGRAM

by

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Dedication

I dedicate this project to my Fiancé, Luis Chavez, and my best friend, Felicia Cruz. I would not be who I am today without both of your unwavering love and support. Luis, thank you for your unconditional love and encouragement, I love you always and forever. Felicia, thank you for your mentorship and friendship, but most importantly thank you for being my sister. I love you dearly and your support has meant the most to me. The future is bright, and this is only the beginning.

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ABSTRACT

EMOTIONAL INTELLIGENCE LEADERSHIP DEVELOPMENT PROGRAM

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The proposed project examines the current literature on Emotional Intelligence (EI) and leadership development. Recent research on EI indicates that there is a vast amount of potential for the use of EI in leadership development. EI has been linked to more effective leadership outcomes and has been studied as a predictor of transformational leadership behaviors. The proposed leadership development program focuses on developing EI and leadership skills based on the ability model of EI introduced by Mayer, Salovey, and Caruso (1999). The leadership development program takes participants through a six-week EI training with the goal of enhancing their leadership skills through EI. The program uses the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to assess participants' current level of EI ability and the Multifactor Leadership Questionnaire (MLQ) in order to assess their current leadership abilities. Participants are given pre and post program assessments in order to measure the effectiveness of the program.

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INTRODUCTION

Introduction

Emotional Intelligence (EI) and leadership development have gained popularity among researchers and practitioners over the last few decades. For years people have been asking the question, are leaders born or made? However, now we understand that leaders are born *and* made (Conger, 2004). This means that leadership skills are like a muscle that can be strengthened and trained over time to become stronger. Talented individuals who hold leadership qualities and traits can become better leaders by developing their skills through leadership development training. Organizations have started to invest in developing potential leaders through leadership development programs.

The concept of EI has gained attention in the field of leadership development and training. Research has found that emotional intelligence is a key factor to effective leadership and is essential to the development of successful leaders. Research on emotional intelligence and leadership has proposed that EI is essential to increased team interaction and productivity. Prati, Douglas, Ferris, Ammeter and Buckley (2003) suggest that emotional intelligence of the team leader is important to the effective functioning of the team and emotionally intelligent leaders can provide a transformational influence over the team. George (2000) suggests that leaders high in EI are able to recognize, appraise, predict and manage emotions in a way that enables them to work with and motivate team members.

Utilizing emotional intelligence within leadership development programs can encourage more effective leadership within the organization. Leadership development programs build skills that increase leadership effectiveness through improving individual characteristics such as Emotional Intelligence (Amagoh, 2009).

This paper will review the current literature behind emotional intelligence, leadership effectiveness and leadership development and propose a leadership development program designed to increase emotional intelligence.

Purpose of Project

The purpose of this project is to develop a leadership development program, which focuses on increasing emotional intelligence in leaders in order for the programs participants to become more effective leaders. This project is designed to incorporate emotional intelligence as the most essential factor of leadership, and to equip the participants with the tools and skills they need to increase their emotional intelligence and apply EI to their role as a leader. This program is designed to have participants assess their current level of emotional intelligence through the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and a 360-assessment of their leadership abilities through the Multifactor Leadership Questionnaire (MLQ), complete a 6-week training program, and then reassess their level of emotional intelligence and leadership abilities.

LITERATURE REVIEW

Emotional Intelligence

EI is “an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them” (Mayer et. al, 1999, p. 267).

The earliest model of EI introduced by Mayer and Salovey (1999) is a cognitive ability model, which considers emotional intelligence as a pure form of intelligence.

There are four levels of EI described by Mayer, Salovey, and Caruso (2000):

The most basic level is the ability to perceive emotion and includes skills such as recognizing facial expressions in others and interpreting what those expressions mean. The second level is the ability to use emotion to facilitate thought and includes skills such as weighing conflicting emotions against each other to determine how one should react. The third level, understanding emotion, involves labeling emotions and understanding the relationships associated with shifts in emotion. The fourth level is the ability to manage emotion, to effectively manage feelings within oneself and others, for example, calming down after being angry, or being able to alleviate the anxiety of another person. (p. 4)

A second model of EI developed by Goleman (1995) defines emotional intelligence as “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope.” Goleman’s model

is considered a traits model approach to EI. Goleman's model of emotional intelligence describes five skill areas, three of which relate to personal competence and two of which relate to social competence. The personal competencies include: Self Awareness (knowing one's internal states, preferences, resources, and intuitions), Self Regulation (managing one's internal states, impulses, and resources), and Motivation (emotional tendencies that guide or facilitate reaching goals). The social competencies include: Empathy (awareness of others' feelings, needs, and concerns) and Social Skills (adeptness at inducing desirable responses in others).

Although mixed models and personality models such as Goleman's, have gained much popularity, we focus on the Mayer and Salovey (2000) model of emotional intelligence because it is based in ability and not personality or trait such as Goleman's. Literature on emotional intelligence and training has argued that trait and personality models of emotional intelligence overlap with Big Five personality traits and does not exclusively relate to emotional intelligence. The issue with trait models is that they hinder the capacity for training and development, because traits are by definition inherent, and not amendable (McEnrue et. al, 2006). Therefore, for developmental purposes it is essential that we focus on an ability model of emotional intelligence which views emotional intelligence as an ability that can be developed over time. Clarke (2006) makes the argument that training programs designed to develop EI based on mixed models simple repackage soft-skills training and contribute little to the understanding of the true potential of EI in the workplace.

The Mayer and Salovey (2000) ability based model of emotional intelligence considers emotional intelligence to be exclusive from personality traits and focuses on emotional intelligence as ability. Research has shown that emotional intelligence can be increased through training. Nelis, Quoidbach, Mikolajczak and Hansenne (2009) found an increase in emotional identification and emotional management abilities after a four-week emotional intelligence training session, while the control group showed no change in emotional abilities. Groves, McEnrue and Shen (2008) found that a group of 135 employed students who underwent an 11-week intensive emotional intelligence training program showed significant gain in emotional intelligence across all emotional intelligence dimensions, while the control group showed no difference in pre and post testing.

However, recognizing EI as a set of emotional abilities may present significant challenges when developing EI. This is because if the ability model of EI is accepted as meeting the criteria to be classified as an intelligence, the extent to which EI is amendable to development may be contingent on the particular type of intelligence (Clarke, 2006). Recently, EI has been classified as broad intelligence (Mayer, Caruso, & Salovey, 2016). Broad intelligence refers to the “three-stratum model”, which views intelligence as a hierarchal model. In the model, general intelligence resides at the top of the hierarchy and it is divided into eight to fifteen broad intelligences such as, fluid intelligence and crystallized intelligence. The lowest level of the model includes specific mental abilities. Mayer, Caruso, and Salovey (2016) believe that EI fits the description of broad intelligence and it is also suggested that mental abilities in late adolescence or

adulthood may be shaped and strengthened into aptitude complexes through education in a domain specific knowledge.

Measuring Emotional Intelligence

Measuring EI is useful for assessing an individual's level of emotional intelligence. The primary measure based on Mayer and Salovey (1997) model is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; 2002). The MSCEIT is a performance test of emotional intelligence and measures the ability to perceive, use, understand, and manage emotions. Research suggests that the MSCEIT demonstrates strong psychometric properties; including construct, convergent, discriminant, and predictive validities compared to competing EI measures (Groves, McEnrue & Shen, 2008). The MSCEIT V2.0 is a 141-item scale designed to measure the four branches of EI with two tasks. Perceiving emotions is measured with the faces and pictures tasks; facilitating thought is measured with the sensations and facilitation task; understanding emotions is measured with the blends and changes tasks; managing emotions is measured with emotion management and emotional relationship tasks (Mayer, Salovey, Caruso & Sitarenios, 2003). The assessment produces a total score, two area scores (Experiential and Strategic), four branch scores corresponding to the four-branch model, and eight task scores.

Other measures of EI include the Emotional Competence Inventory (ECI; 2000) and the BarOn Eq-I (1997). However, these measures focus more on the measuring traits of emotional intelligence versus one's actual emotional ability. Instead, it is suggested that there is significant overlap with personality traits and the emotional intelligence that

these assessments measure. Daus and Ashkanasy (2005) make the argument that although other measures of EI such as the BarOn Eq-I and Goleman's ECI may be more popular, these measures sample a broad range of individual differences and tend to overlap with the Big Five. This means that there is a lack of evidence that these measures actually measure EI, and not just personality traits that are already established and can be measured by the Big Five. This creates an issue when attempting to truly measure EI because these assessments are simply measuring personality traits and calling them EI.

When it comes to measuring EI it is important to measure one's ability, such as the ability to accurately perceive emotions in others, and not adherence to certain traits such as extraversion. The issue with comparing EI ability to personality traits is that there leaves room for overlap and actual EI can get lost in the shuffle. For example, being high in extraversion may make it easier to talk to people, and therefore may seem like that is a more emotionally intelligent behavior, but that is not measuring one's true EI, according to Daus and Ashkanasy. Daus and Ashkanasy (2005) have asserted that these models "may indeed be useful for organizational development and interventions, but they are much too broad in scope, and do not appear to markedly differ from traditional personality models or competency models" (p. 69). They suggest that although practitioners and researchers may derive multiple benefits from these models as consulting tools, they should not be confused with EI. Therefore, researchers consider MSCEIT to be the gold standard of EI assessments because of its validity and reliability in measuring one's level of EI (Daus and Ashkanasy, 2003).

Importance of Emotional Intelligence

EI is a critical component of successful and effective leadership in an organization. Leaders are responsible for outcomes within the organization and therefore must effectively move their team towards completing those outcomes. Research has indicated that EI is an essential component of effective leadership. George (2000) argues that emotionally intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals. Goleman (1998) analyzed a list of factors for highly effective leaders and discovered that when he calculated the ratio of technical skills, IQ, and EI as ingredients for excellent performance, EI proved to be twice as important as the others for jobs at all levels. Additionally, he discovered that EI played an increasingly important role at the highest levels of the company, “the higher the rank of a person considered to be a star performer, the more EI capabilities showed up as the reason for his or her effectiveness” (Goleman, 1998). EI is an important skill for success in the workplace since it is the ability to understand emotions and react appropriately to others. In the workplace, there are often tough situations and at times can cause unpleasant emotions such as anger or frustration. As a leader, it is crucial to be able to empathize with employees and colleagues to build trusting relationships.

EI and Leadership

Leadership is a critical component for organizations to thrive and remain competitive against other organizations. Leadership is often misinterpreted with the management of employees and organizational tasks, however leadership goes beyond managing employees and being responsible for the success of a team. Leadership is an essential factor to organizations growth and success in the market. The relationship between effective leadership and organizational success is well known, and has prompted research regarding leadership styles and what makes leaders effective. There is an abundance of literature identifying leadership theories to determine the most essential components of effective leadership in the workplace. However, transformational leadership theory has been researched extensively as one of the most effective leadership styles in organizations (Northouse, 2016).

Bass (1990) defined the transformational leader as one who arouses awareness and interest in the group or organization, increases the confidence of individuals or groups, and attempts to move the concerns of subordinates to achievement and growth rather than existence. Transformational leadership comprises of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (see Table 1.1).

Table 1.1

Characteristics of Transformational and Transactional Leaders (Bass, 1990)

Characteristics of Transformational Leaders	
Charisma	Provides vision and sense of mission, instills pride, gains respect and trust.
Inspiration	Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.
Intellectual Stimulation	Promotes intelligence, rationality, and careful problem solving.
Individualized Consideration	Gives personal attention, treats each employee individually, coaches, advises.

Characteristics of Transactional Leaders	
Contingent Reward	Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.
Management by Exception (active)	Watches and searches for deviations from rules and standards, takes corrective action.
Management by Exception (passive)	Intervenes only if standards are not met.

Characteristics of Transformational and Transactional Leaders (Bass, 1990)

Laissez-Faire	Abdicates responsibilities, avoids decision-making.
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Bass (1990) compares the transformational leader in contrast to the transactional leader, who is described as one who prefers a leader-member exchange relationship, where the leader fulfills the needs of the followers in exchange for their performance meeting basic expectations.

Transformational leadership has been shown to be more effective than transactional leadership in organizations. In one example, ratings of transformational leadership were positively correlated with supervisory evaluations of managerial performance, recommendations for promotion, research and development team innovations, and percentage of financial goals achieved in strategic business units (Bass, et. al, 2003). Transformational leadership is one of the most effective types of leadership in organizations and therefore leaders should strive to move away from transactional leadership, which is similar to managerial duties, and more towards transformational leadership. Research has attempted to dive into predicting factors of transformational leadership. Many positive organizational outcomes have been associated with transformational leadership. Therefore, researchers began exploring factors that predict transformational leadership behaviors, and one of the more promising predicting factors is EI (Sivanathan & Fekken, 2002).

Research has found a positive relationship between EI and transformational leadership. Barling, Slater, and Kelloway (2000) examined the relationship between EI and transformational leadership using self-report data. A sample of 49 managers was selected to explore whether individuals high in EI would be more likely to exhibit transformational behaviors. Results showed that EI is associated with three aspects of transformational leadership including: idealized influence, inspirational motivation, and individualized consideration. In a similar study Gardner and Stough (2002) sampled 110 senior level managers. Based on self-report measures, effective leaders were identified as those who reported transformational leadership behaviors. The results from this research study showed that EI was highly correlated with all components of transformational leadership, with the component of understanding emotions and emotional management being the best predictors of transformational leadership. Transformational leadership can be learned, and it should be the subject of leadership training and development (Bass, 1990). Transformational leadership should be encouraged throughout leadership development practices and theories because of its ability to enhance organizational performance at all levels.

One measure of transformational leadership is the Multifactor Leadership Questionnaire (MLQ). Bass (1985) developed the first version of the MLQ based off interviews he conducted with 70 senior executives. Bass and his team interviewed executives and asked them to recall leaders who had raised their awareness to broader goals, moved them to higher motives, or inspired them to put others' interests ahead of their own (Northouse, 2016). The team then asked how these leaders behaved and what

they did to effect change. From these responses, Bass created the questions for the MLQ. The MLQ (Form 5X) was later developed to address concerns with earlier versions of the MLQ survey. The MLQ (Form 5X) can be used in training because of it is provided in both a self-report form and a rater form. The self-form measures self-perception of leadership behaviors and the rater form is used to measure leadership.

Leadership Development

Organizations are constantly looking for competitive advantages to get ahead of the competition and stay competitive in the market place. One advantage organizations have begun to utilize over the last few decades has been leadership development. Organizations spend a significant amount on leadership training every year. U.S. companies alone spend close to \$14 billion annually on leadership training and this figure is growing year to year (Stevenson, 2014). This spending, along with other high-performance work practices has been shown to contribute to the companies' competitiveness. It is important that organizations commit to the development of future leaders to sustain long-term effective leadership practices and high organizational performance (Amagoh, 2009). The goal of leadership development is to increase leadership effectiveness within the organization. Organizations with effective leaders tend to innovate, respond to changes in the market and environment, creatively address challenges, and sustain high performance (Vardiman et al., 2006). It is important to understand what leadership is to be able to develop the skills and abilities necessary to be an effective leader. Several definitions of leadership exist, but in essence leadership is “a

process whereby an individual influence a group of individuals to achieve a common goal” (Northouse, 2016).

Conger (1992) suggests four primary approaches to leadership development: personal growth, conceptual understanding, feedback, and skill building (See Table 1.2).

Table 1.2

Four Approaches to Leadership Development, Adapted from Conger's (1992)

Conger's Four Approaches to Leadership Development

Personal Growth	Programs that induce participants to reflect on their behaviors, values, and desires.
Conceptual Understanding	Programs that foster a conceptual understanding of leadership...theory oriented by nature...focused on the issue of leadership development through a cognitive understanding of the phenomenon.
Feedback	Program's where feedback constitutes a large portion of the time and emphasis is placed on measuring the participant's skill in a wide range of leader behaviors.
Skill Building	Program designers identify what they perceive to be the key leadership skills that can be taught. These are formulated into modules and introduced to participants who practice or model specific behaviors. Participant performance is critiqued, and feedback directs them to strengths and weaknesses. Participants then practice and refine their skills.

Personal growth experiences induce reflection on behaviors, personal values, and desires (Conger, 1992). Literature regarding personal growth programs suggests that the leader is in touch with their own talents and dreams and will work to fulfill them. Essentially the purpose of a personal growth program is to increase self-awareness and emphasize self-exploration. The relationship with leadership development and self-awareness is that the more self-aware leader will be better prepared to lead others (Allen & Hartman, 2008). Some suggested sources of learning that align with the personal growth approach to leadership development include: Group reflection, Individual reflection, Service learning, Teambuilding, and Developmental relationships.

Leadership development through conceptual understanding focuses on improving the individual's knowledge through exposure to the topic of leadership (Conger, 1992). Some suggested sources of learning that align with the conceptual understanding approach to leadership development include: Degree programs, Self-paced learning, Classroom based training, and E-learning.

Leadership development through feedback suggests, “through effective feedback processes, we can learn about our strengths and weaknesses in a number of leadership skills” (Conger, 1992). Feedback instruments such as assessments are used to enhance self-awareness and self-knowledge, identify strengths and weaknesses and enhance team effectiveness. Some suggested sources of learning that align with the feedback approach to leadership development include: Instruments, Executive Coaching, and 360-Feedback.

Conger's fourth approach to leadership development is through Skill/Competency Building. Skill building “demands that leadership abilities be broken down into actual

mechanical processes that you and I can perform” (Conger, 1992). Some suggested sources of learning that align with the Skill/Competency Building approach to leadership development include: Just in-time training, Developmental assignments, Simulations, Games, Personal development plans, and Action learning.

The proposed leadership development program will take into account Conger’s four approaches to leadership development and attempt to apply all four approaches to the program in order to build a successful EI development program.

METHODOLOGY

The Proposed Program

The proposed leadership development program is designed to increase EI to develop more effective and transformational leaders. The program design consists of six sessions of seventy-five minutes over a six-week period of time. The six sessions were designed at one-week intervals. This allows participants to apply what is learned during the training sessions to both their current roles and as leaders. The design of this training program is based on Mayer and Salovey's (1999) four-branch model of EI. This program was developed with the use of Conger's (1992) leadership development approaches. The content of the program also includes leadership development activities focused towards developing transformational leadership characteristics. The program uses several assessments to determine a baseline of leadership and EI ability including the MSCEIT assessment and the MLQ. Research on EI has shown that the MSCEIT assessment is the only ability based measure of EI (Daus & Ashkanasy, 2003) and therefore we use it here to test and retest for development of emotional intelligent skills. Since this program also focuses on increasing transformational leadership, the MLQ (Form 5X) is used as a 360-assessment of leadership behaviors. The participants of the program will complete all assessments prior to the start of the program. The program trainer is responsible for obtaining ratings from the participants' colleagues, manager, and subordinates. The participant will also complete the self-report of the MLQ (Form 5X) and be given the results in the 360-assessment. This will allow the participants to obtain an understanding of their current leadership behaviors and EI abilities.

Participants

Participants in this program should be employees in an organization looking to better their leadership skills. The participants can be any member of an organization but must have approval from their leadership for their participation in the course, as there is a time commitment. Participants must agree to attend every session, as they are not able to be made up after an absence and the program requires the completion of developmental assignments after every session, and requires that participants apply what is learned during the training during real life situations.

Program Trainer

The trainer conducting the program should have the qualifications either academically or through experience, to qualify to administer the MSCEIT and MLQ, as well as any additional assessments and evaluations. The MSCEIT and MLQ do not require a certification to use the assessments but they do have strict requirements regarding the trainer's qualifications. These requirements include the completion of graduate level coursework in tests and measurements at a university or equivalent documented training (Association & National Council on Measurement in Education, 1999). In addition to obtaining permission to administer the necessary assessments, the program trainer must also have a background in psychology, human resources, or a related field that would ensure they have knowledge of leadership development theories and practices. The program trainer should also be knowledgeable in EI theories in order to create course materials and be able to answer participant's questions throughout the course.

Week 1

The first week of the program is designed to provide feedback to participants and allow them to understand their current level of EI. As discussed earlier, Conger suggests that feedback is important to leadership development because it allows participants to analyze their weakness and strengths. This program incorporates the effective methods suggested to engage leadership development such as 360-feedback and assessments. This session will equip participants with the tools they need to increase their self-awareness and identify their strongest and weakest areas. At the start of the session, the trainer will make brief introductions and welcome participants into the program. The trainer will show the participants a 20-minute presentation and discussion on the introduction to EI and leadership development, as well as a brief schedule overview of the program. The trainer will provide participants with an introduction to the MSCEIT, the validation of the assessment, and why the MSCEIT was chosen as the most effective measure of EI. The participants will receive a custom packet with their scores from the MSCEIT and be given an explanation of their scores and what the scores mean for their current state of EI and their development. Participants will also receive feedback from the 360-assessment regarding their leadership behaviors from the MLQ (Form 5X). The trainer will explain the results of the 360-assessment and answer any questions the participants may have. The purpose of the assessments is not only to give the participants feedback, but to also to give the participants the opportunity for personal growth through self-reflection. During this week of the program, participants will be given the opportunity to reflect on their current state of EI during a feedback discussion facilitated by the trainer. The

participants are also expected to complete developmental assignments to enhance their personal growth and build on their current skills and competencies. The participants will also be assigned their first weekly development assignment, which encourages them to create a development plan of improvement to enhance their EI abilities.

Week 2

The second week of the program is designed to introduce participants to the first level of the Mayer, Salovey, and Caruso (2000) model of EI. The first level of EI is the perception of emotions. This includes skills such as recognizing facial expressions in others and interpreting what those expressions mean. This is the most basic level of the model; therefore, we begin with it in the program to be able to build on it. The trainer will welcome participants to the training program and allow them to settle in. The trainer will facilitate a brief 10-minute discussion on the weekly developmental assignment. The participants will be given the opportunity to discuss their results and share their experiences with the activity. The trainer will take feedback on assignments in order to improve the program for future use. Since this is the first session in the program that involves group discussions and activities, there will be a 10-minute icebreaker activity for participants to get to know one another. The trainer will facilitate and participate in the icebreaker activity. Once the icebreaker activity is finished, the trainer will then present a 20-minute presentation and discussion about the perception of emotion. This is to provide the leaders with a conceptual understanding of the perception of emotions and how this can help them improve as a leader. Once the discussion is completed, the trainer will introduce the role-play activity. The role-play activity is designed to build the participants

skill to use emotions to facilitate thought. Following the Role Play activity, the trainer will handout the reflection assignment and explain the instructions to the participants. This assignment is designed to allow participants to self-reflect and think about their development in competencies regarding the perception of emotions. Once the assignment is completed, the trainer will facilitate a discussion involving the group and have a group discussion about the participant's current level of competency, how they can improve, and their thoughts on the session. The trainer will then assign the participants their second weekly development assignment to take with them.

Week 3

The third week of the program is designed to introduce participants to the second level of the Mayer, Salovey, and Caruso (2000) model of EI. The second level of EI is the use of emotions to facilitate thought. This includes skills such as weighing conflicting emotions against each other to determine how one should react. The trainer will welcome participants to the training program and allow them to settle in. The trainer will facilitate a brief 10-minute discussion on the weekly developmental assignment. The participants will be given the opportunity to discuss their results and share their experiences with the activity. The trainer will take feedback on assignments in order to improve the program for future use. The trainer will then present a 20-minute presentation and discussion about the use of emotion to facilitate thought. This is to provide the leaders with a conceptual understanding of the perception of emotions and how this can help them improve as a leader. Once the discussion is completed, the trainer will introduce the leadership activity. The leadership activity is designed to expose the participants to the concept of

transformational leadership and allow them to gain a deeper understanding. Following the Leadership activity, the trainer will handout the reflection assignment and explain the instructions to the participants. This assignment is designed to allow participants to self-reflect and think about their development in competencies regarding the perception of emotions. Once the assignment is completed, the trainer will facilitate a discussion involving the group and have a group discussion about the participant's current level of competency, how they can improve, and their thoughts on the session. The trainer will then assign the participants their third weekly development assignment to take with them.

Week 4

The fourth week of the program is designed to introduce participants to the third level of the Mayer, Salovey, and Caruso (2000) model of EI. The third level of EI is to understand emotions. This involves skills such as labeling emotions and understanding the relationships associated with shifts in emotion. The trainer will welcome participants to the training program and allow them to settle in. The trainer will facilitate a brief 10-minute discussion on the weekly developmental assignment. The participants will be given the opportunity to discuss their results and share their experiences with the activity. The trainer will take feedback on assignments in order to improve the program for future use. The trainer will then present a 20-minute presentation and discussion about understanding emotions. This is to provide the leaders with a conceptual understanding of understanding emotions and how this can help them improve as a leader. Once the discussion is completed, the trainer will introduce the role-play activity. The role-play activity is designed to build the participants skill to understand emotion. Following the

role-play activity, the trainer will handout the reflection assignment and explain the instructions to the participants. This assignment is designed to allow participants to self-reflect and think about their development in competencies regarding the perception of emotions. Once the assignment is completed, the trainer will facilitate a discussion involving the group and have a group discussion about the participant's current level of competency, how they can improve, and their thoughts on the session. The trainer will then assign the participants their third weekly development assignment to take with them.

Week 5

The fifth week of the program is designed to introduce participants to the final level of the Mayer, Salovey, and Caruso (2000) model of EI. The fourth level of EI is to manage emotions. This includes skills such as to effectively manage feelings within oneself and others, for example, calming down after being angry, or being able to alleviate the anxiety of another person. The trainer will welcome participants to the training program and allow them to settle in. The trainer will facilitate a brief 10-minute discussion on the weekly developmental assignment. The participants will be given the opportunity to discuss their results and share their experiences with the activity. The trainer will take feedback on assignments in order to improve the program for future use. The trainer will then present a 20-minute presentation and discussion about managing emotions. This is to provide the leaders with a conceptual understanding of how to manage emotions and how this can help them improve as a leader. Once the discussion is completed, the trainer will introduce the role-play activity. The role-play activity is designed to build the participants skill to understand emotion. Following the role-play

activity, the trainer will handout the reflection assignment and explain the instructions to the participants. This assignment is designed to allow participants to self-reflect and think about their development in competencies regarding the perception of emotions. Once the assignment is completed, the trainer will facilitate a discussion involving the group and have a group discussion about the participant's current level of competency, how they can improve, and their thoughts on the session. The trainer will then assign the participants their third weekly development assignment to take with them.

Week 6

The sixth week of the program is designed to provide participants with feedback to participants and allow them to understand their new current level of EI and leadership behaviors. The participants will retake the MLQ (Form 5) and the trainer will ensure that a post 360-assessment is completed using the MLQ (Form 5) and the results will be given to the participants during this session. The participants will also retake the MSCEIT and receive their scores. The participants will be given their results and they will be given time to reflect on their improvements over the duration of the program. The trainer will facilitate a discussion about the program and the participants development throughout the program. The participants will be asked to take a satisfaction survey regarding the program, as well as an intent survey which will ask participants about their intention to continue development after the completion of the course and their intent to utilize the skills gained in this program. The trainer will administer both of these surveys and collect the responses. After the completion of the program, the trainer will evaluate the results of the surveys and make any changes to better improve the sessions for the next cohort. The

trainer is also responsible for analyzing the pre-program and post-program test scores from the participants to see if the program was successful. Although there is always a possibility of a participants scores receiving little to no improvement on the assessments, participants are encouraged to reflect on their overall development as a leader and continue to improve on their EI abilities by using the developmental plans they received during the training. Participants will be given the opportunity for open feedback and the program will be evaluated after every cohort to make improvements and changes as seen fit.

The program is expected to increase the participants' current level of EI abilities as well as their leadership abilities. After reviewing literature and research on previous programs, it is expected that managing emotions and understanding emotions abilities will increase the most. However, since the program is relatively short, there is a limitation in regards to the possibility of seeing significant change on the post-assessments. The goal of the program is to equip the participants with the tools and knowledge to continue developing their EI and leadership abilities, beyond the program. It is suggested that the program trainer follow up with the participants six months after the completion of the program to conduct informal interviews regarding continued progress.

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APPENDIX A

Week 1: Assessments

Summary

During this training session, participants will be given the results from their MSCEIT assessment. The participants will also be given the results from their self-assessment and 360-feedback report. The trainer will provide the participants with an explanation of the MSCEIT scoring, the self-assessment scoring, and the 360-feedback scoring. The trainer will also ensure that the participants are aware of what the implications of their score means and provide context and feedback for their unique scores.

Trainer Goals

- Effectively communicate the scoring of all assessments.
- Demonstrate what the scores mean for each assessment and how this applies to their baseline Emotional Intelligence level.
- Facilitate the discussion on Emotional Intelligence and what information the assessments provide in regards to their level of Emotional Intelligence.
- Guide participants through a discussion regarding feedback on their areas of improvement and their current strengths.
- At the end of the session, all participants should be able to:
 - Understand their current level of Emotional Intelligence through their MSCEIT scores and assessment feedback.

- Be able to identify their strengths and weaknesses, including areas of improvement.
- Have a basic understanding of what Emotional Intelligence is and why it is important to their development as a leader.

Week 1 Outline

Each trainer can adjust this to meet the needs of his or her audience.

Time	Activity	Focus
10 minutes	Introduction to training program	Introductions of trainer and participants and purpose of training program
15 minutes	Intro to Emotional Intelligence	Present EI & the importance of leadership development
30 minutes	MSCEIT and Assessment Info	Present information on MSCEIT and Self-Assessment survey and scoring
5 minutes	Break	
15 minutes	Assessment Results	Provide results from assessments and allow participants to look over results
45 minutes	Feedback Discussion	Provide participants with insights to interpreting their scores and feedback

Materials Needed

- MSCEIT assessment scores**
- 360-Assessment MLQ Feedback**
- EI Presentation**
- Weekly Developmental Assignment**

Instructions

Getting Ready

Step 1: Collect all feedback and scores into organized and personalized packets for each participant. Ensure each participant has all assessments completed before beginning the program. Create PowerPoints and handouts for the session.

Conducting the Session

Step 2: Begin with introduction to the program and welcome participants. Thank them for their participation and facilitate their engagement and commitment to the program.

Step 3: Provide information on Emotional Intelligence and the importance of leadership development to their individual success. Provide information about how they will grow and develop through the program and the outcome of the program. Discuss the MSCEIT assessment and the scoring of the assessment in context to their current level of Emotional Intelligence. Discuss the self-assessment and 360-feedback and the scoring of the assessment, how it differs from the MSCEIT, the purpose of the assessment and how they can determine areas of strength and improvement from the results.

Step 4: Participants will be given their scores and feedback and will be given time to go through them individually and ask questions if needed.

Step 5: The trainer will facilitate a discussion on leadership abilities and emotional intelligence for participants to discuss their areas of strength and areas of development.

Week 2: Perceiving Emotion

Summary

During this session, participants will enhance their ability to perceive emotion and enhance their leadership skills. The participants will be given a brief lecture on the perception, appraisal, and expression of emotion and engage in activities and discussions.

Trainer Goals

- Ensure that all participants are engaging in activities.
- Facilitate all activities and discussions.
- Answer any questions participants may have regarding activities, materials, or assignments.
- Engage participants by creating a fun and open training environment.
- Ensure that participants understand the presented material.

Week 2 Outline

Each trainer can adjust this to meet the needs of his or her audience.

Time	Activity	Purpose
5 minutes	Welcome	Allow participants to enter and welcome participants to the session.
10 minutes	Icebreaker Activity	Two truths and a lie
20 minutes	Presentation & Discussion	Show presentation on perception of emotions and facilitate group discussion
15 minutes	Emotion Activity	Guide participants through Role Play activity
20 minutes	Reflection & Application	Allow participants to reflect on their current abilities and how to apply changes to their current life
5 minutes	Assignment	Describe weekly assignment to participants and answer any questions
Total Time: 75 minutes		

Materials Needed

- Perceiving Emotion Presentation**
- Role Play Activity**
- Reflection Assignment**
- Weekly Developmental Assignment**

Icebreaker Activity- Two Truths and a Lie

Two truths and a lie is an icebreaker game for participants to get to know each other and share facts about themselves.

Instructions

Step 1: Have the group get into a circle.

Step 2: Have all participants write down three facts about themselves. When writing these facts, two should be true and one should be a lie.

Step 3: Each participant will take a turn individually telling the group the three facts about themselves. The rest of the group will guess which fact is the lie.

Step 4: Once the group finishes guessing, the participant will give the correct answer and share a little about themselves.

Step 5: This will continue until all the participants have gone.

Perception of Emotion Discussion

Getting Ready

Step 1: Prepare a PowerPoint presentation and slides. Ensure that all materials are consistent and the material is ready to be presented.

Instructions

Step 1: Present the Perceiving Emotions slides to participants. Review concepts and theories of emotional intelligence as relevant to the current session. Answer any questions participants may have.

Step 2: After completing the presentation, facilitate a group discussion regarding the information just learned through the slide deck.

Step 3: After the discussion is completed, facilitate the Role Play activity.

Step 4: After the activity is completed, give participants the reflection assignment handout. Allow participants to take time to fill the assignment out and guide participants through the assignment.

Step 5: After the reflection assignment is completed, give participants the developmental assignment handout. Describe assignment and answer any questions the participants may have regarding the assignment.

Activity: Role Play

Participants will practice their ability to perceive, express, and appraise emotions by acting out the emotion drawn non-verbally and must only use facial expressions and body language. Once everyone in the group has gone, participants will pair up and role play the emotions with one another using conversation and communication skills. One participant will be given an emotion and they must think of a time that they experienced that emotion. They must act out and discuss the emotion with their partner. The partner must empathize with their partner's emotion and discuss a time they also experienced that emotion.

Instructions

Step 1: A participant will volunteer or be chosen by the trainer to begin the activity.

Step 2: The participant will draw an emotion from a piece of paper in a bowl and may not tell anyone what the emotion is.

Step 3: The participant must 'act out' the emotion non-verbally and must practice using facial expressions and body language.

Step 4: The group will attempt to guess the emotion being acted out. When the correct emotion is guessed the participant must reveal what expressions lead them to the correct answer and empathize with the participant by revealing a time when they experienced that emotion.

Step 5: The participant who correctly guessed, then draws an emotion and the game continues until all participants have gone.

Step 6: After the group has gone, participants will pair up into groups of two. The trainer will pass out emotions from bowl to participants.

Step 7: One participant will ‘act out’ their emotion, but will be allowed to verbally express themselves. Their partner must perceive the correct emotion and discuss a time when they also felt the same emotion.

Step 8: Continue activity until each participant has gone twice.

Reflection Assignment

The purpose of this activity is for you to reflect on your current abilities. In the spaces below, please assess your current skills in each of the competencies.

- Next to each ability, write your current skills (i.e. how you do this well)
- Next, write down your areas for development (i.e. what you can improve)
- List two actions that will help you develop in this area (ex: read a book, find a mentor, ect.)
- Choose which competencies you would most like to improve and begin your developmental plan of action

Ability	Positive Skills	Development	Action
Awareness of own emotions			<ol style="list-style-type: none"> 1. 2.
Accurately express own emotions			<ol style="list-style-type: none"> 1. 2.
Awareness of other's emotions			<ol style="list-style-type: none"> 1. 2.
Accurately express others' emotions (Empathy)			<ol style="list-style-type: none"> 1. 2.

Week 2 Developmental Assignment

Over the next week, write 3 times when you felt a strong emotion (either positive or negative) and what the situation was that caused this emotion. Reflect on why you are feeling the emotion. Write your reflection and experience. In addition, have three conversations with either a coworker, family member, or friend regarding the emotion you believe they are currently feeling. Write your reflection about the conversation and your ability to accurately perceive their emotions. Were you correct? How did the conversation go? What was the outcome of the conversation?

Week 3: Use of Emotions to Facilitate Thought

Summary

During this session, participants will enhance their ability to use emotion to facilitate thought and enhance their leadership skills. The participants will be given a brief lecture on the use of emotions in facilitating thought and engage in activities and discussions.

Trainer Goals

- Ensure that all participants are engaging in activities.
- Facilitate all activities and discussions.
- Answer any questions participants may have regarding activities, materials, or assignments.
- Engage participants by creating a fun and open training environment.
- Ensure that participants have an understanding of the presented material.

Week 3 Outline

Each trainer can adjust this to meet the needs of his or her audience.

Time	Activity	Focus
5 minutes	Welcome	Allow participants to enter and welcome participants to the session.
10 minutes	Weekly Development Discussion	Discuss development assignment from previous week
20 minutes	Presentation & Discussion	Show presentation on use of emotions and facilitate group discussion
15 minutes	Leadership Activity	Transformational Leadership Video
20 minutes	Reflection & Application	Allow participants to reflect on their current abilities and how to apply changes to their current life
5 minutes	Assignment	Describe weekly assignment to participants and answer any questions
Total Time: 75 minutes		

Materials Needed

- Use of Emotions Presentation**
- Leadership Activity**
- Reflection Activity**
- Developmental Assignment**

Weekly Developmental Discussion

Take time to discuss the participants reflection and experience with the previous weeks developmental assignment.

Instructions

Step 1: Ask participants how their experience with the assignment was. Take notes on their feedback for improvement to assignments for future program participants.

Step 2: Ask if any participants would like to share their experience from their assignment.

Use of Emotions to Facilitate Thought Presentation & Discussion

Getting Ready

Step 1: Prepare a PowerPoint presentation and slides. Ensure that all materials are consistent and the material is ready to be presented.

Instructions

Step 1: Present the Use of Emotions deck to participants. Answer any questions participants may have.

Step 2: After completing the presentation, facilitate a group discussion regarding the information just learned through the slide deck.

Step 3: After the discussion is completed, facilitate the Leadership activity followed by an open discussion.

Step 3: After the activity is completed, give participants the reflection assignment handout. Allow participants to take time to fill the assignment out and guide participants through the assignment.

Step 4: After the reflection assignment is completed, give participants the developmental assignment handout. Describe assignment and answer any questions the participants may have regarding the assignment.

Leadership Activity

Participants will watch a video on transformational leadership, followed by an open discussion.

Instructions

Step 1: Show video found on link to participants. (Video link:

<https://www.youtube.com/watch?v=aVbiSxuEQ18>)

Step 2: Facilitate an open discussion about transformational leadership.

Reflection Assignment

The purpose of this activity is for you to reflect on your current abilities. In the spaces below, please assess your current skills in each of the competencies.

- Next to each ability, write your current skills (i.e. how you do this well)
- Next, write down your areas for development (i.e. what you can improve)
- List two actions that will help you develop in this area (ex: read a book, find a mentor, ect.)
- Choose which competencies you would most like to improve and begin your developmental plan of action

Ability	Positive Skills	Development	Action
Use emotions in decision making			<ol style="list-style-type: none"> 1. 2.
Hold off on decision making until you are in the right mood or emotional state			<ol style="list-style-type: none"> 1. 2.
Notice when you are in a negative mood and attempt to change your mood			<ol style="list-style-type: none"> 1. 2.
Empathize with others emotions regarding how the decision may impact them			<ol style="list-style-type: none"> 1. 2.

Week 3 Developmental Assignment

Over the next week, write about 3 separate occasions that you used emotions in decision making this week. This can be any situation either personal or at work. Reflect on your decision making process and your current emotional state. Did you attempt to change your mood before making the decision? Were you more aware of your mood before making the decision? How do you think you might have handled the decision differently if you were in a more positive mood?

Week 4: Understanding Emotions

Summary

During this session, participants will enhance their ability to understand emotions and enhance their leadership skills. The participants will be given a brief lecture on understanding emotions and engage in activities and discussions.

Trainer Goals

- Ensure that all participants are engaging in activities.
- Facilitate all activities and discussions.
- Answer any questions participants may have regarding activities, materials, or assignments.
- Engage participants by creating a fun and open training environment.
- Ensure that participants understand the presented material.

Week 4 Outline

Each trainer can adjust this to meet the needs of his or her audience.

Time	Activity	Focus
5 minutes	Welcome	Allow participants to enter and welcome participants to the session.
10 minutes	Weekly Development Discussion	Discuss development assignment from previous week
20 minutes	Presentation & Discussion	Show presentation on use of emotions and facilitate group discussion
15 minutes	Emotion Activity	Guide participants through Role Play activity
20 minutes	Reflection & Application	Allow participants to reflect on their current abilities and how to apply changes to their current life
5 minutes	Assignment	Describe weekly assignment to participants and answer any questions
Total Time: 75 minutes		

Materials Needed

- Understanding Emotion Presentation**
- Emotion Activity**
- Reflection Assignment**
- Developmental Assignment**

Weekly Developmental Discussion

Take time to discuss the participants reflection and experience with the previous weeks developmental assignment.

Instructions

Step 1: Ask participants how their experience with the assignment was. Take notes on their feedback for improvement to assignments for future program participants.

Step 2: Ask if any participants would like to share their experience from their assignment.

Understanding Emotions Presentation & Discussion

Getting Ready

Step 1: Prepare a PowerPoint presentation and slides. Ensure that all materials are consistent and the material is ready to be presented.

Instructions

Step 1: Present the Understanding Emotions deck to participants. Answer any questions participants may have.

Step 2: After completing the presentation, facilitate a group discussion regarding the information just learned through the slide deck.

Step 3: After the discussion is completed, facilitate the Role Play activity.

Step 4: After the activity is completed, give participants the reflection assignment handout. Allow participants to take time to fill the assignment out and guide participants through the assignment.

Step 5: After the reflection assignment is completed, give participants the developmental assignment handout. Describe assignment and answer any questions the participants may have regarding the assignment.

Activity: Role Play

Participants will practice their ability to understand emotions by pairing up with another participant and role play a situation. The situation will be a real situation that one of the participants has experienced. They will explain the situation and their partner will analyze the situation, identify the emotions that the other person experienced, and will ask questions to identify the cause of the emotions and how they think the situation would have gone if it had been themselves experiencing it. The purpose of this exercise is to have the participants practice their ability to understand other's emotions and the cause of emotions in different situations.

Instructions

Step 1: The trainer will pair up participants or the participants will choose their own partner for this activity.

Step 2: One participant will be the listener and the other participant will be the speaker. The speaker will be prompted to think of an emotional situation they have encountered either at work or personally.

Step 3: The speaker will then discuss the situation with the listener. The listener must identify the emotions the speaker felt, and ask questions to identify the cause of the emotions and empathize with the speaker by explaining how they think the situation would have gone if it had been then experiencing the situation.

Step 4: Once the situation is discussed in full, the participants will switch roles. Continue activity until each participant has gone once.

Reflection Assignment

The purpose of this activity is for you to reflect on your current abilities. In the spaces below, please assess your current skills in each of the competencies.

- Next to each ability, write your current skills (i.e. how you do this well)
- Next, write down your areas for development (i.e. what you can improve)
- List two actions that will help you develop in this area (ex: read a book, find a mentor, ect.)
- Choose which competencies you would most like to improve and begin your developmental plan of action

Ability	Positive Skills	Development	Action
Awareness of what causes certain emotions			<ol style="list-style-type: none"> 1. 2.
Awareness of the consequences of emotions			<ol style="list-style-type: none"> 1. 2.
Understanding how emotions progress over time and situations			<ol style="list-style-type: none"> 1. 2.
Empathize with others emotions regarding how the decision may impact them			<ol style="list-style-type: none"> 1. 2.

Week 4 Developmental Assignment

Over the next week, journal for 20 minutes for 5 days. Sit down in a quiet space and write for 20 minutes about either a current emotion you are feeling or an emotionally charged situation that you still feel strongly about. There are no requirements for what you need to write, however you do need to write for a full 20 minutes. Think about what made you feel the emotion, what emotion(s) you are experiencing or were experiencing, and how you feel now that time has passed. Think about your emotional development over the duration of the situation.

Week 5: Managing Emotions

Summary

During this session, participants will enhance their ability to understand emotions and enhance their leadership skills. The participants will be given a brief lecture on managing emotions and engage in activities and discussions.

Trainer Goals

- Ensure that all participants are engaging in activities.
- Facilitate all activities and discussions.
- Answer any questions participants may have regarding activities, materials, or assignments.
- Engage participants by creating a fun and open training environment.
- Ensure that participants understand the presented material.

Week 5 Outline

Each trainer can adjust this to meet the needs of his or her audience.

Time	Activity	Focus
5 minutes	Welcome	Allow participants to enter and welcome participants to the session.
10 minutes	Weekly Development Discussion	Discuss development assignment from previous week
20 minutes	Presentation & Discussion	Show presentation on managing emotions and facilitate group discussion
15 minutes	Emotion Activity	Guide participants through Role Play activity
20 minutes	Reflection & Application	Allow participants to reflect on their current abilities and how to apply changes to their current life
5 minutes	Assignment	Describe weekly assignment to participants and answer any questions
Total Time: 75 minutes		

Materials Needed

- Managing Emotions Presentation**
- Emotion Activity**
- Reflection Activity**
- Developmental Assignment**

Weekly Developmental Discussion

Take time to discuss the participants reflection and experience with the previous weeks developmental assignment.

Instructions

Step 1: Ask participants how their experience with the assignment was. Take notes on their feedback for improvement to assignments for future program participants.

Step 2: Ask if any participants would like to share their experience from their assignment.

Managing Emotions Presentation & Discussion

Getting Ready

Step 1: Prepare a PowerPoint presentation and slides. Ensure that all materials are consistent and the material is ready to be presented.

Instructions

Step 1: Present the Managing Emotions deck to participants. Answer any questions participants may have.

Step 2: After completing the presentation, facilitate a group discussion regarding the information just learned through the slide deck.

Step 3: After the discussion is completed, facilitate the Role Play activity.

Step 4: After the activity is completed, give participants the reflection assignment handout. Allow participants to take time to fill the assignment out and guide participants through the assignment.

Step 5: After the reflection assignment is completed, give participants the developmental assignment handout. Describe assignment and answer any questions the participants may have regarding the assignment.

Activity: Role Play

Participants will practice their ability to manage emotions by pairing up with another participant and role play a situation. The situation will be a real situation that one of the participants has experienced. They will explain the situation and their partner will analyze the situation, identify the emotions that the other person experienced, and will attempt to effectively manage them through the situation. The purpose of this exercise is to have the participants practice their ability to manage other's emotions and in different situations.

Instructions

Step 1: The trainer will pair up participants or the participants will choose their own partner for this activity.

Step 2: One participant will be the listener and the other participant will be the speaker. The speaker will be prompted to think of an emotional situation they have encountered either at work or personally.

Step 3: The speaker will then discuss the situation with the listener. The listener must identify the emotions the speaker felt, and ask questions to identify the cause of the emotions and empathize with the speaker by explaining how they think the situation would have gone if it had been then experiencing the situation.

Step 4: Once the situation is discussed in full, the participants will switch roles. Continue activity until each participant has gone once.

Reflection Assignment

The purpose of this activity is for you to reflect on your current abilities. In the spaces below, please assess your current skills in each of the competencies.

- Next to each ability, write your current skills (i.e. how you do this well)
- Next, write down your areas for development (i.e. what you can improve)
- List two actions that will help you develop in this area (ex: read a book, find a mentor, ect.)
- Choose which competencies you would most like to improve and begin your developmental plan of action

Ability	Positive Skills	Development	Action
Regulation of your own moods including reflection on appropriateness, cause, and change of mood			1. 2.
Maintaining an overall positive mood			1. 2.
Managing other's emotions based on empathy			1. 2.
Ability to repair your negative mood			1. 2.

Week 5 Developmental Assignment

Over the next week, write about 3 situations where you effectively managed your emotions. These should be experiences from this week. Also, write about 3 situations over this week where you effectively managed someone else's emotions. Write about your experience and the approach you decided to take and why. Reflect on the situation and the aspects that were successful or unsuccessful.

Week 6: Post Assessments/Evaluation

Summary

During this session, the trainer will provide the participants with the results from their post assessments and have the participants evaluate the program, the trainer, and their intention to continue their leadership development using the skills learned in the program.

Trainer Goals

- Assess, evaluate, and analyze participants experience, skills, and intent to continue using the skills gained in the program.
- Use evaluation as a tool to measure program effectiveness and improve program content.
- Provide assessment feedback to participants as a measure of their improvement after completing the program.

Week 6 Outline

Each trainer can adjust this to meet the needs of his or her audience.

Time	Activity	Focus
15 minutes	Discussion of program	Discuss the overall program and the purpose of the post-assessments and evaluations
30 minutes	Post-Program Assessment Results	Provide participants with results from their post-program assessments and discuss level of improvement
15 minutes	Evaluation	Evaluate the participants satisfaction with the program and with their intent to continue to use the skills gained during the program.
Total Time: 60 minutes		

Materials Needed

- Pre-Test Assessment Scores**
- Post-Test Assessment Scores**
- Satisfaction Survey**
- Intent Survey**

Survey Instructions

Getting Ready

Step 1: Collect all feedback and scores into organized and personalized packets for each participant. Ensure each participant has all assessments completed after finishing the program. Have survey materials ready.

Conducting the Session

Step 2: Discuss the overall program and thank participants for their engagement and participation in the program. Congratulate participants on completion of program and invite them to continue development outside of the program. Discuss the purpose of the surveys and introduce the surveys they will be asked to complete.

Step 3: Participants will be given their feedback and scores from the post-program assessments. Allow participants to go through pre-program assessment scores and feedback and reflect on their improvement. Have a brief discussion with participants and answer any questions. Suggest areas to continue to improve based on their results.

Step 4: Give surveys to participants and allow them to complete them.

Step 5: Collect surveys and analyze the results to indicate satisfaction with the program and areas of improvement.

Training and Development Actual Transfer Survey

Read each statement below. Indicate the extent to which you agree or disagree with each statement using the scale below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1. I have implemented what I learned in this training course to my role.
2. I was able to apply what I learned in the training course to my role as a leader.
3. I applied what I learned in that training program within a very short time after the end of the training.
4. I have sought out opportunities to practice what I learned from the training program.
5. I have shared knowledge that I have gained from the training course with others on my team.
6. I have applied the techniques I have acquired from that training course in my role.
7. I feel that the training program was useful to my development as a leader.

Satisfaction Survey

Read each statement below. Indicate the extent to which you agree or disagree with each statement using the scale below.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1. I learned a great amount during this development program.
2. I am knowledgeable about my current leadership abilities.
3. I learned tools to help me become a better leader.
4. I enjoyed the program.
5. I am knowledgeable about my current emotional intelligence abilities.
6. I believe this course helped me become a better leader.

What did you like most about the program?

What did you dislike about the program?

Suggestions?