EMOTIONAL INTELLIGENCE FOR ENTREPRENEURS
Facilitator’s Guide

Youth Employment Services - YES
www.yes.on.ca
Emotional Intelligence for Entrepreneurs: Workshop At-A-Glance

Overview and Purpose

This workshop explores how to manage the emotional challenges of entrepreneurship, including stress caused by risk, ambiguity, isolation, rejection, failure and fear. Participants hear real life stories of entrepreneurs who have navigated the emotional ups and downs of launching and running a business. Participants learn strategies for building their resilience, persistence, perseverance and grit.

Time

The workshop is between three to six hours long. All timings provided in the Facilitator’s Guide are approximate. Note that the timings for the slides don’t add up exactly to three or six hours, because some of the activities can be extended or shortened. You can lengthen, shorten or leave out activities based upon the needs of your participants and the amount of time you have for the workshop. You should have short breaks at least every 90 minutes.

Learning Outcomes

At the end of this workshop participants will be able to:

1. Understand emotional intelligence for entrepreneurs.
2. Recognize the signs of stress and apply strategies for managing it.
3. Identify the emotional challenges of risk, ambiguity, isolation, rejection, failure, and fear as an entrepreneur and apply strategies for managing them.
4. Understand the importance of resilience, persistence, perseverance and grit for entrepreneurs.
5. Identify and use strategies for building resilience, persistence, perseverance and grit, including emotional awareness, realistic optimism and whole person health.
6. Identify the emotional challenges entrepreneurial activities will present and the strategies that will help participants manage these challenges.

Leading Questions

As participants complete this workshop, they will think about and answer the following questions:

1. What are some of the possible emotional challenges of being an entrepreneur?
2. What strategies might help you manage the possible emotional challenges of being an entrepreneur?
3. What experiences in the past have required you to use emotional resilience? Persistence? Perseverance? Grit?
4. What emotional challenges do you think you might encounter specific to the type of business you want to start?

Workshop Agenda

1. Emotional Intelligence for Entrepreneurs
2. Stress
3. Risk
4. Ambiguity
5. Isolation
6. Rejection
7. Failure
8. Fear
9. Resilience
10. Emotional Awareness
11. Realistic Optimism
12. Whole Person Health: Mind, Body, Emotions, Spirit
13. Assess the Potential Emotional Challenges with Your Business
14. Review and Wrap-Up
15. Additional Resources

Materials Needed

1. White board/Screen/
   Internet connectivity
2. Each participant should have a workbook and a device
3. PPT Presentation Emotional Intelligence for Entrepreneurs

Formative Assessment

Concept Check Multiple Choice Quiz (completed as a class).
Detailed Workshop Plan

Slide 1

Timing: Display as the participants come in.

Interaction Pattern: Whole class.

Materials Needed: None.

Procedures and Notes: None.

Slide 2

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: None.

Procedures and Notes: Introduce yourself as the instructor. Have each participant briefly state their name. Have each participant put a name card in front of them for your reference.

Slide 3

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: None.

Procedures and Notes: Review all of the housekeeping details indicated on the slide. For cell phone use, indicate that if they are expecting an urgent call, their phone should be on vibrate. Otherwise indicate it should be on silent. They should not respond to texts or emails during the workshop.
Slide 4

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: One Participant Workbook per participant.

Procedures and Notes: Direct participants to their Participant Workbooks. Have them put their names on them. Indicate that this is their record of the key information in the workshop and ideas they generate during the workshop. Indicate that there are several activities in which they may choose to use their cell phone/device.

Slide 5

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: None.

Procedures and Notes: Review your expectations for the participants. Indicate that your role is to guide them through the material and facilitate discussion.

Slide 6

Timing: 2 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Review the learning outcomes of the workshop, stressing the practical knowledge and abilities that participants will walk away with.
Slide 7

Continued from previous slide.

Slide 8

Timing: 2 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Review the agenda for the course.

Slide 9

Continued from previous slide.

Slide 10

Timing: 5 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Ask the class what they think emotional intelligence is. Ask why emotional intelligence is important for entrepreneurs.

Emotional Intelligence for Entrepreneurs

1.1 What is Emotional Intelligence?

“Emotional intelligence is the capacity to be aware of, control, and express one’s emotions to then handle interpersonal relationships judiciously and empathetically.”

- Daniel Goleman
Slide 11

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 5.

Procedures and Notes: As a class, discuss each of the components of emotional intelligence given in the diagram. Discuss why each is important for an entrepreneur. Some ideas are:
- **Social Skills:** To interact with potential customers, vendors and employees.
- **Self-Regulation:** To manage emotions so that they do not get out of control, particularly negative emotions.
- **Motivation:** To keep going through the difficult times.
- **Empathy:** To be able to relate to customers and employees.
- **Self-Awareness:** To know your strengths and weaknesses, and to reflect on actions and outcomes.

Slide 12

Timing: 20-30 minutes.

Interaction Pattern: Small groups.


Procedures and Notes: Show each video. After each video, participants discuss the key learning about emotional intelligence from the video. Confirm their ideas as a class. Here are some ideas.
Slide 13

**VIDEO:**
The Making of a Young Entrepreneur: Gabrielle Jordan Williams

**Video #1:** Overcoming fear and nerves, motivation, empathy, humility, self-disciplined, self-awareness, telling the truth, learning from mistakes, persistence, self-confidence, resilience.

Click on the link or the slide to start the video.

Slide 14

**VIDEO:**
60 Second Entrepreneur: Sam Gudewill

**Video #2:** Personal integrity, only right 80% of the time.

Click on the link or the image to start the video.

Slide 15

**VIDEO:**
The Making of a Young Entrepreneur: Gabrielle Jordan Williams

**Video #3:** Managing on your own, buck stops with you.

Click on the link or the image to start the video.

Slide 16

**Emotional Intelligence for Entrepreneurs**

1.3 What are the Emotional Balancing Act of Entrepreneurs?

**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 5.

**Procedures and Notes:** As a class discuss the diagram. The participants should identify that being an entrepreneur means balancing the negative emotions and situations that cause stress with the positive emotional strategies that lead to resilience. Their longevity as an entrepreneur will come from balancing stress and resilience as much as possible, and being aware of when they lose the
balance. Tell the class that you will explore stress first and then look at resilience.

Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.

Materials Needed: Page 5.

Procedures and Notes: Review the definition of stress given on the slide. Have the class work in pairs to share things that cause them to feel stress in their personal lives and what they think might cause them to feel stress with their business.

Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.

Materials Needed: Pages 5 and 6.

Procedures and Notes: Direct the class to the diagram for the three different ways in which stress can affect us—physical, mental, emotional.

Continued on the next slide.

Procedures and Notes: Review how stress manifests itself emotionally and physically.

Continued on the next slide.
Slide 20

Procedures and Notes: Review how stress manifests itself mentally.

Have participants work in pairs to share how they personally react emotionally, physically and mentally to stress.

Slide 21

Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.


Procedures and Notes: Tell the class that it is really, really important as an entrepreneur to have strategies for managing stress. On page 6, there are four of these strategies. The first one is having a realistic locus of control, as illustrated in the diagram on this slide. We need to focus our energy on things that are in the upper left hand quadrant, things that are important and that we can control. Have participants work in pairs to briefly discuss things that as an entrepreneur that are important and that they control, in contrast to things in the other quadrants. Have them share some of their ideas with the whole class.

Slide 22

Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.


Procedures and Notes: The second strategy, don’t awfulize, is all about keeping problems in perspective. Don’t take a small problem and make it bigger than it really is. Don’t over-dramatize or exaggerate the size or importance of a problem. Have participants work in pairs to briefly discuss problems that they may have “awfulized” in the
past and what they could have done differently. Have them share some of their ideas with the whole class.

Slide 23

Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.


Procedures and Notes: The third strategy, not reacting to other people’s stress, is all about not taking on other people’s negative emotions. Just because the people around you feel stress, doesn’t mean you to feel that as well. Have participants work in pairs to briefly discuss situations in which they have taken on other people’s stress and what they could have done differently. Have them share some of their ideas with the whole class.

Slide 24

Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.


Procedures and Notes: The fourth strategy, going for a walk, is really simple, but very effective. Taking a break and going for a walk gets us moving and puts us in a new environment. Any type of exercise helps us manage our stress. Have participants work in pairs to briefly discuss situations in which they did or should have taken a walk to manage their stress. Have them share some of their ideas with the whole class.
Timing: 5-10 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Watch the video as a class. Direct participants to note down other strategies mentioned by the speaker that can help them manage stress. Discuss their notes as a class. They should note down the following:
- Change our perspective on stress, see it as our friend, rather than seeing it as bad for us. This changes our body's response to stress.
- Stress can make us social, by making us reach out for support.
- Harmful effects of stress are not inevitable. If we change how we view it, we can avoid the harmful effects of stress.
- Learn to trust ourselves that we can manage what life throws at us.

Click on the link or the image to start the video.

Timing: 2 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Tell the class that you will look at some of the things that can contribute to our stress as an entrepreneur. The first of these is risk. Review the definition of risk on the slide. Discuss why running a business can create risk for us as entrepreneurs. Ask if any participants have
been in situations that were very risky and how they managed the situations.

**Timing:** 2 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 7.

**Procedures and Notes:** As a class, review and discuss ways that entrepreneurs can decrease the risk of running a business, as given on the slide. Ask if they have any other strategies for managing risk.

**Slide 29**

**Risk**

*Where would you place yourself on the risk tolerance continuum below?*

- Very Comfortable with Risk
- Very Uncomfortable with Risk

**Timing:** 5 minutes.

**Interaction Pattern:** Pairs.

**Materials Needed:** Page 7.

**Procedures and Notes:** Discuss that different people have different levels of tolerance for risk. Our first step in managing risk as an entrepreneur is to be aware of how comfortable we are with risk. Participants work in pairs to share where they are on the risk continuum and whether this is helpful or challenging for them personally as an entrepreneur. Have some people share their responses with the whole class.

**Slide 30**

**Ambiguity**

*4. What is Ambiguity?*

Ambiguity is when we don’t have enough information or clarity in a situation in order to make a good decision, but we have to make a decision anyway.

This is the daily reality of entrepreneurs.

Every day we make decisions in ambiguous situations, without enough information.

**Timing:** 2 minutes.

**Interaction Pattern:** Pairs.

**Materials Needed:** Page 7.

**Procedures and Notes:** The next thing that can create stress for entrepreneurs is ambiguity. Review the definition on the slide. Ask the class why ambiguity might create stress for
entrepreneurs. Have them share ambiguous situations they have been in that presented challenges.

**Slide 31**

- **Timing:** 5 minutes.
- **Interaction Pattern:** Whole class.
- **Materials Needed:** Page 8.
- **Procedures and Notes:** As a class, review the different strategies for managing ambiguity as an entrepreneur. Ask if the participants have any other strategies that they use for ambiguity.

**Slide 32**

- **Timing:** 5 minutes.
- **Interaction Pattern:** Pairs.
- **Materials Needed:** Page 8.
- **Procedures and Notes:** Tell the class that as with risk, some people are more comfortable with ambiguity than others. Have participants work in pairs to share with their partner where they think they are on the continuum of level of comfort with ambiguity and why they rated themselves that way.

**Slide 33**

- **Timing:** 5 minutes.
- **Interaction Pattern:** Whole class.
- **Materials Needed:** Page 8.
- **Procedures and Notes:** Introduce the next challenge that may create stress for entrepreneurs, which is isolation. Ask if any participants have been in situations that were very isolating, and how they managed the situation.
Slide 34

**Isolation**

We need strategies to mitigate this isolation, otherwise it will significantly increase our stress level.

1. Make the time to build and maintain personal support networks of friends and family.
2. Build a team of business experts around you who can guide you to different aspects of your business.
3. Join an entrepreneur network so that you can network with other entrepreneurs.

**Timing:** 5 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 9.

**Procedures and Notes:** As a class, review strategies that they can use entrepreneurs to manage the isolation of being an entrepreneur.

Slide 35

**Rejection**

6. How Does Rejection Fit In?

Running a business is about selling our products or services.

And selling involves being rejected and people saying "No." Over and over and over.

As entrepreneurs, managing rejection is a social skill. If you can't manage rejection, the odds of the rejection, and often not quite, "No" are in your personality.

**Timing:** 5 minutes.

**Interaction Pattern:** Small groups.

**Materials Needed:** Page 9.

**Procedures and Notes:** Have participants work in small groups to brainstorm other strategies they can use to manage the isolation of being an entrepreneur. Have groups share their ideas with the whole class.

Slide 36

**Rejection**

6. How Does Rejection Fit In?

Running a business is about selling our products or services.

And selling involves being rejected and people saying "No." Over and over and over.

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**Timing:** 10 minutes.

**Interaction Pattern:** Whole class, pairs.

**Materials Needed:** Page 9.

**Procedures and Notes:** As a whole class discuss why rejection can be one of the biggest challenges for entrepreneurs, using the notes on the slide as a starting point. Have participants work in pairs to share experiences of rejection that they have had in any aspect of their lives and how they have managed the rejections. Have a few participants share their experiences with the whole class.
Timing: 20-30 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Stress that being able to manage rejection is essential for an entrepreneur. As a whole class watch the video about a rejection challenge that the speaker completed. Have participants take notes about what they learn from the video. The learnings may vary by participant however, you are looking for a general understanding that rejection represents an opportunity to reflect, evaluate and learn. Approaching rejection this way, rather than as a personal judgement or attack, will allow them as entrepreneurs to turn rejection into success.

Click on the link or the image to start the video.

Timing: 2 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: State that very closely related to rejection is the experience of failure, which is also a reality of entrepreneurs given the risks they take with their businesses.
Slide 40

Timing: 5-15 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Review the failure statistics as illustrated in the graph: 80% of businesses survive for three years, 60% for five years and only 40% for ten years. Every day businesses are closing down. Stress that usually business don’t fail for just one reason, but for an accumulation of reasons over time. Ask the class if they know any businesses that have closed down, and if yes, why the businesses closed.

Slide 41

Timing: 10-15 minutes.

Interaction Pattern: Small groups.


Procedures and Notes: Tell the class that some of the reasons a business fails lie with the entrepreneur. In small groups, have participants discuss each of the factors in the diagram and how it can negatively affect a business. Ideas you are looking for are:

Lack of skills: The entrepreneur makes many mistakes which keep costing money.
Lack of experience: The entrepreneur doesn’t make good decisions, which then cost money.
Lack of effort: The entrepreneur does work enough and the work just doesn’t get done. The business then doesn’t earn enough money.
Lack of motivation: The entrepreneur doesn’t care enough about the business, so doesn’t do the work required.
Lack of self-awareness: The entrepreneur doesn’t know his or her strengths or weaknesses, so doesn’t know when to bring in expert help.
Lack of focus: The entrepreneur doesn’t focus on any one thing long enough to get it done.
Lack of people skills: The entrepreneur can’t engage with potential customers, so can’t get any business. The entrepreneur can’t engage with employees, so work doesn’t get done.

Timing: 10-15 minutes.

Interaction Pattern: Small groups.


Procedures and Notes: Tell the class that some of the reasons a business fails are related to how the business is run or structured. In small groups, have participants discuss each of the factors in the diagram and how it can negatively affect a business. Ideas you are looking for are:

Lack of planning: The business is reactive to daily events rather than proactive.

Lack of agility and flexibility: The business relies too rigidly on its plan and so doesn’t take advantage of new opportunities or gets negatively affected by new challenges.

Lack of financing: The business doesn’t have enough money to cover its daily expenses or to grown.

Poor money management: The business spends money on things that are not important and so doesn’t have money for things that are important.

Not meeting market needs: No one needs or wants what the business has to offer.

Not competitive: The business is too expensive for the target market, so no one buys it.

Low quality product or service: The product or service is not good enough for the market, so no one buys it.
Slide 43

**Failure**

7.2 Daily Failure

Failure is much more than the risk of our entire business failing.

As entrepreneurs, we actually fail regularly, on a daily basis, sometimes in large, spectacular ways and sometimes in small, insignificant ways. We have to become comfortable with daily failure and view it as a way to learn, rather than as a source of shame.

**Timing**: 2 minutes.

**Interaction Pattern**: Whole class.

**Materials Needed**: Page 12.

**Procedures and Notes**: Review the notes on the slide, positioning failure as something that we also have to deal with on a daily basis as entrepreneurs.

Slide 44

**Interaction Pattern**: Whole class.

**Materials Needed**: Page 12.

**Procedures and Notes**: Review the diagram on the slide for productive steps to take in order to manage our daily failures as an entrepreneur.

*Failure*: Notice and acknowledge that we have actually failed and what exactly that failure is.

*Emotional reaction*: Allow ourselves to react emotionally to the failure, be it frustration, anger, or embarrassment. BUT don’t project the emotion on to anyone else.

*Analysis*: Once we have acknowledged our emotional reaction, it is time to analyze what went wrong to cause the failure.

*Learning*: What can be done differently next time? What do we need to change?

*Action*: Try the change we identified.

Slide 45

**Interaction Pattern**: Pairs.

**Materials Needed**: Page 12.

**Procedures and Notes**: Participants work in pairs to share a recent failure and analyze what they learned from it, using the experiential learning
process. Have several participants share their analysis with the whole class.

**Timing:** 5-10 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 13.

**Procedures and Notes:** Review the definition of fear with the whole class. Ask participants what things they fear as an entrepreneur and how they manage that fear.

**Timing:** 20 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 13.

**Procedures and Notes:** Watch the video as a whole class. Direct participants to note down ideas about how to manage fear from the video. Have participants work in pairs to discuss the ideas they noted and how these ideas relate to being an entrepreneur. Things to note from the video include:

- Not being afraid of fear.
- Acknowledge it.
- Talk about it.
- Learn from it.
- Don’t ignore it, but don’t let it control you.

Click on the link or the image to start the video.
Timing: 5 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Tell the class that so far you have discussed the negative emotions that contribute to our stress as entrepreneurs. Now you are going to take a look at resilience, which we use to balance out the stress. Review the definitions on the slide: resilience, persistence, perseverance and grit. Tell the class that they all mean the same thing: as you run your business, when you get knocked over by an event, get up, learn from it and keep going. Introduce the saying, “Seven times fall down, eight times stand up” which captures this idea.

Timing: 15 minutes.

Interaction Pattern: Whole class, small groups.


Procedures and Notes: As a class watch the video. Introduce the speaker Angela Lee Duckworth, as a well-known researcher on the idea of grit and resilience as a key factor in success. Direct participants to take notes on what the speaker says about grit and resilience. The main idea that participants should note is that long term success is not necessarily due to intelligence and hard work, as we often believe. It is due to the idea of “grit”, keeping going in tough situations, and getting up when difficult things happen.

After the video, have participants work in small groups to discuss what they noted. Have them discuss if they agree or disagree with what was said in the video and what this means for them as an entrepreneur.
Slide 51

Click on the link or the image to start the video.

Slide 52

Timing: 10 minutes.

Interaction Pattern: Whole class, small groups.


Procedures and Notes: As a class review the strategies for building resilience given on the slides.

Have participants work in small groups to discuss personal or work situations in which they had resilience. What strategies did they use?

Slide 53

Timing: 2 minutes.

Interaction Pattern: Whole class.


Procedures and Notes: Review the notes on the slide about the first step in building resilience, having emotional awareness.

Slide 54

Timing: 10 minutes.

Interaction Pattern: Individual work.

Materials Needed: Pages 14 and 15.

Procedures and Notes: Participants work individually to analyze their own emotions,
specifically their negative emotions. In the chart on page 15, have them note five negative emotions, what triggers or starts the emotion and how the emotion affects them physically.

**Timing:** 5-10 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 15.

**Procedures and Notes:** As a class, introduce the concept of realistic optimism, using the slide as a starting point. Ask participants their thoughts on realistic optimism. Do they agree with its importance? Why or why not?

**Timing:** 10-20 minutes.

**Interaction Pattern:** Individual, pair work.

**Materials Needed:** Page 15.

**Procedures and Notes:** Participants first put themselves on the continuum of optimism to pessimism. They then work in pairs to share where they are and to discuss what they can do to move themselves more towards realistic optimism.

**Timing:** 10-15 minutes.

**Interaction Pattern:** Whole class.

**Materials Needed:** Page 16.

**Procedures and Notes:** Introduce the next element of resilience, being completely healthy—intellectually, physically, emotionally and spiritually. Ask the class why each of these four dimensions are important as an entrepreneur. You are looking for them to notice the following:
Mind/Intellect: As entrepreneurs we need a clear mind in order to make good decisions and analyze the results of those decisions. We also need a clear mind so that we can learn what we need to learn in order to move our business forward.

Body: As entrepreneurs we often have to work long hours. We also don’t want to get sick. In order to do this, we need to keep ourselves physically healthy, by getting enough sleep, exercising and eating well.

Emotions: We need to have a positive mindset, not a negative one. So, we need to have more positive emotions (excitement, enthusiasm) than negative ones (frustration, anger, discouragement).

Spirit: We need to have a strong sense of who we are as people and be comfortable and confident with that identity.

Timing: 15-20 minutes.

Interaction Pattern: Individually, pairs.

Materials Needed: Page 16.

Procedures and Notes: Participants work individually to complete the chart on page 16. They identify at least five things that they can do on a regular basis to keep of their four dimensions of their life healthy as an entrepreneur. Participants then share their ideas with a partner. Ask several participants to share their ideas with the whole class.
Timing: 15-20 minutes.

Interaction Pattern: Individually, pairs.

Materials Needed: Pages 16 and 17.

Procedures and Notes: To pull everything from the module together, tell participants that each entrepreneur reacts differently to the experience of being an entrepreneur. Each entrepreneur will need to have emotional intelligence specific to them as an individual. Have participants work individually to complete the chart on page 17. They should identify at least three potential emotional challenges they feel they will experience as an entrepreneur. They should then identify strategies that will help them navigate each challenge. Have participants share their ideas and strategies with a partner.

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 17.

Procedures and Notes: Quickly review the topics covered in the module.

Continued on the next slide.

Continued from previous slide.
Slide 62

Timing: 5-10 minutes.

Interaction Pattern: Whole class.

Materials Needed: List of quiz questions at the end of the Facilitator’s Guide. One set of A, B, C cards for every four participants.

Procedures and Notes: Quickly review the topics covered in the module. Divide participants into teams of three or four. Give each team three cards or pieces of paper, with large A, B and C on each piece. Read each multiple choice question below out loud. Teams have ten seconds to decide on the BEST answer and hold up the appropriate card. Provide the correct answer (indicated in bold on the list of questions) and discuss any questions about the answer. Teams get one point for each correct answer. Teams keep track of their own scores. The team with the most points at the end of all of the questions is the winning team.

Slide 63

Timing: As needed.

Interaction Pattern: Whole class.

Materials Needed: None.

Procedures and Notes: Ask if there are any final questions or comments about the content of the module.

Slide 64

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: None.

Procedures and Notes: Direct participants to the additional resources at the end of the Participant Manual for further information.
Module Review Quiz Questions
The correct answer is in bold.

1. What is emotional intelligence?
   A. It is the capacity to quickly and accurately read the emotions of others in order to understand what is happening in a situation.
   B. **It is the capacity to be aware of, control and express our emotions to then handle interpersonal relationships judiciously and empathetically.**
   C. It is the capacity to identify the emotional weaknesses of others to then manipulate them into doing what you want them to do.

2. What is the emotional balancing act of entrepreneurs?
   A. **It is balancing the negative emotions and situations that cause stress with strategies that build resilience.**
   B. It is balancing your personal emotional needs with the emotional needs of your staff and customers.
   C. It is balancing the stress and exhaustion of a busy work schedule with the demands of family and friends.

3. What is stress?
   A. It is the positive energy that we feel when we are trying to accomplish something difficult.
   B. **It is the mental or emotional tension that can result from new, challenging circumstances or events.**
   C. It is the negative emotion that results from having too many things to do and not enough time to do them.

4. What is risk?
   A. **Risk is the exposure to the chance of loss, danger or hazard.**
   B. Risk is the chance we take when we are doing something unknown or don’t have enough information.
   C. Risk is the excitement we feel when we are trying something new.

5. What is ambiguity?
   A. Ambiguity is when we don’t feel comfortable in a situation because we don’t like the people we have to work with.
   B. Ambiguity is when we would like to take one action but we have to take another action for reasons outside of our control.
   C. **Ambiguity is when we don’t have enough information or clarity in a situation in order to make a good decision, but we have to make a decision anyway.**

6. What is the experiential learning process we can use to learn from our failures?
A. Failure, discussion with all staff about what went wrong, brainstorming about what to do next.
B. Failure, processing our emotional reaction, analysis of failure, learning from failure, new action.
C. Failure, analysis of our mistakes that lead to the failure, a promise not to make the same mistakes again.

7. What is resilience?
   A. Resilience is the ability to make a negative event feel positive.
   B. Resilience is the ability to help others when we are feeling tired ourselves.
   C. Resilience is the ability to recover from a negative event.

8. What is emotional awareness?
   A. It is the self-awareness of what triggers our different emotions and how we react physically to the emotions.
   B. It is the self-knowledge of how emotional we are in different types of situations.
   C. It is the ability to notice and read the emotions of those around us and respond appropriately.

9. What is realistic optimism?
   A. It is when we are aware of the reality of a situation, particularly challenges that exist, but we are also optimistic that we have the strategies and skills to manage them.
   B. It is when we feel positively about a situation, regardless of how difficult it is.
   C. It is when we feel negatively about a situation, but we keep trying to find a way to make it positive.

10. What are the four dimensions of whole person health?
    A. Sleep, physical exercise, healthy eating and positive friendships.
    B. Mind, body, emotions and spirit.
    C. Optimism, resilience, grit and perseverance.