

# Emotional Monitoring



EMOTIONAL  
INTELLIGENCE



EXERCISE



25-30 MIN



INDIVIDUAL WORK

*To develop self-awareness and self-regulation, conduct emotional monitoring as often as possible. Noticing certain regularities and patterns of action, triggers of emotional reactions, and in particular those that inevitably lead to amygdala hijack, will help you improve your emotional self-awareness. And from there it is only a step away to development of mastery in managing emotions.*

*The strategy of asking yourself questions shifts activity from the amygdala to other parts of the brain, giving you better control. Your Analyst will roll up his sleeves. Consecutive questions allow you to name your emotions, make you aware of intentions and beliefs, and assess the compliance of intentions with actions. Moving on, you will notice patterns and regularities, and you could see all the spanners that you throw in the works. There may even be a "aha!" After collecting all the data, you continue to direct your brain activity towards the goal you want to achieve. The caveman sits quietly.*

## Target

*Achieving self-awareness of your emotions, recognizing, naming and developing the ability to deal with emotions.*

## A word of advice

*Emotional monitoring is worth conducting even several times a day until you identify repeating patterns. As you know from the Emotional Intelligence Module, your patterns are stored in the basal ganglia and are managed by the Autopilot. To change the Autopilot's guidelines and procedures, you need to repeat the exercises frequently to record new habits.*

*It is good to cooperate with another person; thanks to this you will help each other see what you may not notice alone.*

## Author/ Inspired by

*Monika Górska | COEDRO Coaching Education Development (inspired by exercises by Albert Ellis and Reldan S. Nadler)*

### Instructions 1 – Emotional Monitoring

When a difficult situation arises, which inevitably increases the pressure and level of emotions, the first urgent thing to do is to oxygenate the prefrontal cortex of the brain. Take a few deep, full, diaphragmatic breaths, keeping the exhalation slightly longer than the inhalation. Then count to ten to quiet your mind.

Now ask yourself the following questions to get your brain back on track. Wait a few seconds before getting the answer to each of the questions:

1. **What thought is my mind busy with at the moment?**
2. **What do I feel?** (labelling feelings or emotions allows you to better control them)
3. **Where in the body do I feel this emotion/feeling?** Check the sensations felt in the neck, chest, solar plexus, temples, etc. Name these sensations: tension, pressure, tingling, etc.
4. **What triggered these feelings? What are my thoughts and beliefs?** (Turn on dialogue to see which of your beliefs are rational and which are not).
5. **What do I want now?** (You check your real intentions)
6. **How do I harm myself?** (You engage the prefrontal cortex that allows you to learn from your mistakes)
7. **What should I do differently?** (planning, setting goals and insight - the prefrontal cortex is working all the time)

Write down the answer to each question.

### Instructions 2 – Emotional Insight

1. Describe a case where you experienced an amygdala hijack and answer the above questions to better understand what happened to you.
2. To improve your emotional self-awareness and self-control, practice conducting emotional monitoring several times a day and pay attention to observed patterns.
3. Verify your irrational beliefs. Replace them with rational ones.<sup>1</sup>

Write down all your discoveries.

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<sup>1</sup> For example, when X lies to you, your rational belief would be that there are people who cheat, therefore it is worth avoiding them, and it is irrational to say that "X is a villain and life should punish him for it"

# Auto Test of Emotional Intelligence



EMOTIONAL  
INTELLIGENCE



ASSESSMENT



15-20 MIN



INDIVIDUAL WORK

*The following Emotional Intelligence Questionnaire was developed for the volunteer self-assessment. Its aim is to gain a general understanding of what areas require improvement, and what to focus on when working with the pupils. However the skills in recognizing emotions (own and other people's) and managing them can of course be extremely useful also in private, professional and social life. Developing emotional intelligence is one aspect of personal development, and the first step should be analysing the status quo.*

## Target

*Self-diagnosis of strengths and areas for development in the field of emotional intelligence competences.*

## A word of advice

*The study of emotional intelligence can also be carried out with the help of specially developed tests, which are available on the market. One of them is the INTE questionnaire.*

*If you use the questionnaire below, you will have a more complete picture when you compare your self-assessment with the assessment made by people around you. So let's ask them for it.*

## Author/ Inspired by

*Prepared on the basis of questionnaires examining the emotional intelligence index (IE).*

## Instructions

The following test covers several areas of emotional intelligence, the development of which may be particularly helpful in the work of a volunteer.

Assess yourself for each competency by honestly analysing how often you show a given type of behaviour. The proposed scale is a five-point scale and means:

1	2	3	4	5
never	rarely	sometimes	often	always

As you can see, this is not a very precise scale that would allow you to summarize in the form of a thorough index assessment. This simplified self-diagnosis is only to help you find out in which areas you have a high level of competence in the field of emotional intelligence, and which are worth developing. By answering the questions you are answering **YOURSELF**, so the only thing this questionnaire requires from you is absolute honesty. Do not think too long and do not overthink, be guided by intuition and common judgment.

If you want to confirm your self-assessment, ask a colleague, coordinator, or honest friends to make this assessment too, and then compare the results.

Draw conclusions by answering the questions:

1. Which of my strong emotional intelligence competencies are useful in volunteering?
2. Which of the weakest areas is of great importance in the work of a volunteer?
3. If you have other people's ratings look for discrepancies in their judgment and your self-diagnosis. What do you think they come from?
4. What competences do you want to develop in the near future?
5. Which competences are crucial in caring for children with a difficult past? Discuss this with a coordinator from your organisation.

## 1. Self-awareness

In each of the following tables, mark x in the appropriate column. Summarize the points for each column.

<b>Emotional self-awareness</b>	never	rarely	someti mes	often	always
	1	2	3	4	5
I recognize my emotions; I can name them and talk about them openly.					
I accept all my emotions, no matter what they are (unpleasant or pleasant).					
I can listen to my body and know how it expresses emotions such as anger, happiness, sadness, fear, guilt, etc.					
I am aware of how my emotions impact my and others' work results.					

Score in columns					
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Emotional self-awareness – total score  points

<b>Accurate self-image</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>I know my strengths and limitations perfectly.</i>					
<i>I can laugh at myself.</i>					
<i>I have no problem with accepting constructive criticism and feedback, regardless of whether it comes from a colleague, pupil or coordinator.</i>					
<i>I have no problem asking for help when I need it.</i>					
Score in columns					

Accurate self-image – total score  points

<b>Self-confidence</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>I am willing to undertake difficult tasks because I strongly believe that I am able to do them.</i>					
<i>I am a self-confident person and I accept myself unconditionally.</i>					
<i>Others see me as a firm person and a go-getter.</i>					
<i>I am a person aware of my competences and skills.</i>					
Score in columns					

Self-confidence – total score  points

## II. Self-regulation

<b>Self-control</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>Others say that I behave in a calm and balanced manner.</i>					
<i>In times of stress, emotions do not take control over my behaviour or decisions.</i>					
<i>I remain calm and stay with clear head for judgment in the face of difficult challenges or a crisis.</i>					
<i>Even when things seem to be going the wrong way, I can control my anxiety or anger and direct my thinking towards finding solutions.</i>					
Score in columns					

Self-control – total score  points

<b>Motivation</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>I don't give up easily, I can overcome obstacles.</i>					
<i>I like taking the initiative and I'm not afraid to take responsibility for the results.</i>					
<i>I am a pragmatic person who sets goals realistically.</i>					
<i>I care about the highest possible standards, which is why I am looking for opportunities to improve the achieved results.</i>					
<i>Score in columns</i>					

Motivation – total score  points

<b>Optimism</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>In every failure, I can see more opportunities than threats.</i>					
<i>I know the strengths of the people I work with and I expect only the best from them.</i>					
<i>I hope things are going in the right direction.</i>					
<i>I can recover from failure quickly and learn from it a valuable lesson for the future.</i>					
<i>Score in columns</i>					

Optimism – total score  points

### III. Social Awareness

<b>Empathy</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>I understand other people's point of view and always take the opposite view into account.</i>					
<i>I recognize other people's emotional signals, even if they are not expressed directly.</i>					
<i>I can listen carefully and be able to see things from the perspective of another person.</i>					
<i>I am a person open to diversity; I can work with very diverse groups (different age, different cultural circles, etc.)</i>					
<i>Score in columns</i>					

Empathy – total score  points

<b>Organisational awareness</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>I can accurately see social connections and the power structure in the organization.</i>					
<i>I am aware of the values that people in my team and organisation follow.</i>					
<i>I can see unwritten rules in my workplace and understand key relationships (including informal authority).</i>					
<i>I can create valuable alliances and use internal networking to achieve the goals of the organization, including the well-being of my pupils.</i>					
<i>Score in columns</i>					

Organisational awareness – total score  points

#### IV. Managing relationships

<b>Influencing others</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>I can find the right approach to a specific person and gain their support.</i>					
<i>Others see me as a persuasive person who can engage people or groups.</i>					
<i>I can build a network of contacts supporting the implementation of an initiative important for the organisation</i>					
<i>I know how to convince people to undertake even difficult tasks.</i>					
<i>Score in columns</i>					

Influencing others – total score  points

<b>Improving others</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>I am interested in people with whom I work; I can encourage them to develop their natural abilities.</i>					
<i>I always try to get to know and understand the pursuits of my pupils and make efforts to develop their aspirations.</i>					
<i>I give constructive feedback on time.</i>					
<i>I often act as a mentor for my pupils so that they can develop their autonomy and sense of agency.</i>					

Score in columns					
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Improving others – total score  points

<b>Conflict mitigation</b>	<i>never</i>	<i>rarely</i>	<i>someti mes</i>	<i>often</i>	<i>always</i>
	1	2	3	4	5
<i>In every conflict, I try to see important values that should be taken into account during cooperation</i>					
<i>I try to understand the goals, feelings and different points of view of the parties to a dispute.</i>					
<i>I can assume the role of a mediator, trying to find common ground and reach a compromise effectively.</i>					
<i>I constantly develop my communication skills and teach it to my pupils.</i>					
Score in columns					

Mitigating conflicts – total score  points

## Summary

- **Personal competences**

Self-awareness		Self-regulation	
Area	Your score	Area	Your score
Emotional self-awareness		Self-control	
Accurate self-assessment		Motivation	
Self-confidence		Optimism	

- **Social competences**

Social awareness		Relationship Management	
Area	Your score	Area	Your score
Empathy		Influencing others	
Organisational awareness		Improving others	
		Mitigating conflicts	

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