

Eighteen

EMOTIONAL

Intelligence Exercises



Lori Sacrey, MC

What Are Emotions?

Emotions are reactions that humans have during an event or in response to thinking about an event. The emotion that occurs is determined by the circumstances of the event¹.

For example, when given good news, you may feel happy. In contrast, if someone jumps out at you unexpectedly, you may feel scared.

Emotions we experience can impact how we interact with others or influence the decisions we make.

Answer the following questions as best you can:

What makes you happy?

What Are Emotions?

Answer the following questions as best you can:

What makes you sad?

What makes you angry?

What makes you scared?

What makes you disgusted?

Where Are Emotions Located?

The limbic system is a collection of structures, including the hippocampus and the amygdala, which process emotions and memory, amongst others.

The hippocampi are involved in memory, spatial navigation, learning, and emotions.¹ The amygdala is involved in emotional responses.

The amygdala interacts with the hippocampus by attaching emotional information to memories². This is why memories with strong emotional context tend to stick around.

There is a link between differences in the amygdala and autism, depression, post traumatic stress disorder, and bipolar disorder.²

Think about some older memories you have. Were strong emotions involved?

What is Emotional Intelligence?

This is a big question. It is **the** question we are hoping to answer and uncover in this workbook. We could say that emotional intelligence is your ability to understand, use, and manage your own emotions with the goal of relieving stress.¹

But it is more than that. Emotional intelligence also involves effectively communicating with others, empathizing with others, and defusing conflict.

Because of this, emotional intelligence is said to be made up of six different parts:

- 1. Self-awareness** is an understanding of yourself and your emotions.
 - This includes being able to predict how you will react to emotional situations.
 - This involves an understanding of your core beliefs and how they impact your reactions.
 - For example, if you have a core belief in equality, you may become angry when confronted with sexism or racism¹.

What is Emotional Intelligence?

2. **Self-control** is the ability to control your emotional reaction, both for 'positive emotions' (e.g., happiness) and 'negative emotions' (e.g., anger).
 - For example, if you are angry due to witnessing inequality, you may tell the person that they are being unjust without engaging in aggressive acts towards that person.

3. **Empathy** is an ability to understand how others interpret situations.
 - This involves understanding how others may feel in an emotion-evoking situation, to 'see through their eyes'.
 - This includes the reasons why the person may feel they way they do as well as the feelings that are involved.
 - For example, being able to 'see' and 'feel' why Iman is upset when he was told that the position was asking for someone who was born in Canada (e.g., racism).

4. **Personal influence** is an ability to inspire others and confront issues that are causing concern in your life because they conflict with your core beliefs.

What is Emotional Intelligence?

5. **Social Expertness** is an ability to build relationships with others that are based in equality.
 - These relationships allow each member to express their genuine feelings, thoughts, and dreams, as well as resolve disagreements in a way that grows the relationship.

6. **Mastery of vision** is an ability to set a direction for your life based on your core beliefs.
 - This reflects an inner compass that guides your action, provides strength and resilience when confronted with obstacles, and can inspire others.
 - When we act in accordance with our mastery of vision (and in alignment with our core beliefs), we are said to live authentically.
 - When we act inconsistent to our mastery of vision, we can be left feeling anxious, depressed, or guilty.

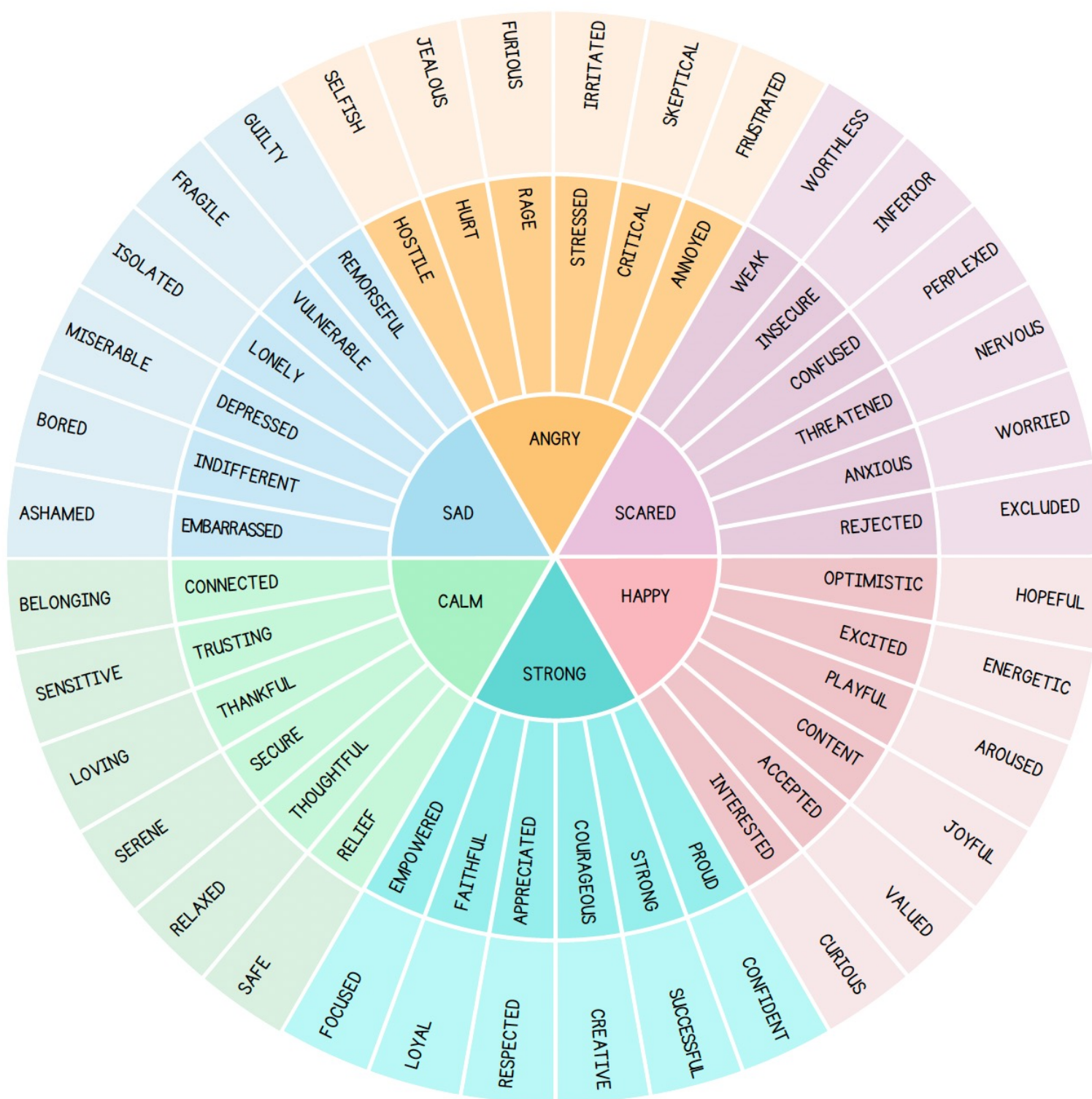
Let's explore how your emotions show up ...

Emotions Can Be Complex



It is not surprising that emotions can be confusing. I mean, just look at this wheel! The feeling wheel was created by Gloria Wilcox in 1982 to help people label how they are feeling.

To use it: You can start with a big emotion (near the centre), such as *anger*, and move to the next level (the middle of the wheel) to find an explanatory emotion that best describes the purpose of the anger (e.g., I am angry because I was *hurt*). The outer ring provides an alternative word that may better explain the second ring emotion (e.g., I was hurt because she was awarded the prize over me, I am feeling *jealous*). While this feeling wheel doesn't encompass all possible feelings, it provides a strong foundation to identify, label, and articulate your emotions.



Let's Check In

Self-Awareness

How do you generally react (thoughts, feelings, bodily sensations) when you are:

Happy 

Sad 

Afraid 

Angry 

Anxious 

Confused 



#1: Champion versus Chump

Recall times when the actions of someone made you feel important versus unimportant.¹ Think about specific people and what exactly they did to create feelings of being a champion or chump. Think about both verbal and nonverbal messages you have received.

Examples of champion actions:

- I was told about the changes in my routine with enough time for me to prepare
- She asked me if I needed any accommodations to support me

Examples of chump actions:

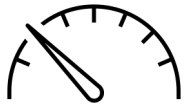
- He didn't tell me they were having a party. I heard it from his friend
- He completely changed my schedule without telling me

List the actions of others below that made you feel like a champion and actions that made you feel like a chump

| Champion | Chump |
|----------|-------|
| | |



- (A) What feelings did you have when they practiced "champion" actions?
 (B) What feelings did you have when they practiced "chump" actions?
 (C) Do you think these activities had any impact on you?



#2: Importance Meter

Think about people in your life¹

1. Choose four people in your life
2. What do they do to show you they care for you?
3. How can you show them you care for them?

Example that they care

- Mom shows me she cares by always making me my preferred foods

Example to show you care

- I tell my dad I appreciate that he watches my favourite movies with me

Person:

How they show they care:

How I can show I care:

Person:

How they show they care:

How I can show I care:

Person:

How they show they care:

How I can show I care:

Person:

How they show they care:

How I can show I care:



- (A) Why is it important to come up with specific actions for each person?
- (B) What benefit will you receive if you implement these actions?
- (C) What benefit will people in your life receive if you implement these actions?
- (D) How do you intend to implement these actions?



#3: Ask for Feedback

An important tool for strengthening your emotional intelligence is an accurate self-assessment of how you show up for important people in your life.¹ Ask two people if they would answer some questions about you

Person:

What would you like to be included in that you feel I exclude you from?

Do you feel that I value other people more than you?

What have I done that shows you I appreciate you?

What can I do to show you I appreciate you?

Person:

What would you like to be included in that you feel I exclude you from?

Do you feel that I value other people more than you?

What have I done that shows you I appreciate you?

What can I do to show you I appreciate you?



(A) What did you learn about yourself?

(B) Did you learn anything surprising?

(C) What would you like to change based on what you learned?



#4: Picture Yourself

Rehearsal is an important part of success, whether you are planning for a job interview, a presentation, or engaging in positive social interactions.¹

1. Pick two people you would like to have a positive interaction with
2. Imagine what you could say to them that would make them feel important
3. What would you say or do? What tone of voice could you use? Is humour ok?
4. Get creative and imaginative; use your strengths

Person:

What do you know about this person? (e.g., are they into movies, tv shows, music? What is their job? Do they have a sense of humour?)

What are some topics of conversation based what you know about them? Your core values?

Where could you have this interaction with them?

Person:

What do you know about this person? (e.g., are they into movies, tv shows, music? What is their job? Do they have a sense of humour?)

What are some topics of conversation based what you know about them? Your core values?

Where could you have this interaction with them?



- (A) Do you foresee any issues? How can you manage them?
- (B) Will you act on this visualization?



#5: Personality Contest

An important tool to strengthen emotional intelligence is being self-aware. Being aware of your feelings about others is important to understand how people may elicit certain emotions within us.¹

1. Pick six people in your life. Ensure it is a mix of people you like and do not like.

Person you like:

Why do you like them?

How do they treat other people?

How do they treat you?

Person you dislike:

Why do you not like them?

How do they treat other people?

How do they treat you?

Person you like:

Why do you like them?

How do they treat other people?

How do they treat you?

Person you dislike:

Why do you not like them?

How do they treat other people?

How do they treat you?

Person you like:

Why do you like them?

How do they treat other people?

How do they treat you?

Person you dislike:

Why do you not like them?

How do they treat other people?

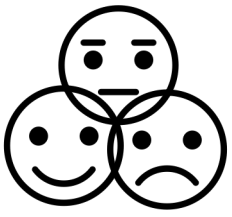
How do they treat you?



(A) What traits did you value? Do the people you dislike not exhibit them?

(B) What thoughts do you have about each person (e.g., what's Ian going to complain about)?

(C) What are your main takeaways from this exercise?



#6: Coming Through

An important tool to strengthen emotional intelligence is to recognize how your emotions can impact others around you, and when to express your emotional reactions.¹

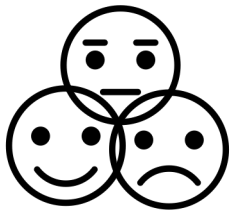
For each of the emotions below, focus on how the emotion impacted your behaviour and how your emotion impacted others around you.

Think about the last time you laughed. What happened? How did it feel? Did others sense your happiness? How did others react to your happiness?

Think about the last time you felt overwhelmed. What happened? How did it feel? How did this impact how you interacted with others?



(A) What was it like when people could tell versus not tell how you were feeling?
(B) Did anyone comment on the intensity of your emotions?



#6: Coming Through

For each of the emotions below, focus on how the emotion impacted your behaviour and how your emotion impacted others around you.¹

Think about the last time you felt proud. What happened? How did it feel? How did others react to you?

Think about the last time you felt defeated. What happened? How did it feel? How did this impact how you interacted with others?

Think about the last time you felt disappointed. What happened? How did it feel? Did others notice you were disappointed?



- (A) What was it like when people could tell versus not tell how you were feeling?
- (B) Did anyone comment on the intensity of your emotions?



#7: Acquaintance vs. Friendship

This exercise is designed to help you differentiate between being open and friendly (having an acquaintance) versus being a friend. What do you think is the difference between an acquaintance and being a friend?

Having an acquaintance looks like:

Having a friend looks like:



When thinking about scales, how do acquaintanceships differ from friendships (e.g., are the scales balanced or in favour of one person over the other)?



Provide your answers before looking here: Acquaintances usually have imbalanced relationships, friends are more balanced; friends are usually ok with being called whereas acquaintances may not expect or like to be called; you spend more *quality* time with friends versus acquaintances, if work/school colleagues, you may spend more time with acquaintances; we generally know more personal details about friends; friends are usually willing to let you borrow their things whereas acquaintances may not want to do so.



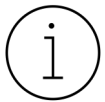
#7: Acquaintance vs. Friendship



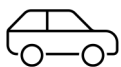
Would you apologize for calling an acquaintance or friend on a weekend or late at night?



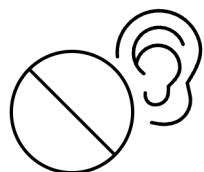
How does the amount of contact you have differ between an acquaintance and friend?



How does the amount of information you know about the person differ between an acquaintance and friend?



How comfortable would you be asking to borrow something from an acquaintance versus a friend?



#8: Listening Habits

This exercise helps you learn about the six negative listening patterns¹.

Consider times when you may have used each strategy and times where you felt people were using each listening pattern when talking with you.

The Faker

This person looks like they are listening – they nod, make eye contact, say an occasional uh huh. However, this person isn't concentrating on the conversation, their mind is elsewhere.

I have done this I believe someone has done this to me

Why was I doing this? What might the reason be for the person who did this to me?

The Interrupter

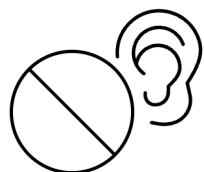
This person does not allow the speaker to finish talking and does not ask for clarifying details or ask questions before talking about what they want to talk about. Shows little concern for speaker.

I have done this I believe someone has done this to me

Why was I doing this? What might the reason be for the person who did this to me?



- (A) How did the conversation go when you used these listening patterns?
- (B) Are there certain patterns that you notice you use more than others?
- (C) How did it feel when you believed someone was using these listening patterns with you?



#8: Listening Habits

This exercise helps you learn about the six negative listening patterns¹.

Consider times when you may have used each strategy and times where you felt people were using each listening pattern when talking with you.

The Intellectual or Logic Listener

This person tries to interpret what the speaker is saying and why. The listener tries to fit what is being said into their personal logic system. This listener rarely considers the speaker's emotion.

I have done this I believe someone has done this to me

Why was I doing this? What might the reason be for the person who did this to me?

The Redirector

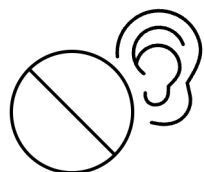
This person listens only to share their message. They take the speaker's words and turn the focus onto themselves. E.g., "Oh, that's nothing, here what happened to me...."

I have done this I believe someone has done this to me

Why was I doing this? What might the reason be for the person who did this to me?



- (A) How did the conversation go when you used these listening patterns?
- (B) Are there certain patterns that you notice you use more than others?
- (C) How did it feel when you believed someone was using these listening patterns with you?



#8: Listening Habits

This exercise helps you learn about the six negative listening patterns¹.

Consider times when you may have used each strategy and times where you felt people were using each listening pattern when talking with you.

The Rebuttal Maker

This person listens only long enough to form a rebuttal. The point is to use the speaker's words against them, and at worst, wants to prove you wrong.

I have done this I believe someone has done this to me

Why was I doing this? What might the reason be for the person who did this to me?

The Advice Giver

This person listens to offer advice on how you can solve your complaint. This inhibits venting and allowing the speaker to find their own solutions.

I have done this I believe someone has done this to me

Why was I doing this? What might the reason be for the person who did this to me?



(A) How did the conversation go when you used these listening patterns?

(B) Are there certain patterns that you notice you use more than others?

(C) How did it feel when you believed someone was using these listening patterns with you?

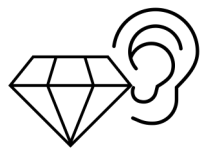


#9: Genuine Listening

One of the most important tools for strengthening emotional intelligence is listening.¹

Genuine listening includes reflecting back what the speaker is saying, including the emotions they tell you about or you can see from noticing non-verbal cues (eye gaze, gestures, facial expressions, tone of voice, etc.)

1. Find a friend or family member to practice *genuine listening*
2. Use listening skills that include
 - (1) asking clarifying questions (e.g., when did this happen),
 - (2) commenting on what they say (e.g., that sounds tough) and the emotions they are sharing, (e.g., no wonder you were angry)
3. Practice using non-verbal language (nodding, gesturing) as comfortable for you
4. Do not add in comments about yourself or make evaluative remarks (e.g., do not use negative listening habits from exercise 8: Listening Habits)



#9: Genuine Listening

One of the most important tools for strengthening emotional intelligence is listening.¹

Person with whom you practiced:

Topic of conversation:

Did you use clarifying questions?

Did you react using both verbal and non-verbal methods?

Did the other person comment on the conversation?

How did you find this exercise?



- (A) At any time, did your listening skills drop off?
- (B) If yes, what was going on when your skills dropped off?
- (C) How was this different from other conversations you have been in?
- (D) What were your take-a-ways?



#10: I Was Appreciated

One way to strengthen emotional intelligence is to reflect on ways you were appreciated and ways you were not appreciated.¹

Positive emotional energy is contagious and one way to express positive energy is through genuine gratitude. The expression of gratitude is personal and may look very different across people.

Reflect on a time when you felt appreciated by a friend, family member, classmate, or coworker

A time you felt appreciated

What were the circumstances of this experience?

How did being appreciated make you feel?

How did being appreciated impact your self-esteem?

Did you feel gratitude at being appreciated?

How did this experience influence your opinions on the person involved?



#10: I Was Appreciated

One way to strengthen emotional intelligence is to reflect on ways you were appreciated and ways you were not appreciated.¹

Reflect on a time when you felt underappreciated

A time you felt underappreciated

What were the circumstances of this experience?

How did being underappreciated make you feel?

How did being underappreciated impact your self-esteem?

How did you react to being underappreciated?

How did this experience influence your opinions on the person involved?



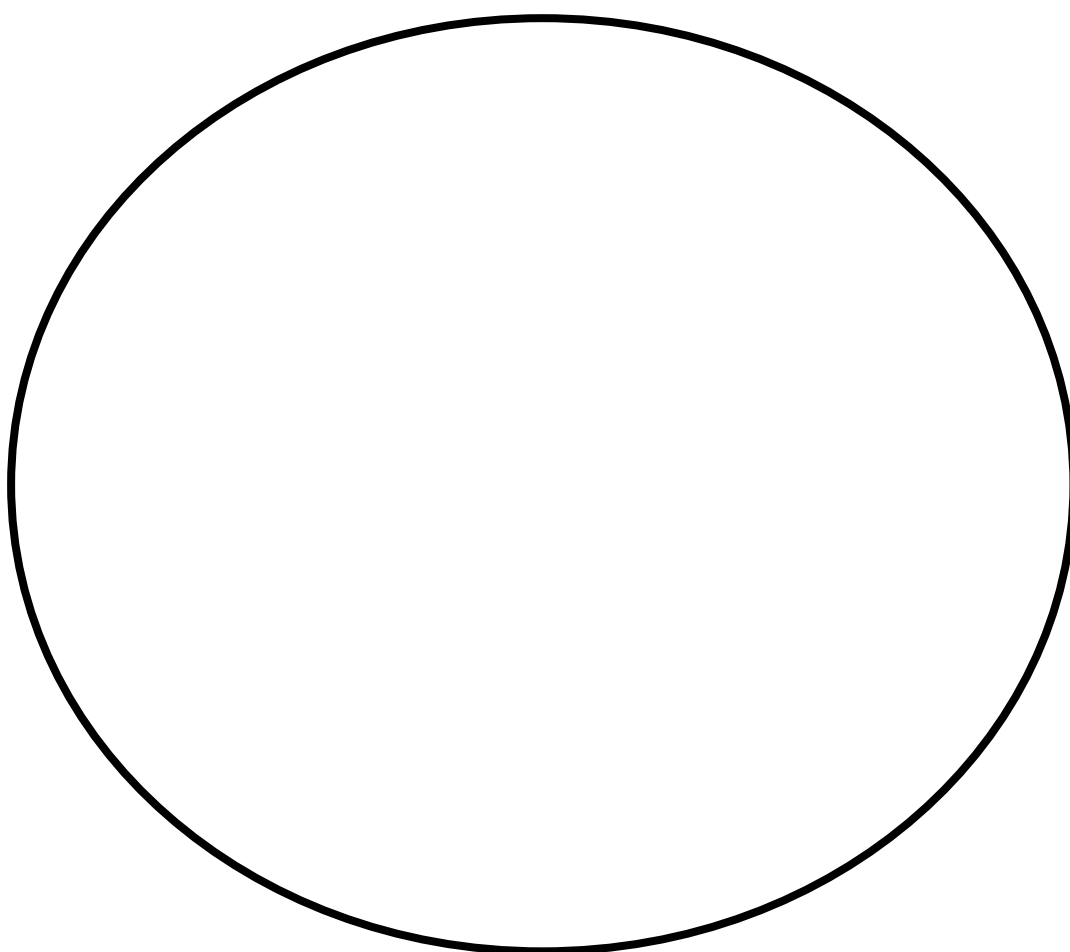
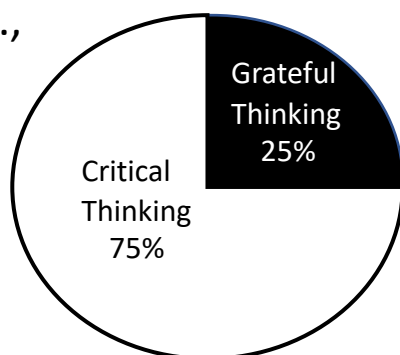
#11: A Grateful Heart

One way to strengthen emotional intelligence is to reflect on situations that help you express gratitude.¹

Using positive emotions requires that you feel positive about the people, their impact in your life, and the attitudes they bring each day. The purpose of this exercise is to help you reflect on how much of your thinking is critical and how much of your thinking reflects gratitude.

1. Spend time reflecting on what percentage of time you engage in critical, fault finding thinking (e.g., Steve always gets his own way at work)
2. Spend time reflecting on what percentage of time you engage in grateful thinking (e.g., Steve checks in to see how I am doing)
3. Complete the pie chart

E.g.,



- (A) How could spending more time thinking critically or gratefully impact your behaviour?
 (B) Was this exercise difficult? Why or why not?



#12: Gifts

This exercise will help you recognize the positive attributes of people around you and learn of the different gifts people may possess.¹

Even people that we find difficult or may not like possess gifts. The most emotionally intelligent people can recognize gifts in even the most distressing people. This exercise will help you look beyond your feelings about a person to uncover what they bring into your life.

1. Pick five people in your life, even people that you may not like
2. Identify gifts that that person has

Think about each person. What do they bring into your life. Consider skills, knowledge, values, or special attributes. Gifts can span from sense of humour, to intelligence, to friendliness, or knowing advanced algebra – as long as the gift is meaningful to you!



Person:

Gift(s):



- (A) Did you find this exercise easy or difficult?
- (B) Who was the most difficult person to list gifts for? Why?
- (C) Who was the easiest person to list gifts for? Why?



#12: Gifts

This exercise will help you recognize the positive attributes of people around you and learn of the different gifts people may possess.¹

Think about each person. What do they bring into your life. Consider skills, knowledge, values, or special attributes. Gifts can span from sense of humour, to intelligence, to friendliness, or knowing advanced algebra – as long as the gift is meaningful to you!



Person:

Gift(s):



Person:

Gift(s):



Person:

Gift(s):

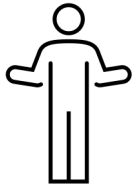


Person:

Gift(s):



- (A) Did you find this exercise easy or difficult?
- (B) Who was the most difficult person to list gifts for? Why?
- (C) Who was the easiest person to list gifts for? Why?



#13: Take a Stand

This exercise will help you recognize the impacts of taking a stand versus backing down. ¹

This will explore the impacts of taking a stand versus not taking a stand towards a goal you are committed to. Reflect on a time when you...

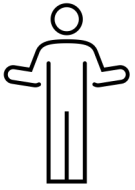
1. Took a stand on an issue and would not back down because you believed it was the right thing to do
2. Did not take a stand on something and now you regret your decision

Think about a time that you took a stand on an issue with someone and persistently followed through. What did you do? How did that person know you were serious? How did you feel about this?



(A) Why is it important to take a stand?

(B) Are there times when it is ok to back down from taking a stand?



#13: Take a Stand

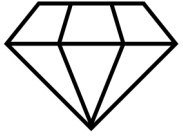
Think about a time when you took a stand on an issue and then backed down. How has this impacted you? How did it impact the others involved?

Think about a time when you did not take a stand on an issue and now feel that you should have. Why didn't you? How do you feel about that now?



(A) Why is it important to take a stand?

(B) Are there times when it is ok to back down from taking a stand?

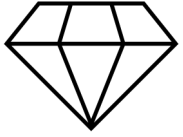


#14: I Value, We Value

This exercise will help you recognize your values and values of those around you.¹

Below, choose 5 values that are important to you – make sure the values are yours and not the values that others say you should hold. There is also space to add your own.

- | | | |
|-------------------------------------|---------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Harmony | <input type="checkbox"/> Hard work | <input type="checkbox"/> Straight-forwardness |
| <input type="checkbox"/> Respect | <input type="checkbox"/> Cleanliness | <input type="checkbox"/> Open-mindedness |
| <input type="checkbox"/> Perfection | <input type="checkbox"/> Order | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Beauty | <input type="checkbox"/> Safety | <input type="checkbox"/> Resourcefulness |
| <input type="checkbox"/> Truth | <input type="checkbox"/> Independence | <input type="checkbox"/> Sense of Community |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Love | <input type="checkbox"/> Helping Others |
| <input type="checkbox"/> Wealth | <input type="checkbox"/> Humour | <input type="checkbox"/> Reason |
| <input type="checkbox"/> Honesty | <input type="checkbox"/> Family | <input type="checkbox"/> Knowledge |
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Morals | <input type="checkbox"/> Spirituality |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |



#14: I Value, We Value

This exercise will help you recognize your values and values of those around you.¹

Below, choose 5 values that are important to you – make sure the values are yours and not the values that others say you should hold. There is also space to add your own.

Now on the previous page, circle 5 values that you think someone close to you believes you should embody (they may be the same or different from the ones you choose).


Where are the inconsistencies in your values and the other's values?

How are you impacted by these inconsistencies? (e.g., how does not practicing a value that something thinks you should have impact you?)




#15: Focusing on You


This exercise will help you recognize your personal emotional regulation strategies.¹ Place a mark on the continuum below to indicate how often or seldom you engage in that activity.

Very Seldom  Very Often


Engage in self-regulation or stimming behaviour

Very Seldom  Very Often

Spend time in my preferred interest or activity

Very Seldom  Very Often

Practice self-care (e.g., taking a hot bath, etc.)

Very Seldom  Very Often

Spend time with people who energize me

Very Seldom Other: Very Often

Very Seldom Other: Very Often



- (A) Why prevents you from engaging in these behaviours?
- (B) How is your mood and energy level impacted by engaging in these behaviours?



#16: Identifying False Beliefs about Emotions

This exercise will help you recognize false beliefs many people have about expressing emotions in public (and even in private!).¹

You are not alone in having false beliefs about emotions – this is a very prevalent experience that crosses gender, race, and age. You can repeat this exercise while reflecting on the different core emotions (joy, sadness, fear, disgust, and anger).

1. Choose an emotion that you have difficulty with or have been told is not healthy to express (such as anger)
2. Read the below list and place a check mark next to the beliefs that resonate with you

- If I cannot control my emotions in front of others, they will think less of me
- I should be able to control my emotions
- If I let myself feel this emotion, I will become overwhelmed by it
- If I tell others how I feel, they will use it against me
- If I tell others how I feel, they will think I am weak
- Other people don't feel this way. There must be something wrong with me
- Only an immature person would get so emotional
- I should be able to cope with difficulties on my own without turning to others for support



#16: Identifying False Beliefs about Emotions

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1. Choose an emotion that you have difficulty with or have been told is not healthy to express (such as anger)
2. Read the below list and place a check mark next to the beliefs that resonate with you

- The intensity of this emotion is not a normal; I have to get rid of it
- A happy person would not feel this way
- That person responded differently than I did, therefore my emotional reaction is wrong
- If I let myself feel this pain, it will kill me
- Letting myself feel bad would mean falling to pieces, being a total mess, or wallowing in self-pity
- If I show signs of weakness then others will reject me
- Being an adult means not getting carried away by emotion; I'm supposed to be rational!
- Showing my emotions to others makes me look like a "drama queen"
- I'm stupid for feeling this way. I should just suck it up!
- I should not let myself give in to these feelings



- (A) What belief(s) resonated most clearly to you?
- (B) Were you surprised by any of the false beliefs on this list?
- (C) What impact has holding this belief(s) had on you?



#17: Thoughts \Leftrightarrow Emotions

This exercise will help you clarify how thoughts and emotions influence each other.

Thoughts and emotions are intimately related. When we think about something, we can have an emotional reaction. For example, if you think about someone you do not like, you may begin to feel anger or disgust.

The opposite is also true. When we feel something, we may also think a certain way. For example, if you feel bad that you let your mother down, you may start to feel like a bad child.

Think about a person that you really admire or care for. What emotions and /or visualization come up for you when you think of this person?



- (A) What insights have you gained from completing this exercise?
- (B) Were you surprised about how emotions and thoughts influence each other?



#17: Thoughts \Leftrightarrow Emotions

This exercise will help you clarify how thoughts and emotions influence each other.

Think about a person you dislike. What emotions and /or visualization come up for you when you think of this person?

Recall a time when you made a mistake or felt discouraged by something not working out. What thoughts and /or visualization came up for you when you think of that event? What thoughts and /or visualization are coming up now?



- (A) What insights have you gained from completing this exercise?
- (B) Were you surprised about how emotions and thoughts influence each other?



#18: Why You Do What You Do

This exercise will help you identify where your feelings come from.¹

The following questions will help you get into the habit of exploring your emotions and understand how they may influence what you choose to do.

Think of a time when you behaved in a way that you felt was a genuine. Describe the situation where you behaved in a way that felt genuine.

How did you react?

Continues on next page



#18: Why You Do What You Do

How did you feel? What emotions do you recall?

Is this a typical way you react in similar situation?

Do other situations or people elicit this same response?



#18: Why You Do What You Do

This exercise will help you identify where your feelings come from.¹

Now think of a time where you behaved in an unexpected way, a way in which you felt 'that was not like me at all'.

Describe the situation where you behaved in a way that felt was inconsistent with you.

How did you react?



(A) What insights have you gained from completing this exercise?
(B) How do my emotions differ when I am genuine versus inconsistent?



#18: Why You Do What You Do

How did you feel? What emotions do you recall?

Why do you think you had this inconsistent reaction?

Do other situations or people elicit this same response?



(A) What insights have you gained from completing this exercise?
(B) How do my emotions differ when I am genuine versus inconsistent?

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