

EMOTIONAL INTELLIGENCE FOR ENTREPRENEURS

Facilitator's Guide



Youth Employment Services - YES

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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



Workshop Materials



Participant Workbook



Digital device



8/8/2018

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

Rules of Engagement

- This workshop is for you.
- Ask your questions.
- Make your comments.
- One person speaking at a time.
- Communicate respectfully even when you disagree.
- Have some fun along the way.

8/8/2018

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

Learning Outcomes

At the end of this workshop you 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.

8/8/2018

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 2.

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

Slide
7



Learning Outcomes
At the end of this workshop you will be able to:

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 your entrepreneurial activities will present to you and the strategies that will help you manage these challenges.

yes 8/8/2019 7

Continued from previous slide.

Slide
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1. Emotional Intelligence for Entrepreneurs
2. Stress
3. Risk
4. Ambiguity
5. Isolation
6. Rejection
7. Failure



yes 8/8/2019 8

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 3.

Procedures and Notes: Review the agenda for the course.

Slide
9

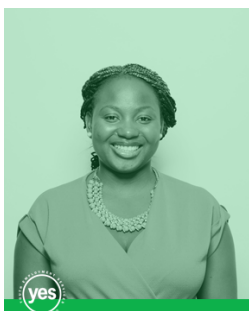
8. Fear
9. Resilience
10. Emotional Awareness
11. Realistic Optimism
12. Whole Person Health: *Mind, Body, Emotions, Spirit*
13. Assess the Potential Emotional Challenges with Your Business
14. Review and Wrap-Up



yes 8/8/2019 9

Continued from previous slide.

Slide
10



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

yes 8/8/2019 10

Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 4.

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

Slide 11

Emotional Intelligence for Entrepreneurs

The diagram illustrates the components of Emotional Intelligence for Entrepreneurs. At the center is a green circle labeled 'Emotional Intelligence'. Five arrows point outwards to five orange circles, each representing a component: 'Self-Awareness' (top-left), 'Social Skills' (top), 'Self-Regulation' (top-right), 'Empathy' (bottom-left), and 'Motivation' (bottom-right).

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

Emotional Intelligence for Entrepreneurs
1.2 What are the Emotional Challenges of Entrepreneurs?

Watch the videos
What emotional challenges of entrepreneurs do the speakers share and discuss? What strategies do they suggest for managing these challenges?

Timing: 20-30 minutes.

Interaction Pattern: Small groups.

Materials Needed: Page 4.

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
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VIDEO:

The Making of a Young Entrepreneur: Gabrielle Jordan Williams

DIRECT LINK:
https://www.youtube.com/watch?v=EbiQI_pZFtQ



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
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VIDEO:

60 Second Entrepreneur: Sam Gudewill

DIRECT LINK:
https://www.youtube.com/watch?time_continue=55&v=DdJPK4cqQhs



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

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

Slide
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VIDEO:

The Making of a Young Entrepreneur: Gabrielle Jordan Williams

DIRECT LINK:
https://www.youtube.com/watch?v=EbiQI_pZFtQ



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

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

Slide
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Emotional Intelligence for Entrepreneurs
1.3 What are the Emotional Balancing Act of Entrepreneurs?

- | | | |
|---|---|---|
| <p>Resilience</p> <ul style="list-style-type: none"> • Emotional Awareness • Realistic Optimism • Whole Person Health |  | <p>Stress</p> <ul style="list-style-type: none"> • Risk • Ambiguity • Isolation • Rejection • Failure • Fear |
|---|---|---|



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.

Slide 17

Stress
2.1 What is Stress?

Stress is mental or emotional tension that can result from new, challenging circumstances or events. In small amounts, stress can be productive.

It motivates us to take action and get work done. In large amounts, however, stress affects us emotionally, physically and mentally.

We feel excessive stress when we believe that we will not be able to manage the new circumstances or events.

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.

Slide 18

Stress
2.1 What is Stress?

Physical
Mental
Emotional

Timing: 5-10minutes.

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.

Slide 19

Stress

Stress manifests itself emotionally

- Anxiety, worry, frustration and anger.
- Our emotions are negative, exaggerated, volatile and quick to change.

Stress manifests itself physically

- An elevated heart rate and blood pressure
- Difficulty sleeping, and changes in appetite.

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.

Materials Needed: Page 6.

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.

Materials Needed: Page 6.

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



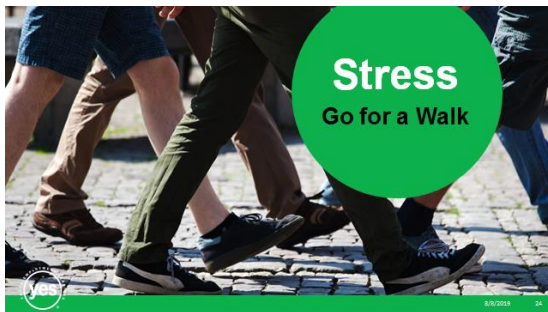
Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.

Materials Needed: Page 6.

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
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Timing: 5-10 minutes.

Interaction Pattern: Whole class, pairs.

Materials Needed: Page 6.

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.

Slide
25

Watch the video
Note down additional stress management strategies suggested by the speaker.

Timing: 5-10 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 7.

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.

Slide
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VIDEO:
How to Make Stress Your Friend by Kelly McGonigal

DIRECT LINK:
<https://www.youtube.com/watch?v=RcGvY7u0XEU>

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

Slide
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Risk
3. What is Risk?

Risk is the exposure to the chance of loss, danger or hazard.

As entrepreneurs we face risk every day:

- Not getting paid by customers
- Not finding financing
- Changing regulations
- Product or service risk
- Random events

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 7.

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.

Slide 28



1. Know the risks in your business.
2. Have a plan for your business to eliminate, mitigate or manage each of these risks.
3. Scan your environment for changes to the risk to your business.
4. Continually gather information about your industry.
5. Stay connected to others running similar businesses.
6. Keep your skills current.

We have to manage risk strategically as an entrepreneur.

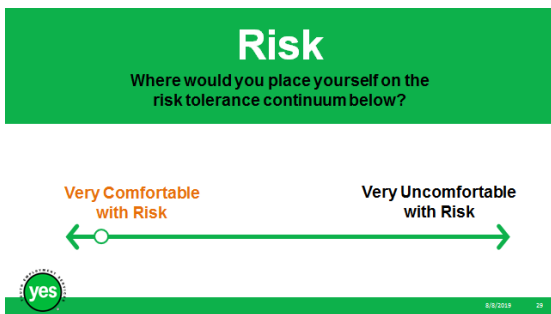
Timing: 2 minutes.

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

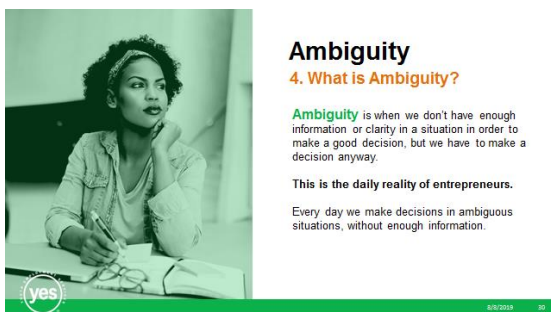
Timing: 5 minutes.

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



1. Know the areas of ambiguity in your business.
2. Have a plan for your business to eliminate, mitigate or manage each of these areas of ambiguity.
3. Continually gather information about your industry.
4. Stay connected to others running similar businesses.
5. Keep your skills current.

As with risk, we have to manage ambiguity strategically as an entrepreneur.

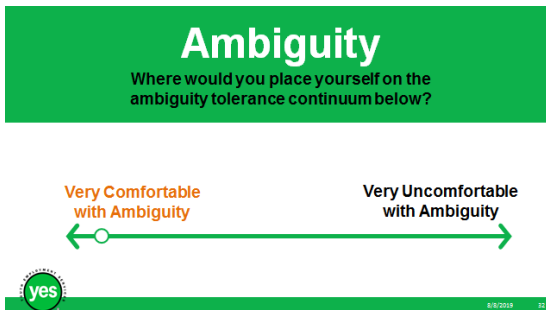
Timing: 5 minutes.

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



Ambiguity

Where would you place yourself on the ambiguity tolerance continuum below?

Very Comfortable with Ambiguity
Very Uncomfortable with Ambiguity

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



Isolation

5. How is it Isolating?

As entrepreneurs, all responsibility for the business stops with us.

Our staff, our friends and our family can support us to a certain extent, but they can't share the experience of being ultimately responsible for everything in the business.

For this reason, being an entrepreneur can be very isolating.

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

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




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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

What strategies can you use personally to decrease the amount of isolation you may have as an entrepreneur?



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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
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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 crucial skill. If we can't manage rejection, the stress of the repeated, and often not polite, "no's" can paralyze us.



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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.

Slide
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Watch the video
What strategies does the speaker recommend for managing rejection?

Timing: 20-30 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 9.

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.

Slide
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VIDEO:


What I Learned From 100 Days of Rejection by Jia Jiang

DIRECT LINK:
https://www.ted.com/talks/jia_jiang_what_i_learned_from_100_days_of_rejection



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

Slide
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Failure
7.1 Business Failure

Perhaps the greatest possible stress that we entrepreneurs face is the possibility of the **failure** of our business or, the actual failure of our business.

Starting and running a business is risky and businesses fail all the time.

In Canada, only 80% of businesses survive for three years, only 60% survive for five years, and only 40% survive for ten years.

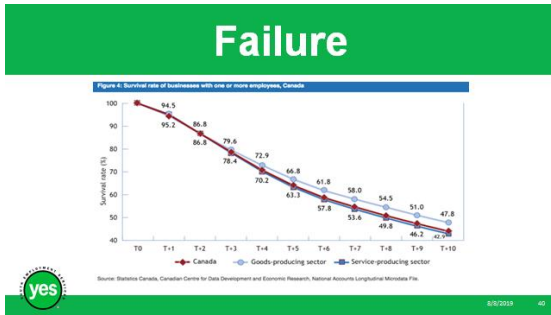
Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 10.

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.

Materials Needed: Page 10.

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.

Materials Needed: Page 11.

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.

Slide
42



Timing: 10-15 minutes.

Interaction Pattern: Small groups.

Materials Needed: Page 11.

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 grow.

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.

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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 stress.

yes

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
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Failure

Emotional Reaction

Analysis

Learning

Action

yes

Timing: 5-10 minutes.

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



Failure

Emotional Reaction

Analysis

Learning

Action

Think about a recent failure you had, large or small. Use the experiential learning process to the side to analyze what you learned from the failure.

yes

Timing: 10 minutes.

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

Slide
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Fear
8. What is Fear?

Fear is an unpleasant emotion caused by our belief that someone or something is dangerous or a threat, and is likely to cause us pain or harm.

- Merriam-Webster Dictionary

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.

Slide
47

Watch the video

What key ideas about fear does the speaker share? How do these ideas relate to you as an entrepreneur?

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.

Slide
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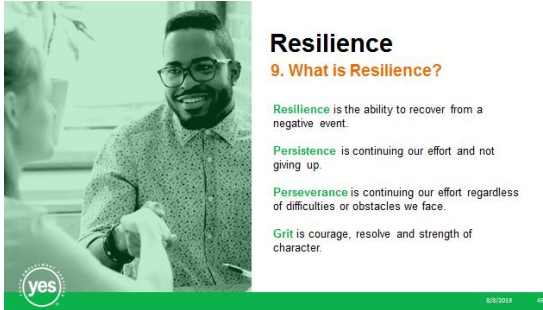
VIDEO:

What Fear Can Teach Us by Karen Thompson Walker

DIRECT LINK:
https://www.ted.com/talks/karen_thompson_walker_what_fear_can_teach_us

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

Slide
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Resilience
9. What is Resilience?

Resilience is the ability to recover from a negative event.

Persistence is continuing our effort and not giving up.

Perseverance is continuing our effort regardless of difficulties or obstacles we face.

Grit is courage, resolve and strength of character.

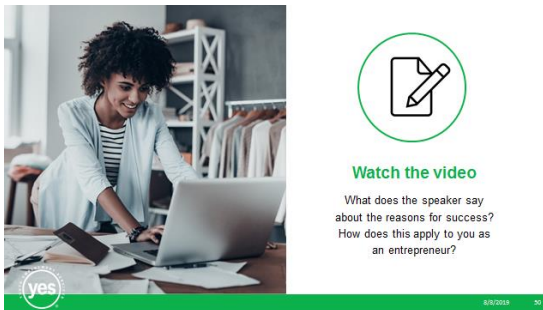
Timing: 5 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 13.

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.

Slide
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Watch the video

What does the speaker say about the reasons for success?
How does this apply to you as an entrepreneur?

Timing: 15 minutes.

Interaction Pattern: Whole class, small groups.

Materials Needed: Page 14.

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.

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VIDEO:

Grit: The Power of Passion and Perseverance by Angela Lee Duckworth

DIRECT LINK:
https://www.ted.com/talks/angela_lee_duckworth_on_the_power_of_passion_and_perseverance



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



Slide
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1. Use your personal relationships with family and friends for emotional support.
2. Keep things in perspective. Don't exaggerate negative events or emotions.
3. Accept that challenges, negative events and negative emotions are part of life.
4. Have clear goals for your business and yourself, and keep these goals in mind all the time.
5. Take action rather than procrastinating hoping that challenges will go away.
6. Maintain a positive view of yourself and trust your abilities to manage challenges.



Timing: 10 minutes.

Interaction Pattern: Whole class, small groups.

Materials Needed: Page 14.

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
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Emotional Awareness
10. What is Emotional Awareness?

The first step in building resilience is being **aware of our emotions**.

We all experience emotions differently. We have different triggers for emotions.

We also have different physical reactions when we feel the emotions, particularly negative emotions, for example sweating, nausea, or headaches.

Timing: 2 minutes.

Interaction Pattern: Whole class.

Materials Needed: Page 14.

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



Slide
54



Think about yourself emotionally. Select five negative emotions. Fill in the chart below with your triggers and physical reactions for those emotions.

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.

Slide 55



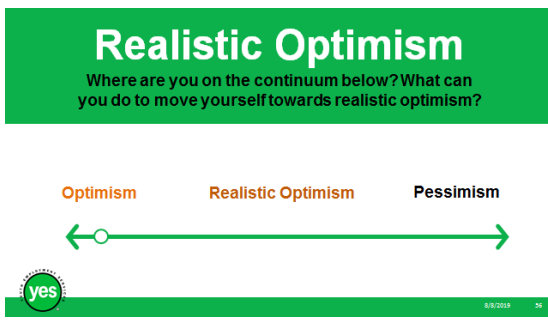
Timing: 5-10 minutes.

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?

Slide 56



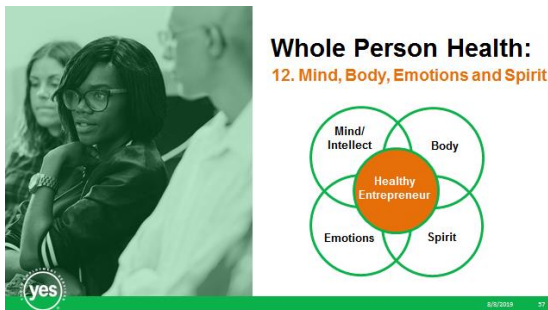
Timing: 10-20 minutes.

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.

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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.

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List at least five things that you can do on a regular basis to keep each of the four dimensions of your life healthy as an entrepreneur.

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 each 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

Slide
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Assess the Potential Emotional Challenges with Your Business

What do you foresee as the emotional challenges you will have when running your business? What strategies will you use to manage these emotional challenges, based on the information presented in the module? Complete the chart in your workbook.

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.

Slide
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1. Emotional Intelligence for Entrepreneurs
2. Stress
3. Risk
4. Ambiguity
5. Isolation
6. Rejection
7. Failure



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.

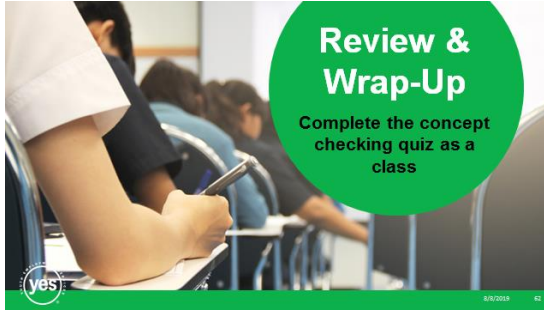
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8. Fear
9. Resilience
10. Emotional Awareness
11. Realistic Optimism
12. Whole Person Health: Mind, Body, Emotions, Spirit
13. Assess the Potential Emotional Challenges with Your Business
14. Review and Wrap-Up



Continued from previous slide.

Slide
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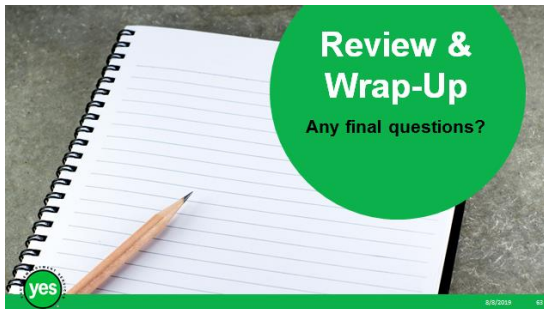
Timing: 5-10 minutes.

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
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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.