

**Program Title:**

Breathe in, breathe out: Elevating personal and social mindfulness through emotional intelligence

**Abstract:**

Emotions are natural elements of our lives, they manifest differently in every person, and it is completely normal to feel what we feel. Emotional Intelligence (EQ) is defined as the ability to recognize and be mindful of emotions, in order to better manage yourself and your relationships with others (Bradberry & Greaves, 2009). Emotions can elevate your craft, or they can set you back if you're not careful; by understanding how these wide range of feelings can manifest within one's own self and in others, a deeper sense of mindfulness can be gained on how to navigate emotion in the work place and throughout student leadership.

**Learning Objectives:**

As a result of this program/training, participants will be able to

- Reflect on how they personally approach different emotions, how they use them to their advantage, or if there are areas that could benefit from improvement
- Reflect on how emotions can influence a wide variety of behaviors, and shape the environment that one engages in
- Gain an increased awareness of how emotions can manifest differently in others, and how that can be an important aspect of one's identity
- Consider different management approaches to help them work through different feelings and process them more effectively

**Intended Facilitators:**

Full-Time Staff and/or Graduate Students

**Intended Audience:**

- Full-Time Staff
- Graduate Students
- Student Leaders

**Materials**

- Index cards
- Handout 1 (See Appendix for image)
- List of scenarios and guiding questions
- Snacks and/or refreshments (optional)
- Open space where walking can occur, and a fun item (chair, stuffed animal, etc.)

**Additional Resources:**

- 1) Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. San Diego, CA: TalentSmart.
- 2) Ted Talk by Travis Bradberry, co-author of Emotional Intelligence 2.0
  - a. <https://youtu.be/auXNnTmhHsk>

*Note: The goal of this program isn't just to reflect on emotional intelligence, but it is also to pass down this knowledge/concept onto others. This is a program that is intended to be replicated and reproduced so that this concept can continue to be reflected on throughout various areas of leadership and in student development. This is a program that can spark curiosity, ongoing thoughts, and opportunities to reflect outside of this space.*

## Program Description

### 1. Presenter(s) Introduction: 5 minutes

The presenter(s) will use this time to introduce themselves and the presentation at hand. The presenter(s) will share the program abstract, learning objectives, and then ask the group what they expect to receive from this program. Participants will write their thoughts on one side of an index card, and then turn that card over for the remainder of the program. The presenter(s) will share the next section in their own words

### 2. Supporting Framework - Challenge & Support Theory: 5 minutes

Nevitt Sanford's Challenge and Support Theory (1966) states that optimal learning experiences occur when students are met with challenges in which they have ideal support that helps them balance things out. If an environment/situation presents too much challenge, students may escape from it and/or not be able to ideally adapt to it. If there is too little challenge (or too much support and not enough challenge), then students may feel safe/satisfied with where they are at and their learning remains stagnant. Having a healthy balance of both elements can create ideal conditions for students to experience maximum growth; the activity that participants will engage in shortly will give them a space to identify situations that they feel comfortable with, or challenged by.

### 3. Scenario Activity: 15 – 20 minutes

The fun item will be placed in the center of the given room and will serve as a measure of comfort for the activity. Scenarios will be read out loud, and students will be asked to spread across the room to indicate how comfortable they feel with the scenario. The closer they place themselves to the fun item in the center, the more comfortable they feel. The farther away from the item, the more hesitant they would be with the scenario.

Scenarios can be written in a way that connects best with the audience that is present. A group that works in Housing & Residential Life can have scenarios that pertain to working in the building, while a group in campus activities can have something related to disagreements with co-workers in planning a movie screening for example. Students will be invited to share their own made-up scenarios during the activity (as long as they are appropriate for the program), so that they can feel more connected to the activity.

Students will be asked guiding questions that help them process the scenario (this is something that facilitators can create based on their audience). Examples include:

- Tell me why you placed yourself where you are?
- What emotions, thoughts, or concerns come with this scenario?
- What approaches would you take in order to process your emotions (if needed)?
- How would you approach the situation, given the emotions that one might be feeling?

### 4. Reflection: 15 – 20 minutes

Participants will revisit the index card that they used at the beginning of the program, to write down their main takeaways from this activity on the back of it. Students will then break off into small groups (2-4) to share their experience, and then come back to the larger group to share. The presenter(s) can use these index cards as assessment, and they can use the responses that students share to build on ideas. The presenter(s) should aim to connect the statements that are made, to the functional area that they are serving in and how it all can tie into the development of students. Presenter(s) will share Handout 1 (see Appendix) to help students visualize how emotional intelligence “branches” off into different areas.

## Appendix



*Emotional intelligence is  
the foundation for critical skills.*

**Handout 1:** Picture of a tree that shows EQ as the tree's foundation (trunk), and how that supports the various skills that go into the workplace and in leadership (visualized by leaves).

### Reference

Talentsmart. (n.d.). About Emotional Intelligence. Retrieved from  
<https://www.talentsmart.com/about/emotional-intelligence.php>.