

## Emotional Intelligence

### Self-Assessment

The Five Pillars of Emotional Intelligence	Ratings
<b>Self-Awareness</b>   Describes your ability to not only understand your strengths and weaknesses, but to recognize your emotions and their effect on you and others.	1 2 3 4 5
<b>Self-Regulation</b>   Refers to the ability to manage your emotions, particularly in stressful situations, and maintain a positive outlook despite setbacks.	1 2 3 4 5
<b>Motivation</b>   Refers to your ability to inspire both yourself and others to action.	1 2 3 4 5
<b>Empathy</b>   Understanding others feelings and perspectives, which enables you to communicate more effectively.	1 2 3 4 5
<b>Social Skills</b>   Describes the ability to build strong, positive relationships with people and to influence, coach, and mentor others, and resolve conflict effectively.	1 2 3 4 5

### Emotional Intelligence Skills in Action

#### Small Group Discussion:

Which Emotional Intelligence skill do you feel strongest in? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which Emotional Intelligence skill do you want to improve? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Independent Contemplation:

Have you had an experience with support group member or local contact where your emotional intelligence was “off”?

How do you validate emotions and provide reassurance?

## Scenarios

### Scenario 1 – Self-Awareness and Empathy

Brenda is among several other members who share similar experiences. Brenda raises her hand, her voice already sounding strained from the effort. "I just... I can't take it anymore," she begins, her voice cracking. "It's like I'm yelling into a void. Nobody listens to me, and even when they do, they don't understand. I try to explain, but my voice just doesn't carry. It's like I'm always the one having to repeat myself, to explain what I mean, even when it seems obvious." A few others in the group nod in agreement, sharing similar experiences. Brenda continues, "My boss thinks I'm lazy, that I'm not focused on the job. He doesn't understand that my voice makes it hard for me to talk for long periods of time. And then there's my social life. Friends are constantly interrupting me, or not listening when I'm talking. I feel so isolated. It's like I'm invisible, and people just don't see me." Sarah's tears begin to well up, and she struggles to speak, her voice becoming hoarse.

### Scenario 2 – Social Skills and Self-Regulation

In a support group meeting, a participant named Sarah, struggling with a hoarse and weak voice, repeatedly interrupts others and dominates the conversation. Her dominant behavior overshadows the experiences of other members who have developed their own coping strategies. Sarah insists on sharing her experiences and opinions regardless of whether other members are speaking. She interrupts other members to assert her own perspective, even when they have already voiced their feelings or offered helpful insights. Her voice, though intended to convey a sense of urgency and importance, is often difficult to hear or understand. The support group facilitator, sensing the tension, attempts to redirect the conversation and involve other members, but Sarah continues to interject, making it challenging for the group to connect with each other and share their individual journeys. This creates a sense of frustration and exclusion for the other participants who feel unheard and overlooked.

### Scenario 3 – Self-Awareness and Motivation

In a support group meeting, Kevin, who had been diagnosed with spasmodic dysphonia, nervously sat in the circle, his voice feeling strained and unpredictable. The group facilitator, Ms. Johnson, asked everyone to share their recent challenges and victories. Other members spoke openly about their successes with voice therapy exercises and strategies. Kevin, however, remained silent, avoiding eye contact and fidgeting in his seat. He was afraid of making a sound that wouldn't be "right". Even when the facilitator or other members try to engage him, he refuses to participate.

### Scenario 4 – Empathy and Social Skills

Maria, an Area Contact Leader, picks up a scheduled call with James, a newly diagnosed individual. His voice is breathy, strained, and hesitant—but his frustration is unmistakable. "I don't even recognize myself when I talk," he says early in the conversation. "I used to be a teacher—I loved speaking. I was the kind of person who could hold a room. Now I avoid even ordering coffee. I hate how people lean in and squint like I'm a puzzle." Maria listens quietly and tries to offer reassurance. But as she gently suggests resources and support options, James interrupts. "Please don't tell me to join a group," he snaps. "I'm not interested in sitting in a circle talking about how broken I feel. And no offense, but you don't get it. Unless you've lost your voice in front of thirty teenagers and had to leave your job, you don't understand."

### Scenario 5 – Self-Regulation and Motivation

Diane, an Area Contact Leader, checks her inbox after a long day and sees a message from Kevin, someone she spoke with during a recent outreach call. The subject line reads: "Feedback." She clicks it open and reads: "Frankly, I felt like you didn't care. You were dismissive, and it seemed like you had something better to do. I don't think this organization is for people like me—maybe you just help the ones you already know." Diane's heart races. She replays the call in her mind: she remembered being polite, offering information, and trying to wrap up on time because another commitment was looming. Now, though, the words "you didn't care" echo in her head. She immediately starts drafting a reply, her fingers stiff with anger and embarrassment. "I was doing my best," she types. "I didn't deserve this." Then she stops. Her chest feels tight. She deletes the draft but stares at the screen, unsure what to say—if anything.