

GET-UP Lesson Plan for Masterclass

Module 8: Managing and Leading Others

Unit 3 – Emotional Intelligence in Leadership

Learning Outcomes: On completion of this workshop, green entrepreneurs (learners) will be able to:

- ❖ Understand the components of emotional intelligence.
- ❖ Understand the role of emotional intelligence in entrepreneurship.
- ❖ Assess their own emotional intelligence.
- ❖ Build emotional intelligence for effective leadership.

Content and Instruction Method	Timing (minutes)	Materials/ Equipment Required	Assessment/ Evaluation
<p><i>Introduction and Ice-breaker:</i></p> <ul style="list-style-type: none"> ❖ Trainer welcomes all learners to the face-to-face session and provides an outline of the topics to be covered in this short workshop. ❖ Trainer introduces the ice-breaker: 'Leading the Blind' (see Annex 1) ❖ After this activity, the trainer should lead a group discussion to highlight the difficulties associated with leading the blind and to identify the qualities and traits needed to effectively complete this activity. ❖ Trainer should summarize the points made, write them on a flipchart and unpack the knowledge of how they can be applied to setting up a new business. 	<p><u>20 minutes</u></p>	<ul style="list-style-type: none"> ❖ Agenda/Overview of the training content. ❖ Obstacles for the ice-breaker; ❖ Blindfolds for each group; ❖ Flipchart and marker for feedback. 	<ul style="list-style-type: none"> ❖ Learners will engage in the ice-breaker activity and will provide feedback to 'leaders' on their performance.

<p><u>Trainer presentation:</u></p> <ul style="list-style-type: none"> ❖ Using PowerPoint slides, trainer introduces learners to Emotional Intelligence and opens the discussion, both covering the following: <ul style="list-style-type: none"> ○ What is Emotional Intelligence? ○ Why is Emotional Intelligence important for entrepreneurs? ○ Introducing interpersonal intelligence and intrapersonal intelligence. ○ Introducing the five components for developing EQ - Self-awareness; Self-regulation; Internal Motivation; Empathy; and Social Skills. 	<u>30 minutes</u>	<ul style="list-style-type: none"> ❖ PowerPoint Slides; ❖ Projector and screen; ❖ Laptop; ❖ Pens and note-taking materials for learners; ❖ Flipchart sheet from Unit 2; ❖ Copies of 'EQ Self-assessment Test'- Annex 2 for all learners. 	<ul style="list-style-type: none"> ❖ Learners will take notes to support their learning. ❖ Learners will complete the short self-assessment quiz to determine their emotional intelligence. ❖ Learners will practice techniques for developing emotional intelligence.
<p><u>Group discussion:</u></p> <ul style="list-style-type: none"> ❖ Following this formal input, the trainer re-introduces the flipchart sheet from the brainstorming exercise in unit 2 – what makes a good leader? ❖ Through a short group discussion, learners are asked to revise the list of qualities of a good leader, if necessary, based on their understanding of EQ. ❖ At this point, the trainer can relate the work of Stephen Covey and the habits of highly effective people to the work of Daniel Goleman on developing EQ. A summary of these habits can be found here: http://dl.motamem.org/Summary-Seven-Habits-of-Highly-Effective-People.pdf ❖ Next the learners are asked to discuss how these qualities can be applied to their development as entrepreneurs. 	<u>10 minutes</u>		
<p><u>Self-assessment quiz and discussion:</u></p> <ul style="list-style-type: none"> ❖ Trainer distributes copies of the 'EQ Self-assessment Test' (see Annex 2) to all learners and 	<u>20 minutes</u>		

<p>asks them to complete the quiz to determine their emotional intelligence.</p> <ul style="list-style-type: none"> ❖ Following this quiz, using a PowerPoint slide 10, the trainer demonstrates a very simple exercise to help learners to develop their emotional intelligence. 			
<p><u>Closing Session and Evaluation</u></p> <ul style="list-style-type: none"> ❖ Trainer closes the master-class with a short verbal feedback session. ❖ Trainer will distribute copies of the workshop evaluation form to learners and asks them to complete it. 	<p><u>10 minutes</u></p>	<ul style="list-style-type: none"> ❖ Copies of evaluation forms for learners; ❖ Pens and note-taking materials for learners; ❖ Flip-chart and markers for verbal feedback 	<ul style="list-style-type: none"> ❖ Learners will engage fully in the evaluation and feedback activities and will complete the evaluation form.
Total Time	90 minutes		

Annex 1 – Ice-breaker – Leading the Blind

(Ice-breaker source: <http://www.leadershiptime.com/leading-the-blind.html>)

- ❖ **Description:** Building trust and communication through giving instructions to someone who is relying on you. This is best played by adults and helps to strengthen trust and communication within a team environment.
- ❖ **Purposes:** Team bonding, improving communication, fun team activities.
- ❖ **Time and Materials:** Time depends on your created course and how much space you want the teams to cover. You'll need a blindfold and objects to create a course to cover.

Instructions: Leadership Game - Leading the Blind

1. Create an environment that needs to be filled with different objects to be avoided (you can use a huge space or just a small office.)
2. Split the group into teams of 2 (or 3 if you want to see chaos) ask the teams to pick someone to be blindfolded and one (or more) as the leader.
3. Speak to the leaders and show them where they need to reach and how they could communicate to the blindfolded team members.
Note: you could arrange only 3 or 4 words they could say or stipulate no touching etc. for added difficulty.
4. Give the teams the 'Go' and watch the chaos unfold. Keep an eye on the teams to make sure no ones being dangerous or 'having too much fun' as trust should be built through this and not destroyed. **Note:** if your teams are too good at this, make them walk backwards for extra difficulty.
5. Let the first 30% of people cross the finish line and if everyone else looks like they're not going to make it just end the game there.
6. De-brief about the difficulties and good things associated with leading the blind, grab a few of their points and unpack the knowledge of how they can be applied to situations and then get everyone to clap and encourage each other.

Annex 2 – Handout - Emotional Intelligence Self-Assessment Test

(Source: <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1054&context=aglecfacpub>)

For each statement below, decide which response best indicates your attitude or position -your level of agreement with the statement. Circle the number from 1 (strongly disagree) to 5 (strongly agree) which best describes your perception.

Statement	Strongly Agree	Agree	Average	Disagree	Strongly Disagree
	1	2	3	4	5
1. I am keenly aware of the feelings of other people					
2. I am gifted at sensing what others around me are feeling.					
3. I pick up the subtle signals of feelings from another person.					
4. I have good insight into how others are feeling.					
5. I am astute at reading others' reactions and feelings.					
6. I have an aptitude for reading others' feelings.					
7. My emotions are rarely out of control.					

8. I can shrug off a foul mood and go on with my day					
9. I feel positive emotions more strongly than other people.					
10. I can regulate my moods so that they don't overwhelm me.					
11. I rarely have emotional battles inside me that interfere with my thoughts.					
12. My feelings are rarely so intense that I feel overwhelmed.					
13. I have good people skills.					
14. People seem to enjoy interacting with me.					
15. I am good at interpersonal relationships.					
16. Socially, I could be described as easy-going.					
17. I have good social skills.					
18. I could be described as a team player.					
19. I am always aware of my moods.					

20. I have good insight into what makes me tick.					
21. Whenever I am in a foul mood I always know it.					
22. I don't have difficulty describing my feelings to others.					
23. I can put my feelings into words.					
24. I always know that I'm in a nasty mood before others point it out.					

This instrument measures four domains of emotional intelligence: empathic response, mood regulation, interpersonal skills and self-awareness. To calculate your score, add up the numbers that you circled. The interpretations of your score are found below.

96-120: You perceive yourself to be highly emotionally intelligent. You see yourself as readily able to regulate your emotions, sense the emotions of others and you feel at home in social situations. You are aware of who you are and how you are.

72-95: You perceive yourself as moderately emotionally intelligent. You can regulate your emotions in most situations, tend to sense others' emotions accurately, and feel comfortable in social situations most of the time. You are self-aware most of the time.

48-71: You perceive yourself to be somewhat emotionally intelligent. You sometimes regulate your emotions, at times you sense the emotion of others, and sometimes you feel comfortable in social situations. You are somewhat self-aware.

24-47: You do not perceive yourself to be very emotionally intelligent. You tend not to regulate your emotions, tend not to sense the emotions of others and tend not to feel comfortable in social situations. You may not be very self-aware.