

Emotional Intelligence Day 2

The Emerging Self – and Development of Emotional Intelligence



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Development, egotistical to
unselfishness
(and learning to ‘mind read’)



SHIPCON LIMASSOL LTD
DELIVERING SOLUTIONS TIMELY & EFFECTIVELY



Emotional Professionalism | Simon Sinek





Importance of Emotional Intelligence

Child Development – Social Emotional development stages Age 1

Picks up most social cues from Mother

Recognizes familiar people

Greets with a smile
(or maybe a cry)



Learning Basic Trust Versus Basic Mistrust (Hope)

Begins basic communication
points and vocalises to express intentions

Hands you toys, showing willingness and ability to engage with others.

Back-and-forth play is important. shows signs of independence but also to be keyed into appropriate social situations.

Child Development – Social Emotional development stages Age 2

Around this age, the child is engaging more with those around him, but still prefers to play with Mom and Dad



or
'familiar others'



**Learning Autonomy
Versus Shame (Will)**

Defending Territory

Kids will fight over toys, declaring, "It's mine!" Sharing is very difficult at this age, as 2-year-olds can't see another child's perspective. Social behaviour reflects egocentric thinking, and behavior is guided by their desires,"

Extends Relationships to others

Extends interactions beyond immediate circle

Learns to enjoy the company of others
i.e. waves to supermarket cashier



Child Development – Social Emotional development stages **Age 3**

He'll have other peers to socialise with and a chance to make a few friendships.

May be starting pre - school



Uses Imagination

Dress-up, pretend play, and other creative activities

Makes friends based on mutual interests

Understands compromise and respect

More likely to solve conflicts with friends in order to maintain their play



Learning Initiative Versus Guilt (Purpose)

Seeks out Others

Associative play begins at this age, so starts to look for other kids.

Although he can understand some behavioural and safety rules he may need help – I,e, taking turns



Starts to Understand Emotions

Becomes aware of his own feelings as well as those of others

Starts to show empathy by offering hugs and kisses when needed



Child Development – Social Emotional development stages - Age 4

Kindergarten is right around the corner, and she will soon learn the ropes of socialising with new friends

Exerts more Independence
confident and comfortable
in her own abilities
(although this may bring it's own problems)

Sharing and Co operating with others

Can understand the concept of sharing and waiting her turn
Increased awareness of other people's minds
Develops negotiation skills, resolves conflicts verbally, monitors the emotional state of a group, and regulates other children's behaviour

Shows interest in being part of a group

Enjoys playing with others and interacting with her peers
Good age to sign kids up for teams, such as football / dance (as long as the rules aren't too strict)



Displays Physical affection

Engages in more pro-social behaviours, such as sharing and expressing sympathy
Offers hugs and kisses, especially when seeing others in distress

**Industry Versus
Inferiority
(Competence)**

Teens and onward

**Learning Identity Versus
Identity Diffusion (Fidelity)**



**Learning Intimacy Versus
Isolation (Love)**

**Learning Generativity
Versus Self-Absorption
(Care)**

**Integrity Versus Despair
(Wisdom)**

A young man with dark hair, wearing a dark blue t-shirt, is shown from the chest up. He has his hands raised in a gesture of surprise or excitement, with his palms facing forward. His eyes are wide and he has a slight smile. Above his head, several blue question marks are floating in the air. The background is dark and out of focus.

Barriers to development of EI in today's society

- In your groups, discuss what the barriers are to development in your given age group ?
- How may these impact on integration and future achievement?

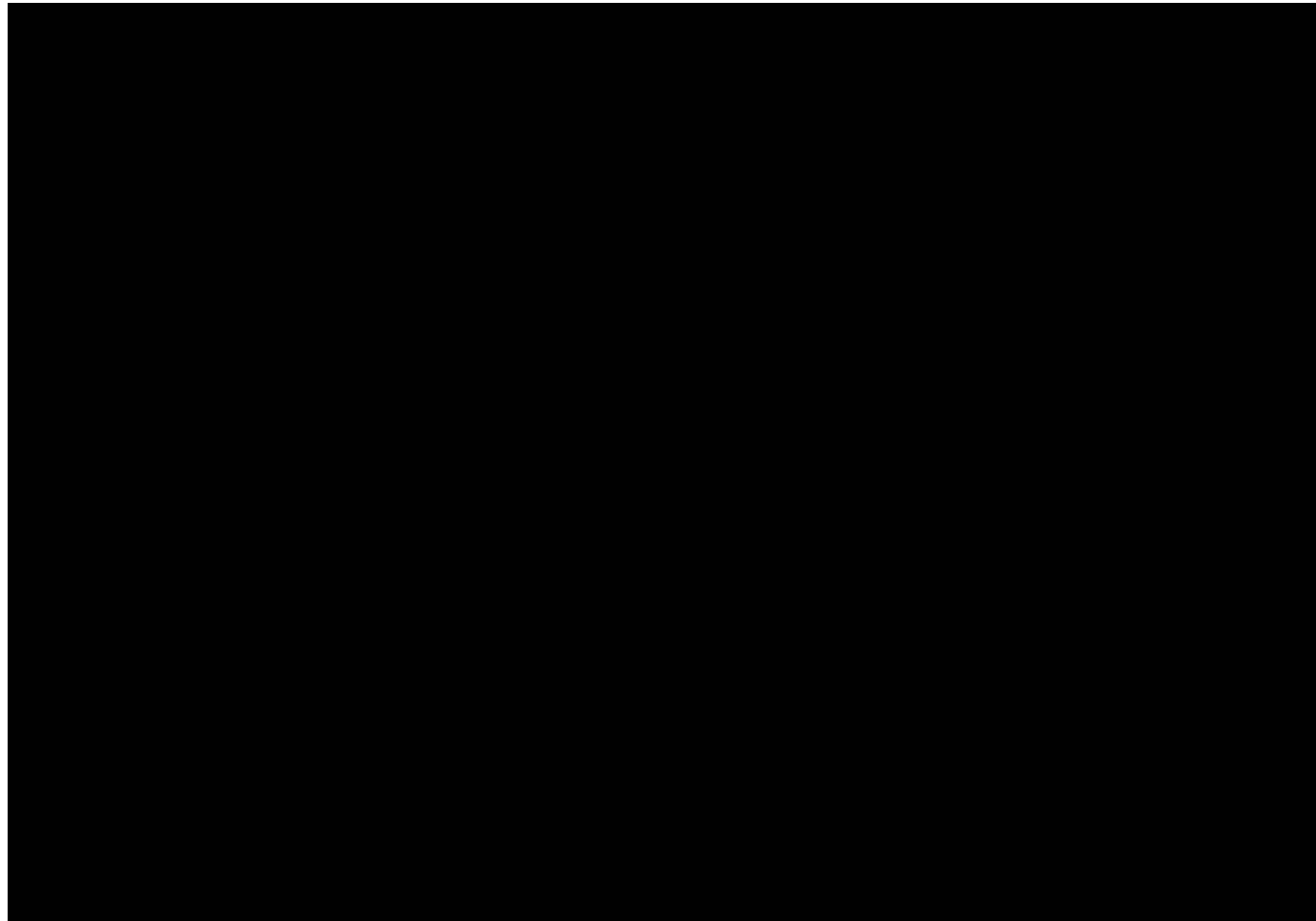
BREAK





FEEDBACK FROM EXERCISE

False Perception – Please write down the first image you see on each picture in the video



People see and interpret things in different ways.

Some people are more literal thinkers.

Some people are better at lateral or creative thinking



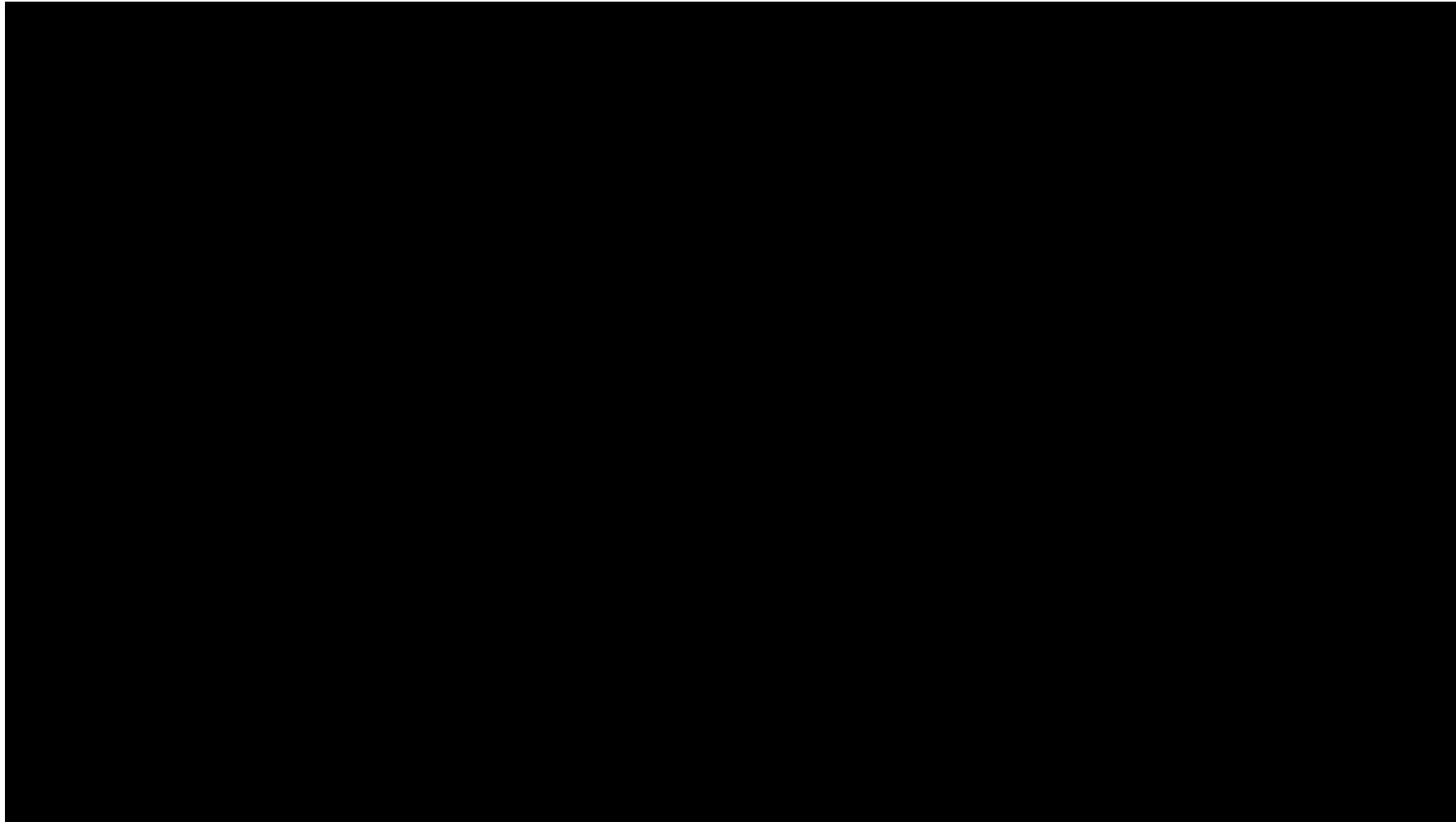
WINDOW SHOPPING

Each has it's purpose

The trick is to recognise your own natural characteristics



Left or right side brain thinking



Developing literal (concrete) to abstract / creative thinking



CONCRETE / LITERAL

Lacks depth.

Only about facts.

Does not require processing.

Limited.

Based on what you see.

ABSTRACT

Looks below the surface.

Looks for answers below the facts.

Involves mental processing.

Requires understanding of multiple meanings.

Based on ideas.

Developing literal (concrete) to abstract / creative thinking

Exercise A

A man walks into a bar, and asks the barman for a drink of water.

The barman pulls out a gun, points it at the man, and cocks it. The man pauses, before saying

"Thank you" and leaving.



Questions:

Could the bartender hear him?

Was the bartender angry for some reason? Was the gun a water pistol?

Did they know each other from before?

Was the man's "thank you" sarcastic?

Did the man ask for water in an offensive way?

Did the man ask for water in some strange way?

What happened?

Exercise B

A psychologist and worker are talking in a room when a large, sometimes aggressive non – verbal autistic man bursts into the room carrying a knife.

There is another door leading to an area where 6 other people are living.

The man appears to want to go through the door to the living space.



Questions:

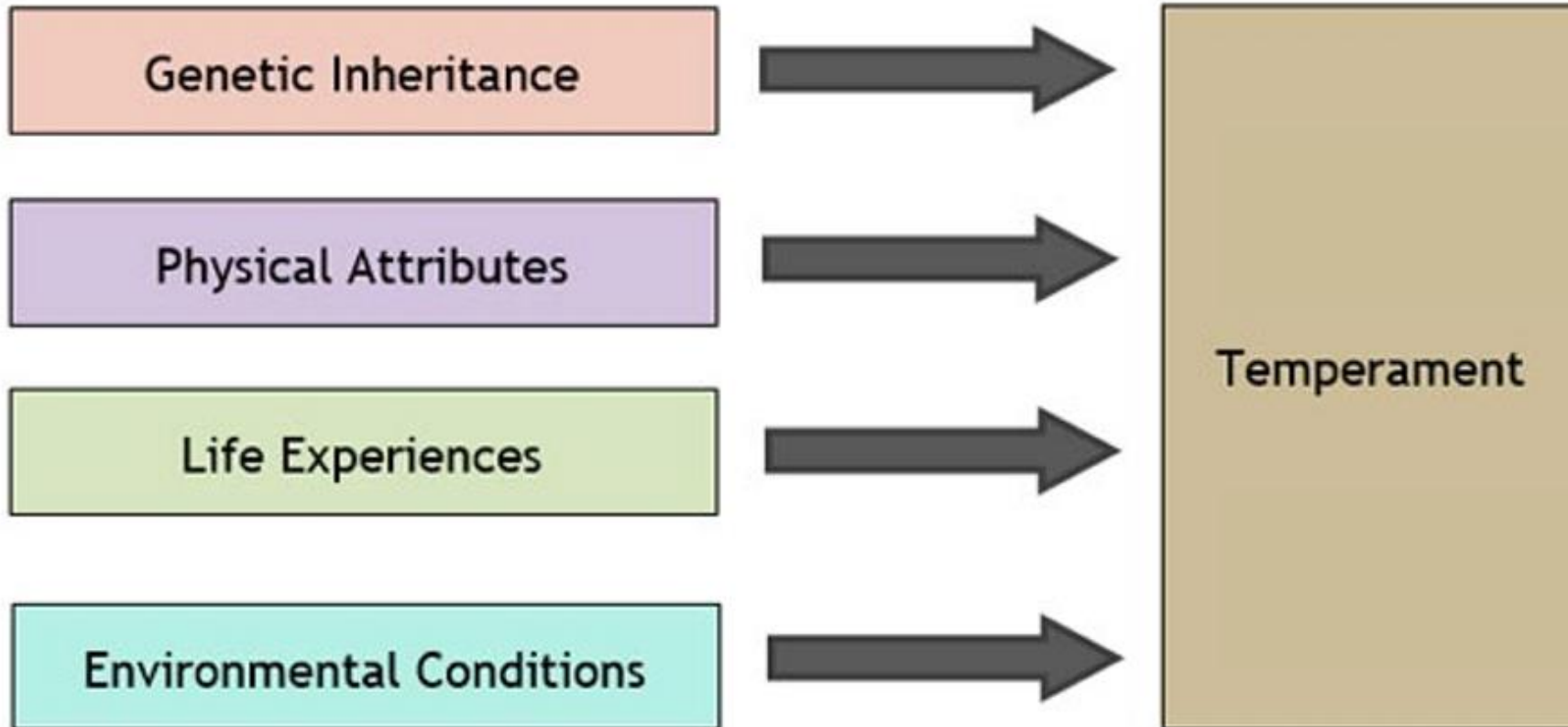
Reason with him to give up the knife?

Do they – try to take his knife away?

Call for help?

Think outside the box, assess the risk and open the door?

Temperament Analysis



Objective

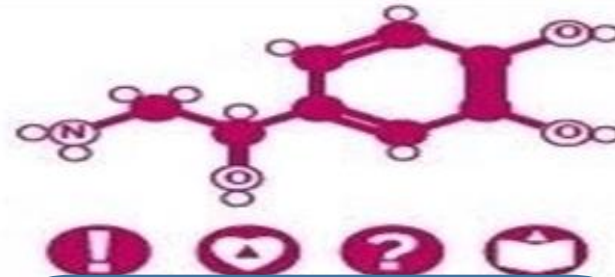
Answer the questions provided in the form and then discuss with a partner.

The chemistry of Emotion.



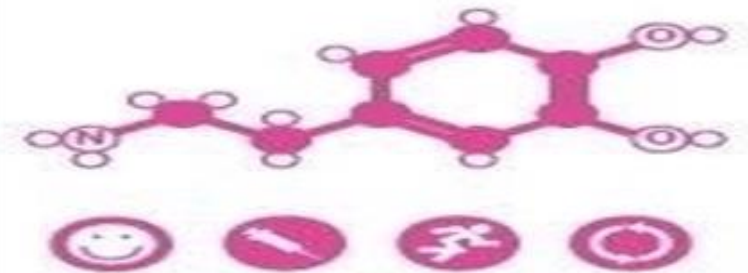
ADRENALINE

Released by the adrenal glands that sit on top of each kidney, adrenaline increases the flow of blood to our muscles, raises our heart rate and dilates our pupils. It is crucial in Fight or flight survival responses.



NORADRENALINE

Similar to adrenaline, the release of this chemical can result in increased levels of alertness, helping to prime us for action if needed. It also increases our blood pressure and widens our air passages



DOPAMINE

This is the addictive reward chemical that your brain crave.
It serves to motivate you to seek out the things you need for your survival. We can sometimes find ourselves enslaved by this ancient reward system

The chemistry of Emotion. ctd.



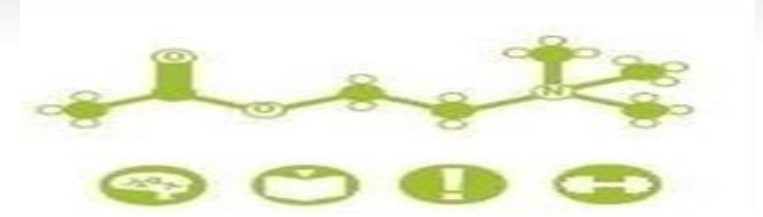
OXYTOCIN

Also known as the 'cuddle hormone' oxytocin is released when you are close to another person. It's essential for making strong social bonds and it's also a key part of why we want to trust people.



GABA

Responsible for regulating muscle tone, gamma – aminobutyric acid (GABA) also regulates the communication between brain cells. It can calm us down by reducing the rate at which our neurons fire



ACETYLCHOLLNE

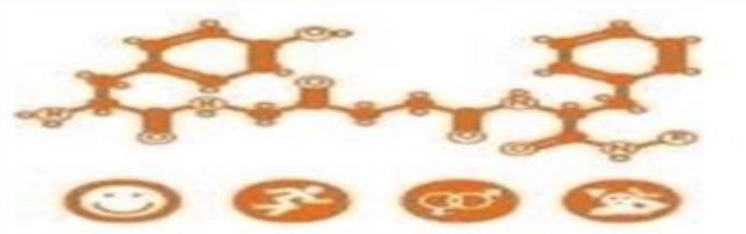
This is the main neurotransmitter in the parasympathetic nervous system that slows our heart rate , contracts smooth muscles, dilates blood vessels and increases bodily secretions

The chemistry of Emotion. ctd.



GLUTAMATE

The most abundant transmitter in the vertebrate nervous system. Glutamate is used by nerve cells to transmit signals to other cells. Too much of it can cause cognitive impairments.



ENDORPHINS

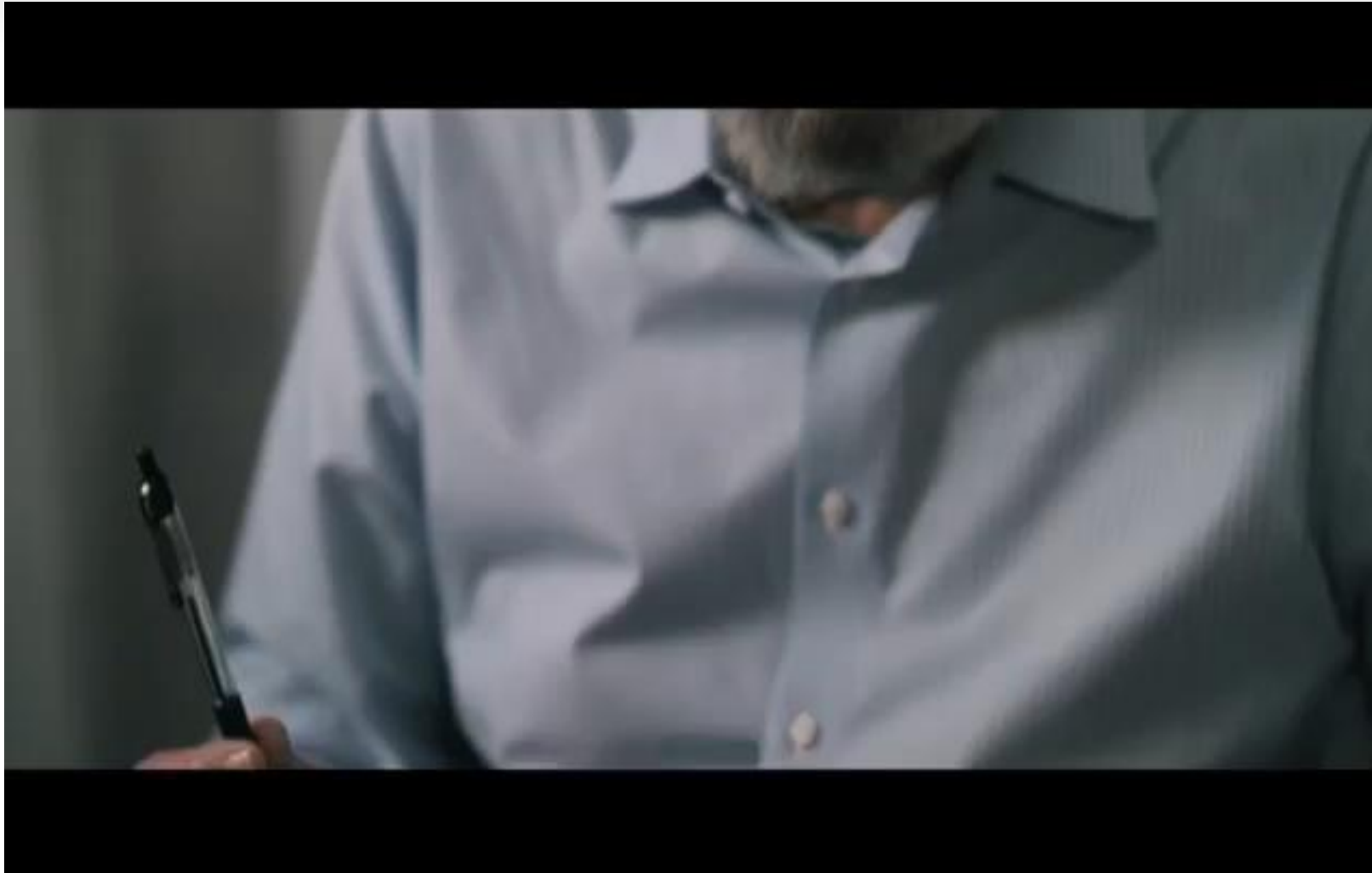
Triggered by the sensation of pain, endorphins work to inhibit the transmission of pain signals .
Capable of producing a sense of euphoria, studies have suggested endorphins may also be stimulated by laughter.

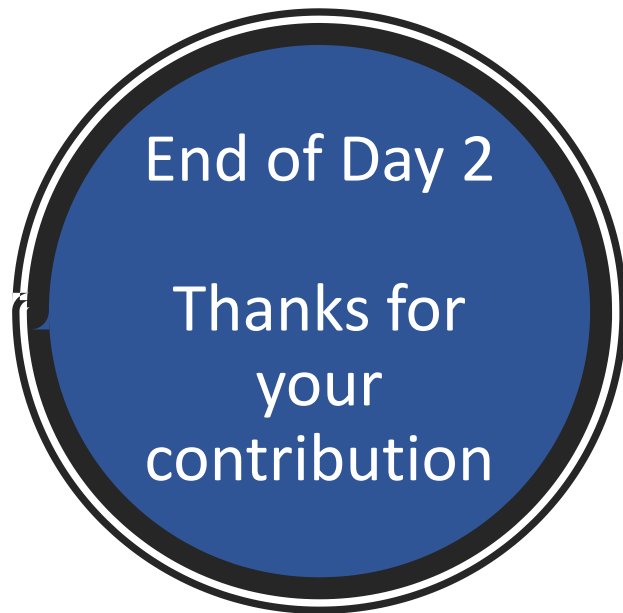


SEROTONIN

Serotonin is linked to our wellbeing and happiness, and our levels of it are affected by exercise and exposure to sunlight. It also helps to regulate our mood balance, sleep cycle and digestion

A Millennial Job Interview





REFERENCES



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<https://childdevelopmentinfo.com/child-development/erickson/>

Concrete vs. Abstract Thinking

Written by Mark Ylvisaker, Ph.D. with the assistance of Mary Hibbard, Ph.D. and Timothy Feeney, Ph.D

Emotional Professionalism | Simon Sinek
<https://www.youtube.com/watch?v=HvhYV3bTgUg>

http://projectlearnnet.org/tutorials/concrete_vs_abstract_thinking.html

Edward de Bono 6 Thinkiing Hats

Barnes & Noble

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