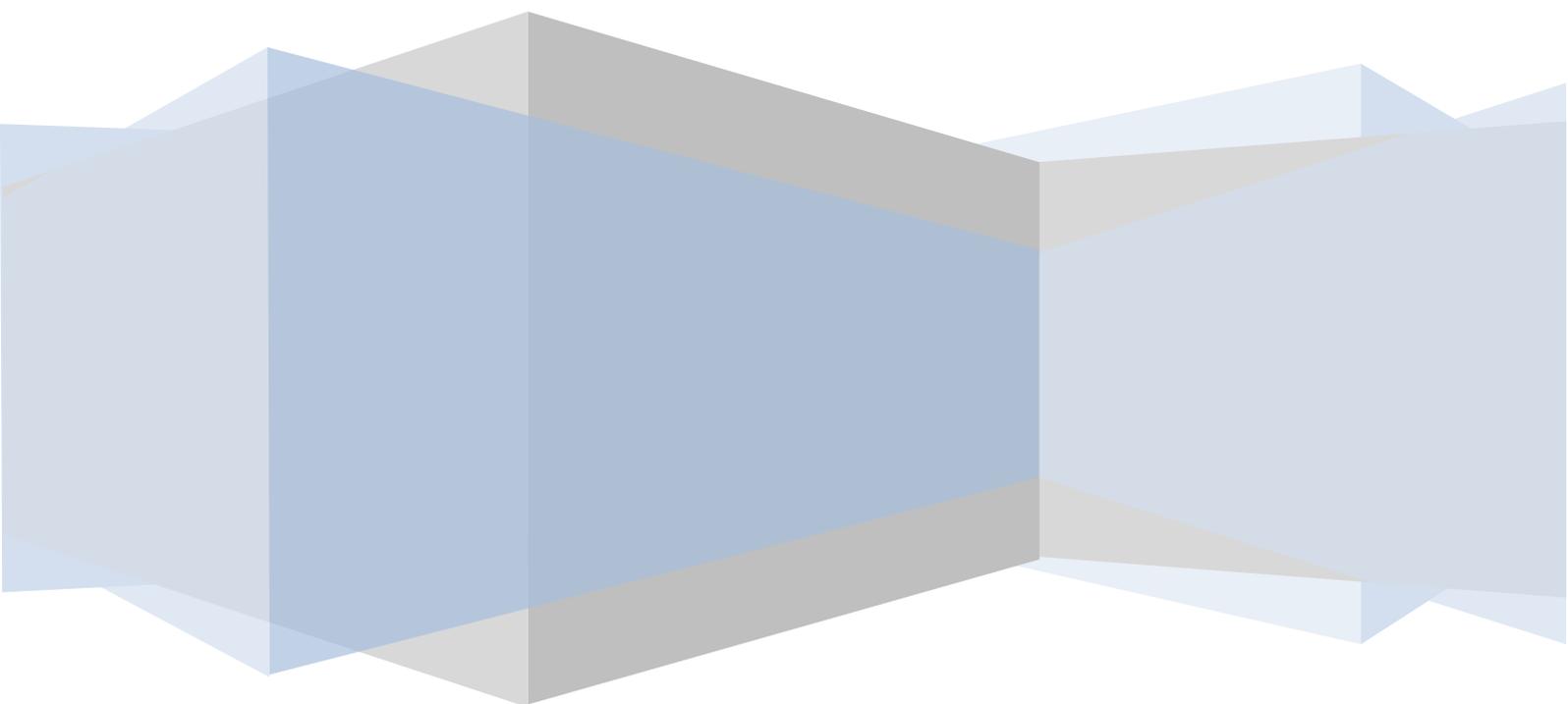


# Emotional Intelligence Pack



## Emotional Intelligence (EI)

We will explore each of the six sub components of emotional intelligence (EI: appraisal of own emotions, appraisal of others emotions, optimism, mood regulation, social skills and utilisation) and suggest strategies on how they can be improved. Enhancing emotional intelligence can be a relatively long process. This pack is designed to provide some ideas of what can be done to improve emotional intelligence. At the end there will be a short task for you to do today. Remember to get your athletes to reward themselves every now and then this will keep them motivated.

## Appraisal of Own emotions and Appraisal of Others Emotions

<b>Objective:</b> Encouraging athletes to relationship between how they feel and how others feel.
---

**Week 1:** Athletes should record a diary of their feelings. The diary should encourage athletes to record:

- How are you feeling right now (right down the time and day as well)?
- Why are you feeling this way?
- Was there a specific cause for the emotion(s)?
- What impact has/have the emotion(s) had on your behaviour (e.g. how effectively are you working?)
- How well did you handle the emotion(s)?

After they have done that for a week, it is worthwhile to arrange a meeting to discuss their diary reports. At this point, it is worth trying to unpack the emotions reported in more depth.

**Week 2:** Continue assessing daily emotional experiences using the diary but also answer the following questions:

- How do your emotions impact others?
- How to other people emotions affect you?

Individuals should start becoming more aware of others people's emotions. It is advisable to arrange a second meeting to unpack what they have written in more depth.

**Week 3:** Continue using the mod diary. Arrange a third meeting to explore emotional experiences reported. At this point it is worth obtaining a second Emotional Intelligence Scale assessment and compare possible changes in emotional intelligence in this period.

### TASK:

If you could each take 5 minutes to write down how you have felt over the last week.

- Why you felt that way and the impact your emotions had on your performance.

You might not be able to go into too much detail, as you may not be able to recall your feelings accurately. However, you can accurately report how you are feeling at the moment. Try to remember what emotions you experienced before any key things you have done this week, and explore whether your feelings influenced how you behaved, and how the results of what you did influenced your emotions. Please also try to describe what emotions others around you are currently experiencing. Consider whether your emotions are influencing the emotions of people around you, or whether the emotions of others are influencing your emotions.

Once you have had a go at this task (and we realise that it might not be straightforward), please get into pairs and go through each other's diaries comparing them to the EIS scores that you have already calculated. Looking at what the number means for each of the 6 subscale, seeing if you can make the link between the scores and what has been written in the person's diary. Spend 5 minutes with each person.

## Social Skills

See communication pack.

## Mood Regulation and Utilisation

**Objectives:** Learning how to control your emotions and how to use your emotions.

Research has shown the Imagery and self-talk are helpful skills for enhancing emotional intelligence. This aspect of the pack I focuses on using self-talk to enhance emotional intelligence.

*Self-talk:* Any time you think about something you are in a sense talking to yourself. Self-talk becomes an asset when it enhances self-worth and performance, and by contrast, a demon, when you chastise yourself. We will be focusing on emotion related self-talk, using self-talk to change your emotions/moods.

The use of appropriate self-talk can help you change your mood to achieve a desired emotional state. For example self-talk can help angry or over aroused athletes refocus their energy so that it can be used constructively. It can also help bored or fatigued athletes mobilize the energy necessary for intense play. Emotions such as anxiety can be helpful or harmful for behaviour although always tend to be an unpleasant experience. It is the combination of emotions, and the thoughts that are linked with these combinations that determines whether these emotions are motivational or de-motivational.

Controlling emotions during an event is also about managing that inner voice in your head. When you are feeling tired, this inner voice can be very negative. It can question what you are doing, talk you out of keeping going, and become a general nuisance. Positive self-talk is needed when feeling tired. You can turn the voice off and you can turn from negative to positive. Think back to those games where you did not play your best. Think of what you said to yourself. Write it down. The next step is to change the negative self-statements into positive self-statements.

**TASK:** In pairs I want person A to go through person B's diary again and together discuss the one thing that you want to focus on improving. Following this, ask person B to develop a positive statement that he/she can say to himself/herself to improve the task you have discussed. Preferably this should be emotion focused. For example the person gets angry really easily then develop a sentence that will get the person to calm down, to stay focused and to not let the anger affect his/her performance in a negative way. Then switch and do the same for the other person. Spend about 5 minutes on each person.

### Optimism

Optimism can be enhanced through using positive self-talk. A second skill that can accompany self-talk to facilitate developing a greater sense of optimism is imagery. However, for the moment, we will stick to self-talk as it links in with the work previously. Therefore, the next step to do is to change those negative statements into positive statements. Or adding a positive thought after the negative thought such as "I can do this, I know I can".

**TASK:** Develop positive self-talk statements in relation to what you wrote in your diary.

### Conclusion

These suggestions are examples of some of the tasks we have used with athletes. They are by no means all inclusive and should be taken as strategies to initiate emotional intelligence development.