

# QUALIFY TRAINING PACKAGE

WEEK 1:  
EMOTIONAL INTELLIGENCE AND NLP



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# TODAY'S OBJECTIVES



At the end of this week, learners' will have:

- contributed to a group agreement and collaborated with peers
- engaged in group discussion and active listening
- understood the background to the QUALIFY project and curriculum
- understood the skills they themselves need to improve their work as career coaches
- understood the importance of positive psychology
- been introduced to emotional intelligence and NLP
- completed own soft skills assessment
- explored positive communication skills
- explored reflective practice



# INTRODUCTION



# WHAT IS THE QUALIFY PROJECT?



The Qualify project aims to develop coaching and mentoring skills among support workers to help them support long-term unemployed people.

It aims to:

- revolutionise **professional guidance**
- explore **coaching** as a tool to support unemployed people
- help unemployed to reflect on **obstacles** to their decision making, **identify patterns** of behaviour from the past and help them define their **own way** forward

# Wheel of Competences



As part of the QUALIFY project, a competence framework was created highlighting 5 key competences necessary for low-skilled adults:

1. Emotional Competence  
Motivation and Learning to Learn
2. Self-Esteem
3. Organisation and Action  
Planning
4. Relational Competence and  
Professionalism
5. Digital Competence

Supporting competences also include Computer Skills, Social Media Skills and soft skills comprising of Confidence, being Change-focused and Networking Skills

# WHO ARE WE?



**Inova Consultancy**  
**Leecroft House**  
**58-64 Campo Lane**  
**Sheffield**  
**S1 2EG**  
**United Kingdom**

**+44 114 279 9091**

# QUALIFY AGREEMENT

Please fill in Handout 1 –  
QUALIFY Programme  
Agreement.

This sets out your  
commitment to us and  
our commitment to you.



## QUALIFY Programme Agreement

[Inova Consultancy Ltd]

### Our commitments

#### *We agree to:*

- ✓ Place you in the QUALIFY Training Programme
- ✓ Monitor your training path and ensure that you meet at least 4 times over a [select timeframe] month period
- ✓ Provide you with support during the QUALIFY Training Programme

### Your commitments

#### *You agree to:*

- ✓ Attend and actively participate in all meetings
- ✓ Notify [Inova Consultancy Ltd] and your facilitator if you are unable to attend a meeting (at least 2 days in advance)
- ✓ Complete all necessary paperwork, and return to us: evaluation forms after each session

# GROUP AGREEMENT

QUALIFY

- respect people's confidentiality
- be non-judgemental
- be patient when others are speaking
- respect other's opinions
- work according to the scheduling
- work to understand cultural and professional differences
- everyone has the right to be listened to
- to have fun and enjoy the course
- to make mistakes
- to be respected
- to share ideas





# ICEBREAKER EXERCISE: QUALIFY

## Feelings Exercise



# EXERCISE:

## Soft Skills Assessment

Soft skills such as networking, efficiency, communication skills, assertiveness, time management and enthusiasm are important requirements in today's job market



QUALIFY







# INTRODUCTION TO EMOTIONAL INTELLIGENCE

BEING IN TUNE WITH YOUR FEELINGS AND  
THOUGHTS

# WHAT IS EMOTIONAL INTELLIGENCE?

A circular logo with a green-to-yellow gradient. The word "QUALIFY" is written in white, bold, sans-serif capital letters. A stylized blue and green line graphic is positioned to the right of the text, extending from the top right of the circle.

*Emotional Intelligence* is the ability to:

- recognise your emotions
- understand what others are telling you or saying to you
- realise how your emotions affect other people around you.

It also involves your perception of others and understanding how they feel. This allows you to manage relationships more effectively.

# WHAT IS EMOTIONAL INTELLIGENCE?



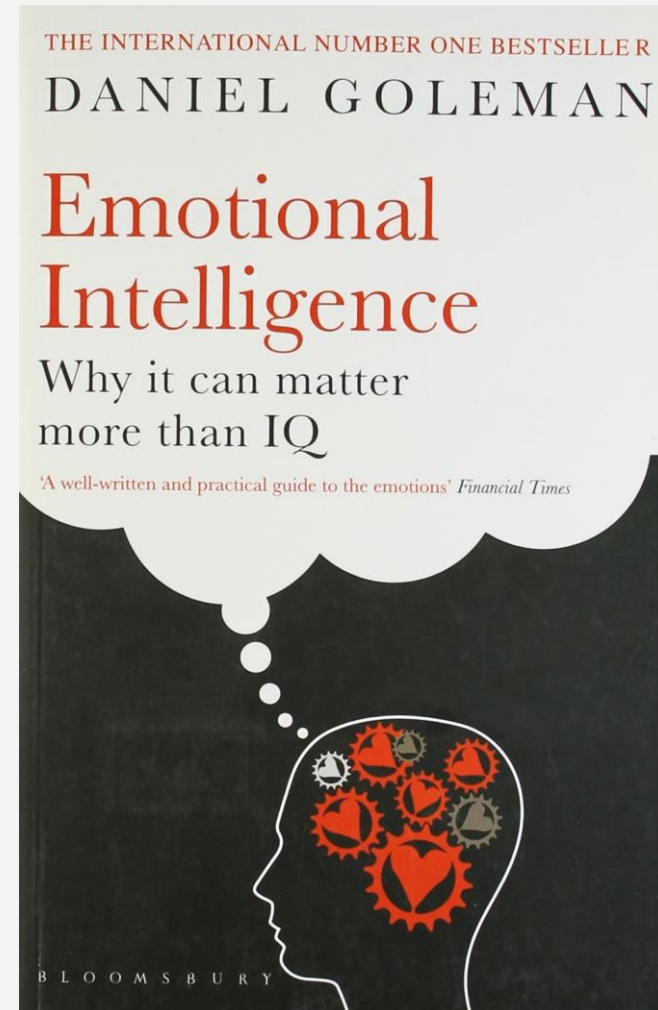
<https://www.youtube.com/watch?v=kdhjztWMnVw>

# 5 ELEMENTS OF EMOTIONAL INTELLIGENCE – GORMAN (1995)



In his book titled "Emotional Intelligence - Why It Can Matter More Than IQ" 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence.

1. Self-Awareness
2. Self-Regulation
3. Motivation
4. Empathy
5. Social Skills





# INTRODUCTION TO EMOTIONAL INTELLIGENCE

## GROUP DISCUSSION:

Why is emotional intelligence and emotional competence important for Career Coaches?

Why is emotional intelligence and emotional competence important for people looking for work?



# EMOTIONAL COMPETENCE AND FEELING QUALIFY

- Emotional Competence is a skill needed in today's job market and for everyday life.
- Emotional Competence is linked to feelings
- If you have negative thoughts and negative feelings about yourself then you will find it more difficult to find a job.
- If you are positive and optimistic and have positive feelings towards yourself and positive thoughts this will support your job search, you will be more enthusiastic and more motivated.
- Developing the skill of emotional competence has many positive impacts and helps build good healthy relationships as you also develop the skill of recognising how others feel.



# HOW EMOTIONALLY INTELLIGENT ARE YOU?



## Self-Assessment: How Emotionally Intelligent Are You?



WEEK 1: Handout 5 – How Emotionally Intelligent Are You?

### How Emotionally Intelligent Are You?

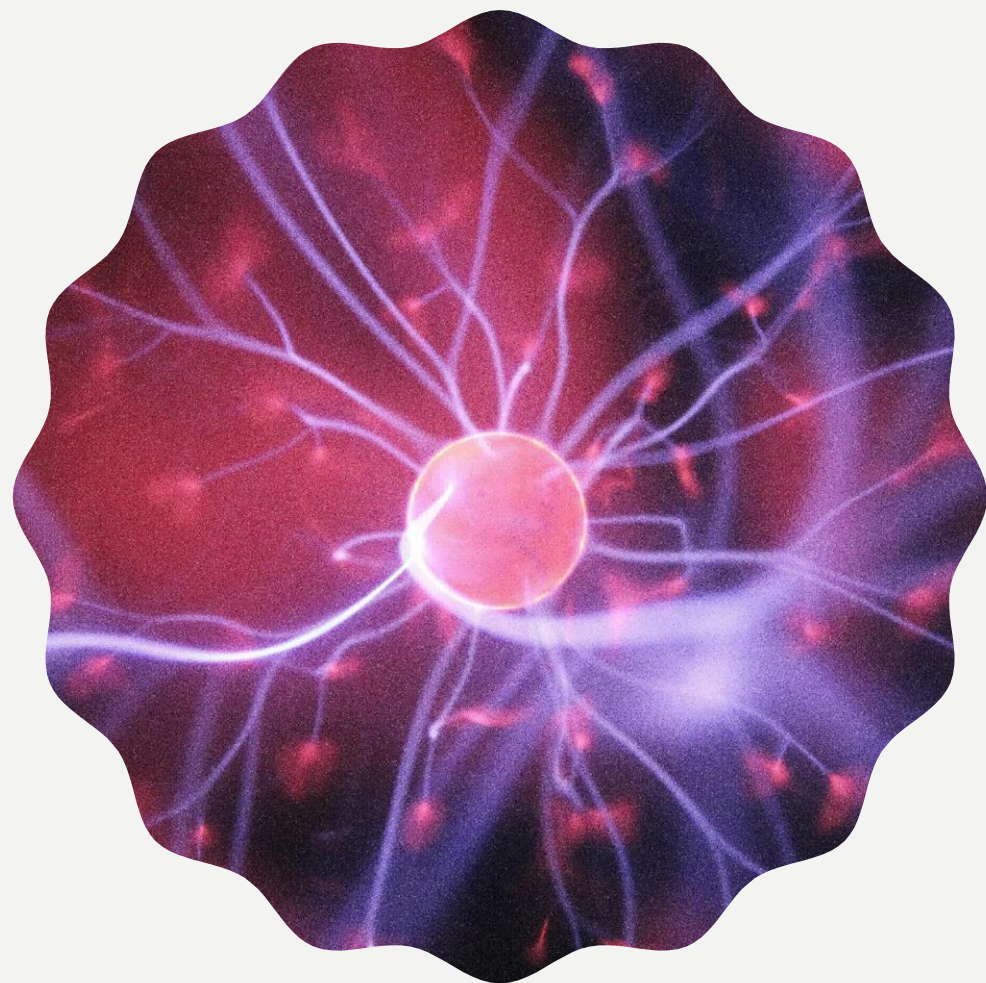
We all know people who are in full control of their emotions. They're calm in a crisis, and they make decisions sensitively, however stressful the situation.

We also know people who can read the emotions of others. They understand what to say to make people feel better, and they know how to inspire them to take action.

People like this have high emotional intelligence (or EI). They have strong relationships, and they manage difficult situations calmly and effectively. They're also likely to be resilient in the face of adversity.

So, how emotionally intelligent are you, and how can you develop further? Find out below.

		Not at all	Rarely	Some-times	Often	Very often
1	I can recognise my emotions as I experience them.					
2	I lose my temper when I feel frustrated.					
3	People have told me that I'm a good listener.					
4	I know how to calm myself down when I feel anxious or upset.					



# INTRODUCTION TO NLP

# WHAT IS NLP?



Richard Bandler and John Grinder created NLP in the 1970s.

- **Neuro** – Our nervous system through which we gather and process information via our 5 senses:
  - Sight – Visual
  - Hearing – Auditory
  - Touch – Kinaesthetic (although Kinaesthetic also refers to emotions)
  - Smell – Olfactory
  - Taste – Gustatory
- **Linguistic** – Language and other non-verbal systems by which we give meaning to our Internal Representations (IRs). We can have:
  - Pictures / Sounds / Feelings / Smells / Tastes / Words (self-talk)
- **Programming** – patterns, programmes, strategies. Behaviours we run internally to achieve our outcomes.

# WHAT IS NLP?



A short video from Richard Bandler who developed NLP

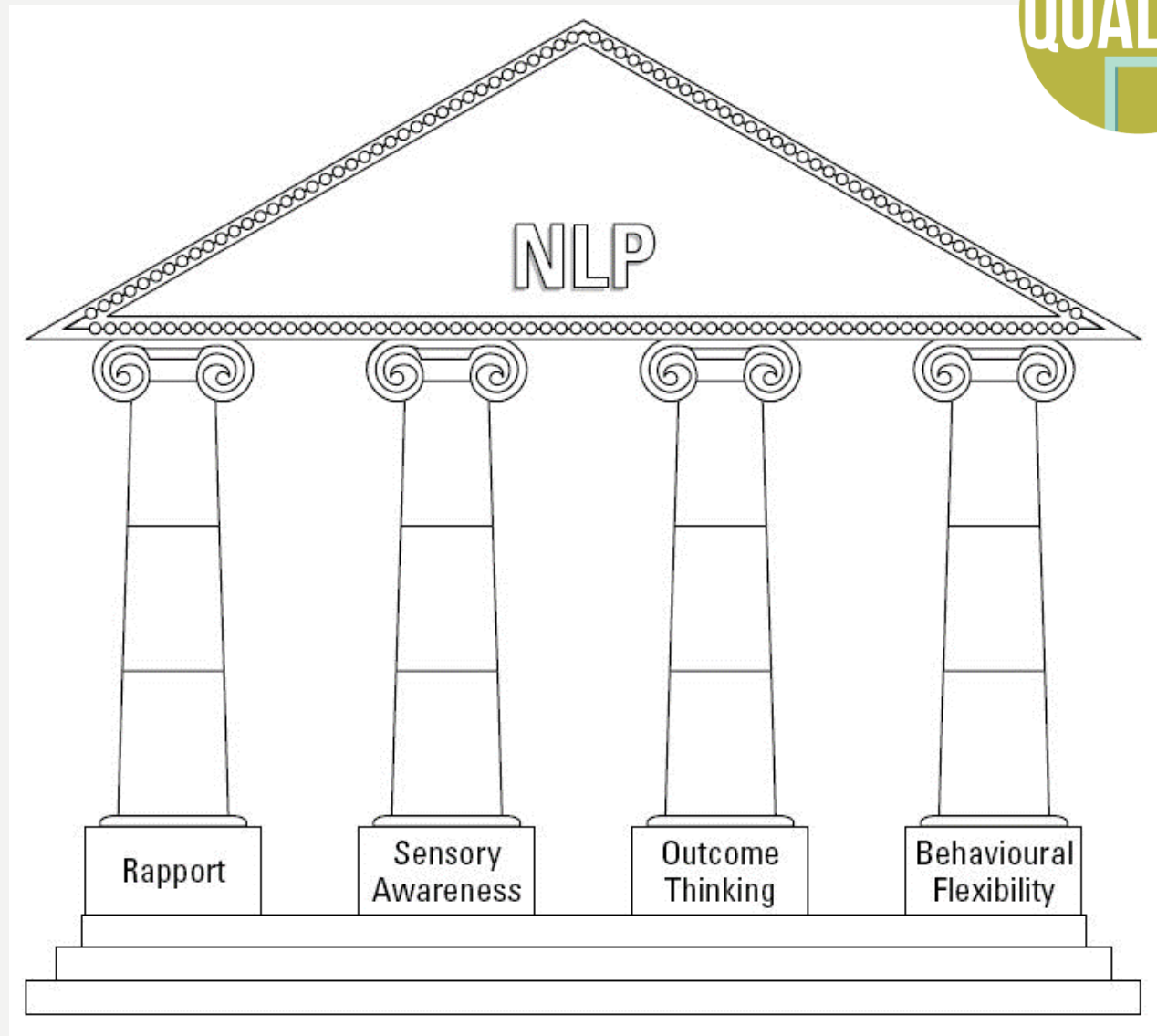


<https://www.youtube.com/watch?v=8vlcsFJyEXQ>

# THE 4 PILLARS OF NLP

The 4 pillars of NLP:

1. Rapport
2. Sensory Awareness
3. Outcome Thinking
4. Behavioural Flexibility



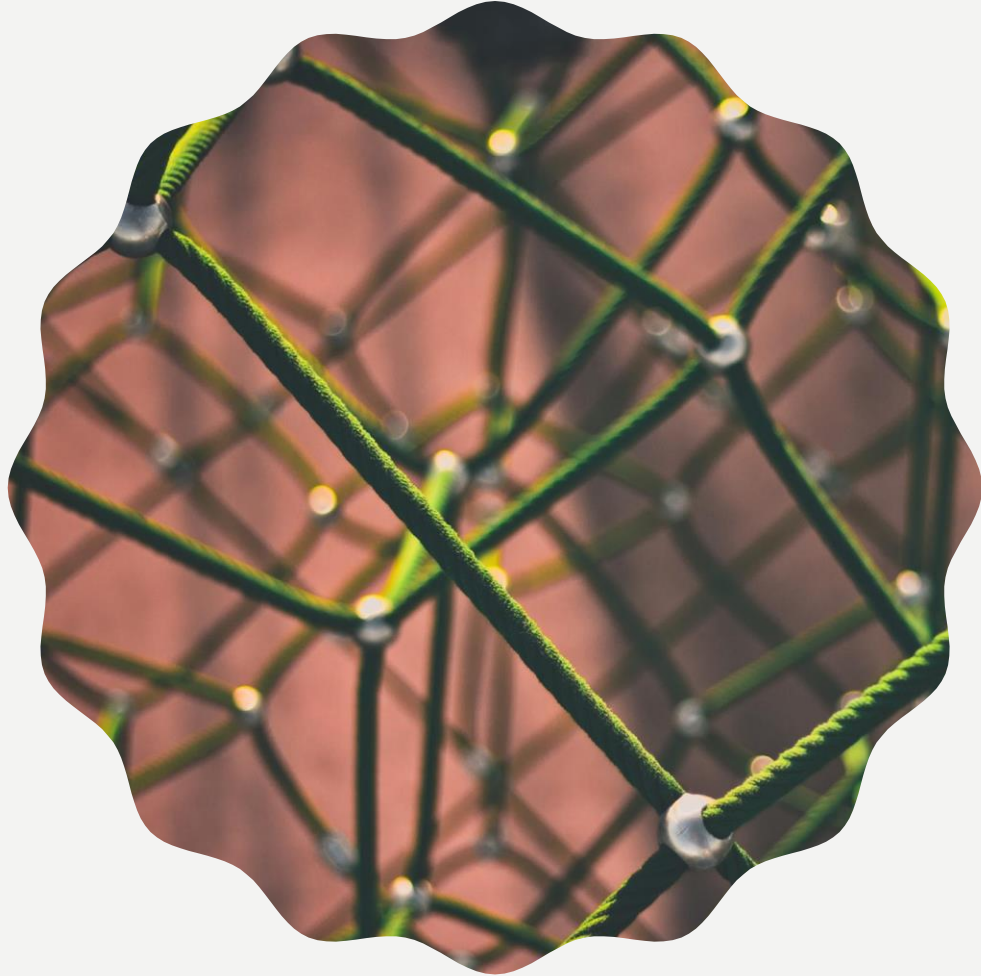


# EXERCISE:

QUALIFY

## Listening and Drawing Exercise





# EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO NLP

# EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO NLP

- How can we use Emotional Intelligence and NLP and Emotional Competence in the Workplace?
- How can we strengthen our emotional competence?





# CHANGING PERCEPTIONS, CHANGING THE WAY YOU WORK WITH CLIENTS



## GROUP DISCUSSION:

- Do you currently use coaching as a tool in your profession?
- Do you have enough time with clients?
- Do you know how your client feels on the day and time you meet with them?
- Do you know your clients dreams and ambitions?
- What areas of your guidance work could you change to improve results?
- What are the benefits of making changes to the way you work for you?
- What are the benefits of making changes to the way you work for your client?

Time for a  
Break



*“Almost everything will  
work again if you unplug  
it for a few minutes...  
including you”*  
Anne Lamott





# UNDERSTANDING PARADIGMS AND PRODUCTION OF MEANING

# UNDERSTANDING PARADIGMS AND PRODUCTION OF MEANING



- Paradigms is very much about understanding a set of standards and theories.
- The profession of career guidance will have paradigms: a set of standards based on research and theories.
- Paradigms is what give the meaning and purpose and understanding paradigms for any profession is important.
- However being creative and looking beyond concepts, boundaries or evidence allows for progress and change, whether in a career or in life.

# EXERCISE:

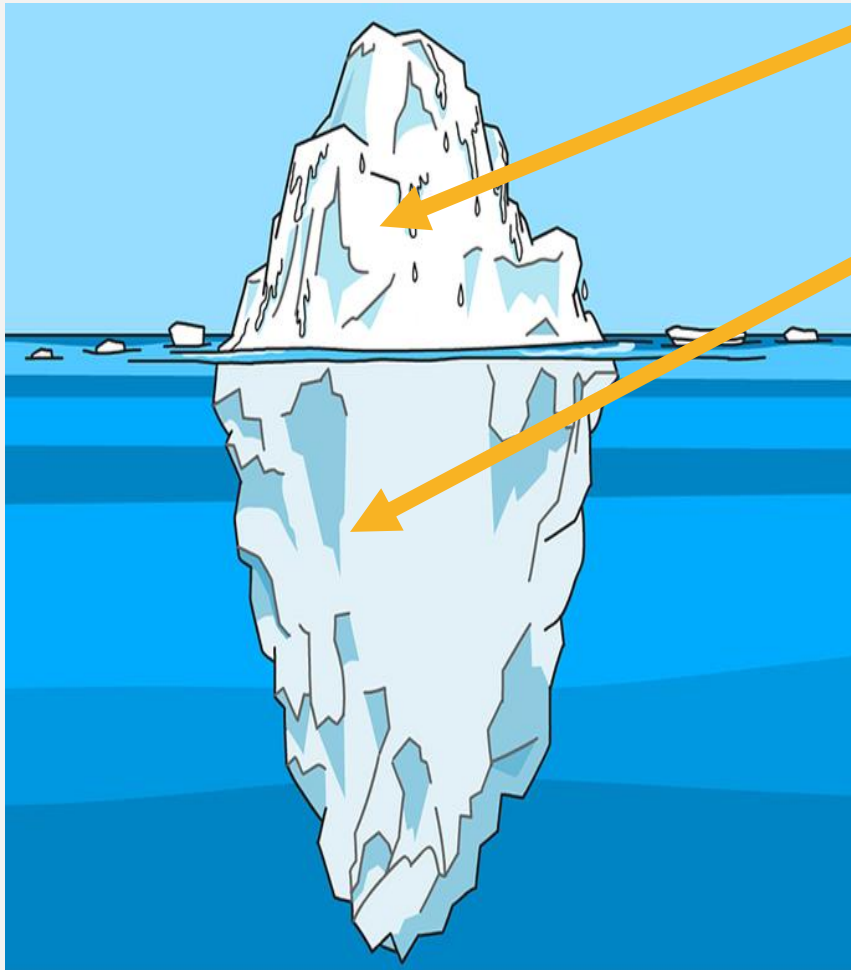
QUALIFY

In small groups, each describe something that you see (the view out of the window perhaps).

- How do each of your descriptions differ?
- Why?
- We all see things differently depending on our own life experiences.



# YOUR TWO MINDS



**CONSCIOUS MIND – ‘the captain’**  
Thinking – Logical/Rational/Sensible

**UNCONSCIOUS MIND – ‘the crew’**

- Stores all memories
- Emotions/Feelings/Intuition
- Represses memories with unresolved negative emotions
- Preserves the body
- Maintains all instincts/habits
- Responds to symbols/imagery
- Follows path of least effort
- Does not process negatives
- Receives info from 5 senses, filters it and passes perceptions to the conscious mind.



# UNDERSTANDING PARADIGMS AND PRODUCTION OF MEANING



What do you see?



# PRESUPPOSITIONS TO NLP



[https://www.youtube.com/watch?v=nstn7qzahD  
c](https://www.youtube.com/watch?v=nstn7qzahDc)



# PRESUPPOSITIONS TO NLP



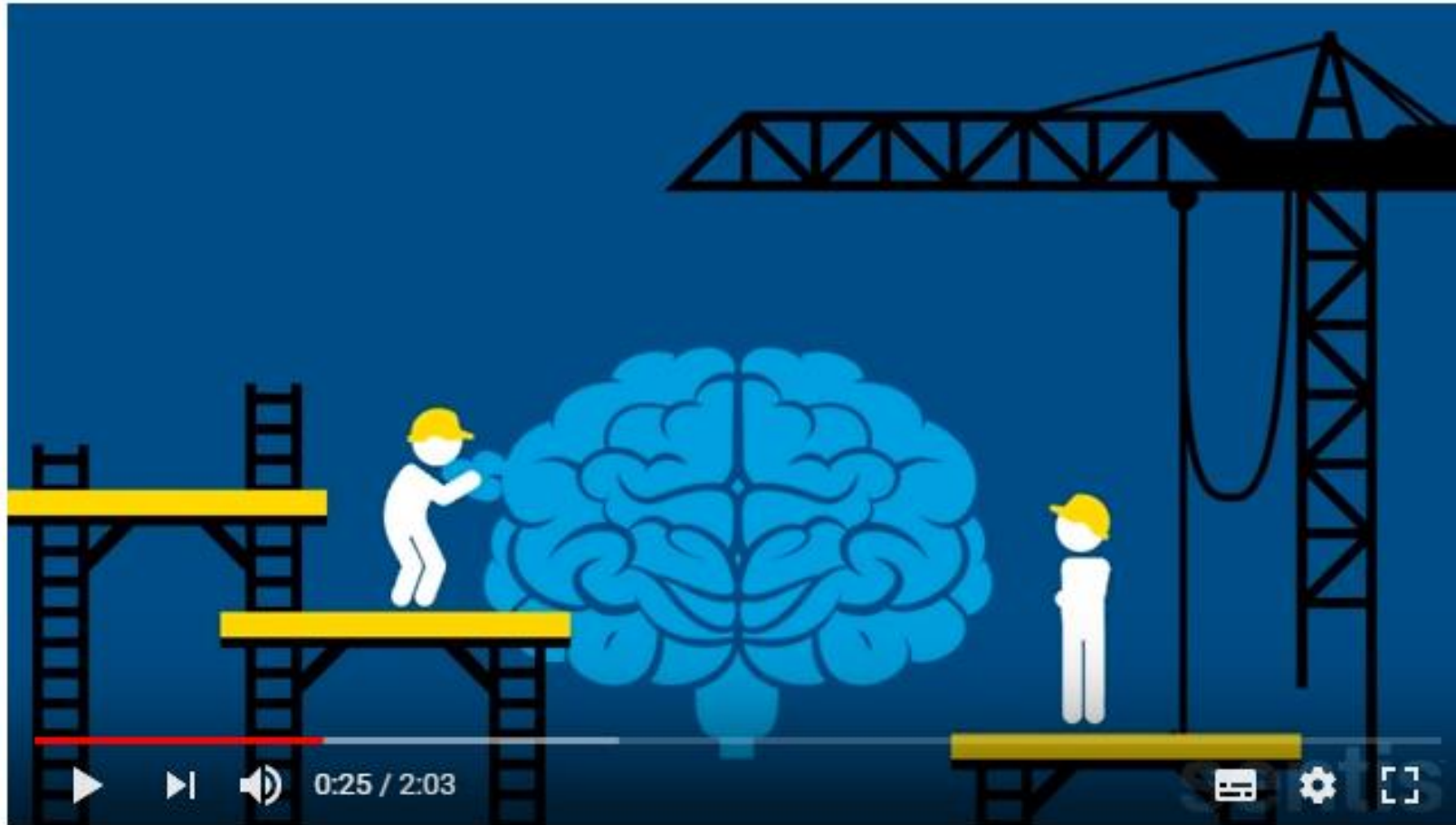
1. Everyone has a unique model of the world.
2. Respect other peoples' models of the world
3. The map is not the territory.
4. People are not their behaviour.
5. The meaning of all behaviour is dependent upon the context it appears in.
6. All behaviour has a highest positive intention for the individual.
7. The most important information about a person is their behaviour.
8. Everyone is doing the best they can with the resources they have.

# PRESUPPOSITIONS TO NLP



- 9. There are no un-resourceful people, only un-resourceful states.
- 10. Everyone has all the resources they need to succeed & to achieve their desired outcomes.
- 11. The person with the most flexibility of behaviour has the greatest influence on others.
- 12. There is no failure, only feedback.
- 13. Everyone is in charge of their mind and therefore their results.
- 14. The meaning of your communication is the response you get.
- 15. Resistance in a person you are communicating with, is a sign of a lack of rapport.

# NEUROPLASTICITY



<https://www.youtube.com/watch?v=ELpfYCZa87g>

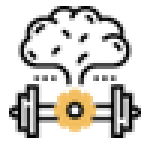
# NEUROPLASTICITY



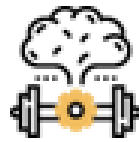
- Neuroplasticity is the brains ability to **change** and **adapt**.
- It refers to **physiological** changes in the brain that happen as the **result of our interactions** with our **environment**.
- From the time we're born to the time we die, the connections between cells in our brains reorganise in **response to our changing needs**.

# EXERCISE:

QUALIFY



Brain Exercise



S	I	F	R	C	F	A	H	G	G	M	D	P	Q	Y
O	N	N	M	U	T	E	N	T	O	R	O	U	T	X
F	L	J	T	X	O	I	E	T	K	S	K	I	L	B
T	P	Y	Q	E	H	I	I	D	I	X	C	W	E	X
S	P	W	H	C	L	V	V	T	B	I	X	T	A	S
K	E	C	A	T	A	L	I	A	T	A	R	S	R	U
I	W	O	A	T	A	V	I	S	H	O	C	F	N	O
L	C	Y	I	R	E	P	A	G	P	E	Q	K	I	I
L	O	O	X	X	E	L	M	P	E	C	B	I	N	C







# REFLECTION AND LEARNING LOG

# IMPORTANCE OF BEING REFLECTIVE – FOR PRACTITIONERS



- Reflection allows you to grow and to assess how you could do things differently next time
- It allows you to grow in confidence and to address any changes you need to make and can be applied to your professional life and your personal life.
- Reflective practice is very important in the teaching and nursing professions and is becoming increasingly important in many other professions too, especially those offering support to others.

# IMPORTANCE OF BEING REFLECTIVE – FOR LONG-TERM UNEMPLOYED



- Many people who go to the job centre report having to keep a job log, which is more a list of jobs they have applied for. This is done without any real reflection on what happened, how they applied for a job, their feelings regarding the job, their confidence with regards to the application, interview etc.
- Using reflection allows you to grow and to assess how you could do things differently next time.
- It allows you to grow in confidence and to address any changes you need to make and can be applied to your work life and your personal life.



**THINK > REFLECT > ACT**



# LEARNING LOG



- An independent record of your own learning
- The Learning or Job Log can produce positive changes associated with self reflection
- It helps you become more aware of how you learn and achieve changes



# **ACTION PLANNING**

## **– WHY SET GOALS?**



Studies show that those with specific and written goals are more likely to achieve their goals.

You can not hit a target you do not have!





# HOW GOOD IS YOUR SETTING?

GOAL-QUALIFY

## Self-Assessment: How Good is Your Goal-Setting?



WEEK 1: Handout \_ – How Good is Your Goal-Setting

### How Good Is Your Goal-Setting?

Think back to a time when you set yourself a goal but didn't achieve it. Perhaps you planned to get fitter or learn a new language.

You probably felt frustrated when you realised that you'd failed. But did you reflect on what went wrong, and think about how you could improve next time?

If you repeatedly miss the targets that you've set yourself at work, you may find that your career begins to stall. For example, if you keep failing to develop new skills, other team members might get promoted ahead of you. And if you become known as someone who sets goals but doesn't achieve them, this can affect your professional reputation.

Take the short quiz to explore your goal-setting approach, and to learn about some of the obstacles that can get in your way.

		Not at all	Rarely	Some-times	Often	Very often
1	I set lots of goals in the hope that I will achieve some of them.					
2	I find that my targets are too ambitious.					



S



Specific

M



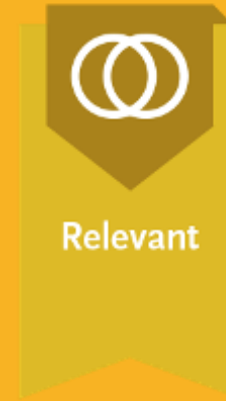
Measurable

A



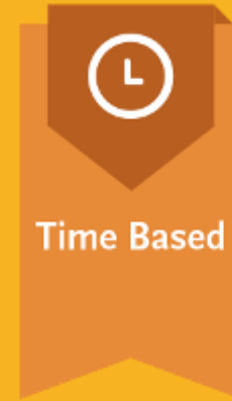
Attainable

R



Relevant

T



Time Based

# SMART GOAL-SETTING

# SMART GOALS - SPECIFIC



- A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:
- **Who:** Who is involved?
- **What:** What do I want to accomplish?
- **Where:** Identify a location.
- **When:** Establish a time frame.
- **Which:** Identify requirements and constraints.
- **Why:** Specific reasons, purpose or benefits of accomplishing the goal.
- **Example:** A general goal would be, “Lose weight.” But a specific goal would be, “Join a health club and workout 3 days a week.”



# SMART GOALS - MEASURABLE



- Establish **concrete criteria** for measuring progress toward the attainment of each goal you set.
- To determine if your goal is measurable, ask questions such as...
  - How much? How many?
  - How will I know when it is accomplished?
- **Example:** Not just “lose weight” but “lose 1 stone in weight”.



# SMART GOALS – ATTAINABLE



- Setting ourselves unattainable goals, is setting ourselves up for failure!
- You can attain almost any goal you set when you:
  - Plan your steps wisely
  - Establish realistic aims that allow you to move towards the overall goal
- **Example:** “I will lose 3lbs each week” instead of “I will lose 1 stone by next week”





# SMART GOALS - RELEVANT



- To be relevant a goal must be something you are *willing* and *able* to work towards.
- **Example:** “I want to lose weight so I will be able to run and play with my children in the park”

IF IT IS IMPORTANT  
TO YOU, YOU WILL  
FIND A WAY.

IF NOT  
YOU'LL FIND  
AN EXCUSE

# SMART GOALS – TIME-BASED



- A goal should be grounded within a time frame.
  - With no time frame tied to it there's no sense of urgency.
- Your goal is probably realistic if you truly *believe* that it can be accomplished.
  - Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.
- **Example:** "I will lose 1 stone in the next 6 months"



# QUESTIONS TO MAKE YOUR GOALS SMART



- **Begin by asking yourself:** – “How is it possible that I have not achieved this yet?”
- **Stated in the positive** – “What specifically do you want?”
- **Specify present situation** – “Where are you now in relation to the outcome?”
- **Specify outcome** – “What will you see, hear, feel, etc... when you have achieved this?”
- **Specific evidence procedure** – “How will you know when you have achieved this?”
- **Is it desirable?** – “What will this outcome get for you or allow you to do?”

# QUESTIONS TO MAKE YOUR GOALS SMART



- **Is it self-initiated and self-maintained?** – “Is it only for you?”
- **Is it appropriately contextualised?** – “Where, when, how, and with whom do you want to achieve this?”
- **What resources are needed?** – “What do you have now, and what do you need to get your outcome?”, “Have you ever had or done this before?”, “Do you know anyone who has?”
- **Other** – “For what purpose do you want this?”, “What will you gain (or lose) if you have it?”, “What will happen when you get it?”, “What won’t happen when you get it?”, “What will happen if you don’t get it?”, “What won’t happen if you don’t get it?”




# YOUR SMART GOALS



Fill in your goals in a SMART format



WEEK 1: Handout 7 – SMART Goal-Setting

SMART Goal-Setting

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
GOALS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>S</b>	Specific	<ul style="list-style-type: none"><li>•What do I want to accomplish?</li><li>•Why do I want to accomplish this?</li><li>•What are the requirements?</li><li>•What are the constraints?</li></ul>	
<b>M</b>	Measurable	<ul style="list-style-type: none"><li>•How will I measure my progress?</li><li>•How will I know when the goal is accomplished?</li></ul>	

QUALIFY

# PUTTING INTO PRACTICE



# PUTTING INTO PRACTICE

## GROUP DISCUSSION:

How could you use some of the tools discussed with your clients?



# **HOMEWORK**

QUALIFY

Think about how you could use some of the tips and tricks and share with the group at the next section.





# EVALUATION

QUALIFY

- Please fill in Session Evaluation Form
- This helps us know what works, and what doesn't and helps us improve the course for future learners.



# NEXT WEEK



- **WEEK 2: Motivation, Learning to Learn and Action Learning**
- **When: 15<sup>th</sup> November**
- **Where: Inova Consultancy Training room**  
– same time