

Emotional intelligence and conflict management





Emotional intelligence and conflict management

An international ERASMUS+ Training course

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COUNCIL**



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NOTE!

The booklet 'Emotional intelligence and conflict management' is a result of the project 'Get Updated: Project for Professional Development of Youth Workers'. The project was realized in two stages. One TC in London about emotional intelligence. Second stage was a TC about conflict management and communication in Struga, R.N Macedonia. In this booklet are included part of the methods and activities on the TC.

THANKS TO...

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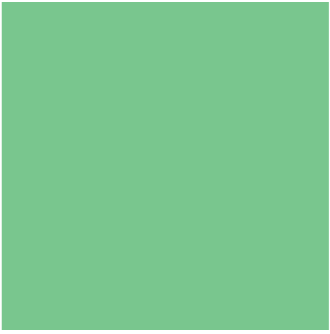


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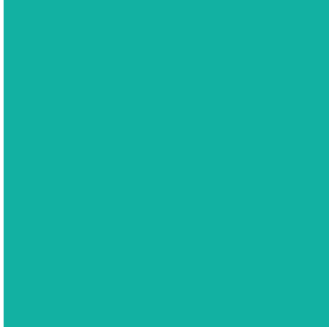
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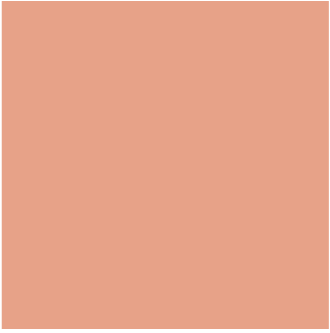
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ABOUT THE PROJECT

In order to ensure high quality of youth activities, it is essential to provide youth workers opportunities for professional development. The project 'Get Updated: Project for Professional Development of Youth Workers' aims at improving the capacities of youth workers in the following key areas – emotional intelligence, conflict management and communication – enhancing in this way the competencies that youth workers need to have in order to be able to adequately respond to the needs and interests of young people and fully support their development and active participation in the society. By empowering youth workers, the project will contribute to developing the quality of activities delivered by youth organizations and quality of support systems for youth activities.



PROJECT OBJECTIVES

- Reflecting on necessary competencies of youth workers in the areas of emotional intelligence, conflict management and communication;
- Experiencing methods and techniques to increase competencies in the areas of emotional intelligence, conflict management and communication;
- Supporting participants in mastering experienced techniques and methods and transferring these methods and techniques to their work with young people, including young people with fewer opportunities;
- Exploring online tools and resources available for professional development of youth workers;
- Promoting the exchange of good practices in the area of professional development of youth workers;
- Providing space to work on development of new ideas addressing the need of professional development of youth work with support of the Erasmus + Programme



PROJECT SUMMARY & OBJECTIVES

LEARNING OUTCOMES

- o Gain better understanding of themselves and be able to identify their strong sides and sides to be improved;
- o Increase knowledge on key terms, approaches in the areas of emotional intelligence, conflict management and communication in framework of youth work;
- o Get to know methods and techniques designed to increase competencies in the key three areas and be able to transfer these methods and techniques to their work with young people;
- o Get to know several online tools and resources supporting professional development of youth workers;
- o Raise their knowledge of good practices in other participant's countries related to covered areas;
- o Strengthen their knowledge of Erasmus + Programme, Key Action 1 and have an opportunity to develop new project proposals and increase their project writing skills;
- o Develop competences such as presentation, facilitation, problem solving or working in mixintercultural environment;
- o Become motivated to work on personal and professional development;
- o Become ready to share lessons learned within their networks and work on improvement of quality of youth work on local, national and international level;
- o Increase their knowledge and understanding of non-formal education, the role and structure of YouthPass.
- o Develop their communication competencies in foreigner language, especially in English, the main communication language of the project;
- o Develop their intercultural competencies and learn about cultures of participating countries;
- o Become more open to work in intercultural team in cooperation with people coming from different countries and cultures;
- o Increase series of ICT skills especially during working on media content (blog posts, video interviews) and preparation and realization follow up activities;
- o Increase their sense of initiative and civic engagement;
- o Become motivated to work on development of new project and initiatives, including future projects implemented with support of Erasmus + Programme addressing the need of professional and personal development of youth workers;
- o Have better knowledge of project management of youth projects, of Erasmus + Programme and its key actions.

Workshop n° 1: BEST BOSS / WORST BOSS

A
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M To highlight the connection between our emotions and our everyday performance.

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Take two blank flip charts. Write a large heading for each. Chart one: "Best boss" and chart two: "Worst boss."

Place the two flip charts side-by-side and divide each chart into 3 columns with the following 3 headings: Characteristics, Feelings, Actions

Ask the whole group to brainstorm the characteristics of the "Best Boss". It can be characteristics of a boss they worked with in the past or characteristics of a boss they wish to work with. Stress that in this case, the term "boss" does not refer to a person that commands in a company exclusively, but it can also refer to any person that has had the role of a leader in different sorts of environments (youth association, school, etc.).

Ask the question: What would be the characteristics to describe the "Best Boss"? Encourage everyone in the group to participate and write down their ideas on the "Best Boss" Chart under the characteristics column.

Look for Characteristics like: Easygoing, flexible, authentic, open minded, supportive, gives credit for success, cares about my development, respectful, has high integrity, creative, accessible, inspiring, compassionate, sincere, organized....

Tell the group to move to the other "Worst Boss" chart and now think about the characteristics of the worst boss they ever had or the characteristics of a boss you would not want to work for. Write down their ideas on the "Worst Boss" chart under the characteristics column.

Look for: Judgmental, bad communication skills, unavailable, micromanager, inflexible, negative, unapproachable, insensitive, self-centered, controlling, micromanager, indecisive, dishonest, demanding, irresponsible....

Tell the group: Now let's go back to the "Best Boss", let's think of how it would feel like working with this super boss. Imagine it's the beginning of the week and you're going to work to find a supportive, energetic, appreciative easy-going boss who listens and cares about your development.

Encourage everyone to share their ideas and write them under the "Best Boss" chart under the feelings column and

look for: I feel happy, excited, energized, confident, appreciated, respected, motivated, independent, empowered.... encourage them to come up with more thoughts and express more feelings.

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WORKSHOPS

Looking for: inspired, focused, encouraged, grateful, committed....

Once everyone finished contributing their ideas, tell them now let's go back to the other chart the "Worst Boss" chart and think of how you would feel if you were working for a manager who is judgmental, inflexible, self-centered, micromanager, clueless, unappreciative, demanding, blaming...etc. think of how you would feel if you had to deal with such a boss on a daily basis.

Look for: Frustrated, stressed, stuck and trapped, depressed, annoyed, incompetent, worthless, sneaky, hopeless, negative...etc.

Encourage participants to think of as many feelings and emotions they would have if they were in that situation.

Staying on the same chart "Worst Boss" ask participants to imagine they are going to work on Monday morning and they demoralized and experiencing all these negative feelings of being frustrated, trapped, stressed. Not only on Monday, but you continue to feel worthless, stuck, unproductive, defensive, hopeless, abused and stagnant on Tuesday and Wednesday and even Friday

afternoon. What would that cause you to do or not do? Try to be as specific as possible.

Encourage everyone to join in and share their ideas and **look for things like:** Take as little risk as possible, keep my mouth shut in meetings, don't offer any ideas or opinions, call in sick, look for another job, try to leave work as early as I can, treat internal and external customers poorly, be defensive...etc.

Once the group runs out of ideas and you have written them all down under the Actions column, tell participants that now let's move back one final time to the "Best Boss" Chart and your honest, caring and supportive boss who constantly gives you credit for your effort and appreciates the kind of work you do and cares about your development. You will most certainly feel inspired and motivated to do your best on Monday morning as well as Friday afternoon so what does that make you want to do or not do?

Look for: Work harder, stay late, come in early, stay with the company, look for ways to improve and excel, deliver more, volunteer, treat others well, speak well about the company, have a positive atti-

tude...etc.

Once the group has finished listing their high-performance actions they would do or not do on the "Best Boss" chart and you listed them on the last column (Actions), congratulate them and highlight that they have just made the case for why emotional intelligence is so important in the workplace.

Ask: So, what did we learn from this activity? Encourage everyone to participate and share their thoughts about what they learned from the activity. Thank them for their ideas.

Look for: It's important to recognize from this activity that, other people's behavior can definitely influence your feelings.

Another lesson we can learn from this activity is that the way you feel influences your performance.

Elaborate further: From the discussions in the activity it was very clear that emotions and feelings do affect our performance. In fact, if you think about your own energy and motivation level, you'll recognize that, whether at home or at work, certain moods often dictate your pace, enthusiasm, and interactions with others. Nothing motivates us to clean the house or cook quite as much as the

anticipated arrival of a welcome guest. What may have seemed like a chore in one state of mind suddenly becomes fun in another. The same holds true at work. If I'm feeling overwhelmed or defeated, a simple task may seem insurmountable. When my mood is lighter, I can breeze through the same task and even much more difficult ones without even noticing.

A third lesson we can pick from the activity if we take the first two lessons a step further, is that behaviors, especially those of the leader, will have a direct effect on performance. Work performance on and beyond the job is directly affected by loyalty to one's supervisor. Employees often don't leave companies, they leave bosses. Bosses with high intellect and advanced emotional intelligence open up an avenue of success for their teams and their companies by attracting and keeping the most talented employees.

Make the point: To boil it all down to one statement: emotional intelligence is highly correlated with performance, and since we are all in the business of performance improvement, we all need to focus on emotional intelligence.

Workshop n°2: DISCUSSING CHALLENGES AND SIGNS OF LOW EMOTIONAL INTELLIGENCE

- A** - To identify the challenges that the participants face in their work and working environments with regard to recognizing, understanding, expressing and managing one's own and the emotions of others
- I**
- M** - To identify signs of low emotional intelligence at the work place.

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Explain to the participants that they will discuss about what challenges they face in their work environment with regard to recognizing, understanding, expressing and managing their and the emotions of others.

Divide the participants in 6 groups, and give each group a task to discuss one of the following questions:

1. **Can an upset colleague find a compassionate ear?**
2. **Do people listen to each other in meetings?**
3. **Do people express themselves openly?**
4. **Are changes accepted well?**
5. **Do people have the freedom to be creative?**
6. **Do people meet out of work time?**

After they finish their discussion, in a plenary discussion, each group shares the key points of their discussion that they had in their groups. Conclusions to which discussing each question can be directed can be:

1. If she doesn't even notice the moodiness, ignores the employee, exacerbates the bad mood, or criticizes the employee and tells them to "snap out of it," she probably has low EI/EQ. If, on the other hand, she notices that something's up, offers her employee compassion and understanding, and tries to cheer the employee up or distract them from their woes, that's a great indicator that she has high EI/EQ.

2. Unfortunately, not all meetings are positive and productive; sometimes meetings can devolve into everyone talking at once, no one offering any input at all, or-worst of all-shouting and heated arguments.

If an employee contributes to any of the above in a meeting, he is displaying low emotional intelligence. If he allows others to have their say, listens attentively and refrains from interrupting others, and gently but effectively keeps everyone on task, he is probably high in EI/EQ.

3. A person who is comfortable speaking up about things that are impor-

tant, and is just as comfortable listening to others talk about their own opinions, is showing high workplace EI/EQ. She is probably also adept at expressing her own emotions in an appropriate way and accepting of others who express their own emotions.

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4. If a workplace is generally high in emotional intelligence, it likely handles change well. Change initiatives are probably taken seriously and carried out in earnest.

On the flip side, workplaces with low emotional intelligence are resistant to change, fail to put in the effort necessary to make change initiatives succeed, or even actively sabotage them. Additionally, poorly thought-out initiatives indicate that the management team is low in EI/EQ and does not understand how their proposed changes will affect their employees.

5. Workplaces that make their employees stick to strict policies and procedures (again, when there is no need for such strictness) are low in EI/EQ. Not un-

derstanding the value of creativity and the need employees have to be imaginative and invested in their work is a hallmark of low EI.

6. Finally, a good sign of emotional intelligence in the workplace is when organization members meet outside of the workplace. Organizations where employees enjoy happy hours, having lunch together, or other social activities indicates that there is a high level of EI/EQ present.

Workplaces that don't feature such strong bonds and those in which employees do not spend any non-working time together are likely low in EI/EQ. When people are emotionally intelligent, they tend to get along and see the value in investing their time and energy into workplace relationships, but people low in EI/EQ are generally not interested in building quality relationships with their peers.

These challenges can be addressed in upcoming workshops in a training course, serving as a basis on which the training course can be built on.

Workshop n°3: Forum Theater

A To examine ways of managing other
I people's emotions and improving one's
M emotional intelligence through theater.

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The session is divided into three stages:

1. Warm up

Short warm ups aimed at helping the participants feel comfortable with each other, and with expressing emotions in front of each other, as having this kind of atmosphere, safe environment and trust is crucial when the participants will later be asked to present parts of their personality and motions:

- The participants stand in a circle and are asked to turn to their right and put their hands on the shoulders of the persons in front of them. Then, they are asked to massage this person for a minute. The same action is repeated by asking them to turn to their left. (2 min)

- Participants are divided into smaller groups and form small "trust" circles, with one participant of each group standing in the middle of the circle. S/he is asked to close eyes, fold hands, relax, and slowly start leaning to one side, and the friends around in the circle need to gently push her/him from one side to another to prevent her from falling on the ground. The person in the middle of the circle needs to trust their friends that they won't let her/him fall down.

Several participants change turns in standing in the middle of the circle. (5 min)

2. Introduction

A series of short theater exercises aimed at bringing the participants closer to the focus of the session:

- **The facilitator** places 6 pieces of paper in the corners of the room, and each paper has a word of emotion written on it: anger, disgust, fear, happiness, sadness, and surprise.

The participants are asked to choose one piece of paper where they need to go and let themselves go deep into the emotion written there and show/demonstrate it visually, like a statue, and without speaking.

Discussion why they chose to demonstrate that emotion. (5 min)

- **Image theater:** The participants are divided into four groups and given by the facilitator a piece of paper with a word written on it.

Then the participants have few minutes to prepare and together make a still image/sculpture of that word, and the other groups need to guess the word (possible words: (1 round) confusion, affection, satisfaction, dissatisfaction, depression (2 round) euphoria, indifference, pain, shame, pride. (15 min)

- As a continuation of the previous exercise, the facilitator asks few participants

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of the "Pride" image to stay as they are, demonstrating pride, and explains that now s/he is going to say different words, and that the rest of the participants are invited to join the "Pride" image in order to demonstrate the new word.

For example, the facilitator says the word "smile", and a participant positions himself/herself in the image making a sculpture of a person smiling. Whenever the facilitator says a word, a participant needs to join the image and demonstrate that word.

Other words announced by the facilitator: help, domination, loneliness, aggression, bravery, panic, guilt, freedom, power, fear, authority, self-confidence, curiosity, love, pleasure, friendship, life. (5 min)

- **Modelling:** One person has the task to arrange the participants in a way to make a sculpture representing oppression – bullying at school. This is the REAL image. Then the facilitator asks the participants within the image to change so that the oppression is gone, creating an IDEAL image.

Finally, the facilitator asks them to repeat the change again, but this time it needs to be a slow-motion transition from REAL image to IDEAL image. The audience may suggest things in order to make the transition as realistic as possible.

3. Performance

The facilitator explains to the group that s/he will set up an improvised Forum theater. Asks for 3 volunteers to take the roles of a protagonist, antagonist and accompanying character. Explains that the facilitator will be the Joker and the rest of the group will be the audience. Informs the group that the scene is a room in a youth center. Briefs the volunteers as follows, and then ask them to improvise the scenes:

• **First scene:** The protagonist and his friend (the accompanying character) play table football, and at one moment the protagonist unintentionally breaks the table football. The youth worker (the antagonist) in charge comes to them and starts yelling, blames the protagonist for the damage and expels them from the youth center. The protagonist tries to defend himself a bit, but the youth worker doesn't want to hear.

• **Second scene:** 3 days later, the protagonist and his friend return to the youth center. But the youth worker is standing at the entrance and doesn't allow the two to enter, saying that he doesn't want to see more problems and broken things inside, displaying inappropriate behavior toward the protagonist (e.g. invasion of personal space, various forms of intimi-

dation and acting in offensive way). The protagonist starts an argument with the youth worker, while the friend is silent.

Once the improvisation of the scenes is finished, the joker says to the audience we will do this again, and if you would do something different than what the protagonist (not the antagonists) is doing, stand up and yell stop. The protagonist will then sit down and the audience member is invited forward to show their solution to the moment and to continue improvising in order to improve the situation. The Joker continues to invite interventions from the audience, discussing the impact of each intervention with the group, until the audience consensus is that the situation has improved. If any of the interventions are beyond the boundaries of reality (e.g., a person magically produces a phone or something quite unrealistic happens, the Joker, or a member of the audience, can call "Magic". If the rest of the audience agrees that the intervention was "Magic", the person intervening must find an alternative approach.

Once the intervention is performed, the audience invariably applauds, and the Joker, in the stage of reflection, invites the audience to discuss the proposed solution, and to offer even more solutions.

Reflection: Before the reflection questions, the facilitator reminds the participants that we are not trying to find only one answer.

- What is the desire/will of the antagonist?
- What is the desire/will of the protagonist?
- Can this happen in the real life?
- What could the protagonist have done differently?
- What do other people in the scene think?
- What can be done to change the situation?
- What can you do in your own life to help ensure you will not be in the same situation as the main character in this performance? What advice would you give your own friends or family faced with a similar situation?
- What is at the root of the problem/oppression?
- What part of the system is supporting the problem/oppression? The state, law, institutions or rules of society?
- Oppression produces a myriad of powerful emotions, in which part were the emotions most intense?
- If you could choose one word of some emotion to describe this session, what would it be?

Workshop n°4: Diary

A The aim of the task is the participant to become
I aware of their own needs, emotions and the
M most comfortable place for themselves.

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At the beginning of the project give a piece of paper to the participants with questions about the day (cf. Annex 1). The purpose of this paper is to be diary and personal. It is up to the participants if they want to share this diary at the end of the project with the facilitators or not. Every day after the sessions ends, in the free time participants should answer the

question on the paper

You can find an example of the diary paper can be found in Annex 1.

At the end of the project, ask participants to read their dairies and understand the needs behind the emotions and the most comfortable position in which they are sitting writing the diary.

Workshop n°5: Who is the most important person in your life?

A The aim of the task is the participant to become
I self-aware about themselves. That they are the
M person that matters most in their life.

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Inform the participants that this will be a tough task for them. Next, ask them to calm and take a breath deeply.

Ask them to think about the most important person in their life? When they will have the answer ask them to write it down on a piece of paper. Next, ask the participants to write down why this person is the most important in their life.

Now, after all the participants are done

with the answers explain that now they will reveal to themselves. Each person will be blinded and taken in front of the mirror. The space with the mirror should be quiet and empty. Before entering this space tell to the person that inside will see the most important person in his/her life. After this give the participants time for self-reflection.

Through this activity, participants will understand that the most important person in life is themselves.

Workshop n°6: Role Play

A The aim of the activity is participants to go through mediation process as tool for conflict management.

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Role I: Mediator

The description of the case is as follow: George is against his neighbour Nina, who lives in the flat above his (one floor up). He placed a call to the mediation centre. He declared that Nina plays piano loudly and late in the night. Nina declared that George offended her. Both agreed to visit the mediation centre.

Role II: Nina

You agreed to visit a mediation centre because you want to resolve the conflict with your neighbour, George.

You state that George offends you by knocking at the ceiling (your floor).

By doing that, he interrupts your playing and that is also why some of your vases are broken.

You are angry with him because he does not respect your profession. You are a musician and a teacher. You consider that you have the same professional rights that he has.

Discussion:

Ask the participants:

1. How do they feel about the instruction to do not bring additional and/ or new details into your role?
2. What is the role of the mediator?
3. What are the phases that they have been through?

Please, do not bring additional and/ or new details into your role.

Role III: George

You are nervous because of your neighbour's behaviour, Nina, who lives in the flat above yours. Every morning you must go to work, and therefore you need to have good sleep at night. She plays her favourite music loudly all night long and thus forces you to listen to it.

You are angry with her. You think, that when you knock at her floor (your ceiling) with a stick, you communicate your negative emotions quite clearly.

You think your protest was ignored, because nothing has changed in her behaviour.

You gave a call to the mediation centre in order to make an appointment. You want to visit the centre and resolve this conflict. You may choose any profession. Please, do not bring additional and/ or new details into your role.



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Date: _____

1. How do you feel today ? Did you experience something new? What was it?

2. What triggered your emotions?

3. Describe the place and your seating position writing this piece of paper.



ANNEXS

Annex 2: Emotional Intelligence Test

The following two questions determine your emotional reactions.

1. When criticized, I:

- A. Ignore the criticism
- B. Listen and learn
- C. Become defensive
- D. Get angry

Give yourself 3 points for A, 4 for B, 2 for C, & 1 for D.

2. In a difficult situation, I:

- A. Get scared
- B. Retreat if possible
- C. Maintain a positive attitude
- D. Let others take the lead

Give yourself 1 point for A, 2 for B, 4 for C, and 3 for D.

Your score for this section: _____

Responses

When faced with situations, we react emotionally.

3. When pursuing a goal, I am able to manage anxiety, anger, fear, and stress.

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree

4. I am able to use feedback and criticism to grow personally and professionally.

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree

5. I maintain a sense of humor at appropriate times and in appropriate places, without using sarcasm or hurting the feelings of others.

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree

6. I am able to see things from another person's perspective.

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree

7. I recognize how my behavior affects others emotionally.

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree

8. When I have a complaint, I am capable of expressing it properly.

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree

9. I listen to others with patience and understanding.

- A. Strongly Disagree
- B. Disagree
- C. Neither Agree nor Disagree
- D. Agree

Give yourself 1 point for each A, 2 points for each B, and 3 points for each C, and 4 points for each D.

Your score for this section: _____

When presented with a situation, we can describe our emotional reaction. The following questions help you do so.

10. I have a great deal of discipline and I am self-motivated.

- A. Never
- B. Sometimes
- C. Often
- D. Always

11. In stressful situations, I do not get irritated easily and I am able to contain my emotions.

- A. Never
- B. Sometimes
- C. Often
- D. Always

12. Even if I believe I am right about something, I make an effort to listen to other people's viewpoints.

- A. Never
- B. Sometimes
- C. Often
- D. Always

Give yourself 1 point for each A, 2 points for each B, 3 points for each C, and 4 points for each D.

Your score for this section: _____

Situations

Now we are going to look at some situations and determine how you would react.

13. Two of your friends are having an argument. Your response is to . . .

- A. Try to help each one understand the other's one's point of view
- B. Avoid both of your friends until they quit fighting
- C. Choose a side and bad-mouth the other person
- D. Let both of them vent their emotions to you

14. Your friend tells you her mother has died. Your response is to . . .

- A. Allow your friend to express her emotions and offer your support
- B. Convince your friend to go out somewhere with some friends to get her mind off of her loss
- C. Give your friend some time alone
- D. Spend time with her, but avoid talking about her loss

15. You are faced with an unpleasant task. Your response is to . . .

- A. Make a plan and work on the task a bit each day
- B. Put completion of the task off until the last minute
- C. Get the task over with as soon as possible
- D. Not do the task at all

16. You find yourself involved in a heated discussion. Your response is to . . .

- A. Ask for a short break before resuming the discussion
- B. Give in and apologize because you want to end the argument
- C. Insult the other person
- D. Get quiet and stop responding to the other person

17. Although you work hard on an assignment, you get a bad grade. Your response is to . . .

- A. Think about ways you could have improved your work and received a better grade
- B. Confront the teacher, asking for a better grade
- C. Feel disappointed and criticize your own work
- D. Decide the class is stupid and stop putting working hard on assignments

18. Your friend at work has an annoying habit. Every day it seems more annoying and worse. Your response is to . . .

- A. Tell your friend about her annoying habit and why it bothers you
- B. Make a complaint to her supervisor
- C. Talk about your coworker's annoying habit to others
- D. Suffer silently

19. You are already involved in many tasks and projects and feel overworked when your boss assigns you big new project. You feel . . .

- A. Worried that you will never get all the work done
- B. Completely overwhelmed by the task before you
- C. Angry at your boss because he has not noticed how overworked you are
- D. Deeply depressed and sure you will never finish it all

Give yourself 4 points for each A, 3 points for each B, 2 points for each C, and 1 point for each D.

20. You work hard on a project and the person with whom you are working publically takes credit for work you did. Your response is to . . .

- A. Immediately and publicly confront the person about the ownership of the work
- B. Take the person aside and tell them you want them to credit you when talking about your work
- C. After the person finishes speaking, thank her immediately for sharing your work and then give the group more details
- D. Do nothing

Give yourself 2 points for A, 3 points for B, 1 point for C, and 4 points for D.

Your score for this section: _____

Now add up all of your points to see how high your emotional intelligence is. Put your score here _____.

Results

If your score is between 40 and 48:

Your emotional intelligence is a bit low. You probably struggle to manage your emotions in high pressure situations or when you get angry. You have some work to do to improve. Begin by trying to express your emotions after you are calm. Our section on developing your emotional intelligence will help you a great deal.

If your score is between 48 and 60:

You fall in the middle range when it comes to your emotional intelligence. Although you are responding appropriately in most situations, you still find yourself losing it sometimes. You also get impatient with others and are sometimes uncomfortable in emotional situations. Don't worry. Our section on developing your emotional intelligence will help you reach a high level.

If your score is between 60 and 68:

Although you score relatively high, you do have room for improvement. Watch the reactions of others to determine when you are using your emotional intelligence effectively and when you are not. Objectively looking at social and personal situations where emotions run high and analyzing your success will help you improve your already high emotional intelligence even more.

If your score is between 68 and 80:

You have extremely high emotional intelligence. You are skilled at understanding, interpreting, and acting appropriately upon your emotions and those of others. You deal effectively with emotional and social situations and conflicts, and express your feelings without hurting the feeling of others.

Source: Emotional Intelligence Test. 10.04.2019. <https://icebreakerideas.com/emotional-intelligence-test/>



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