

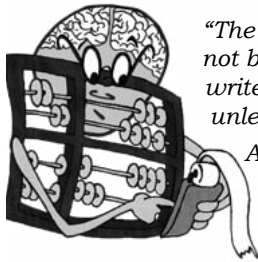
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EQ

How to Use This Self-Study Program

1B LESSON

Important Reminders To Learn Effectively



"The illiterate of the 21st Century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Alvin Toffler, American sociologist and futurologist (1928 -)

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Behavioral research tells us that our emotions have a profound impact upon our ability to learn. This lesson should increase your awareness of that fact and help you gain more from the program than otherwise possible. We will review several emotional factors that can set the tone for stimulating a higher level of attention, interest, and effort in learning.

EMOTIONAL INFLUENCE ON LEARNING

Clearly Alvin Toffler's 21st Century prediction above has indeed come to fruition in the traditional educational sense, as we have been forced to endure the three juxtapositions of learning, unlearning, and relearning because of hi-tech improvements. With the inundation of updates to computer software, cell phones, and the Internet, we have had to overcome the frustration of their evolving learning challenges. Similarly, improving our emotional intelligence requires us to repeat Toffler's cycle of learning, as we progress through each of the three phases in raising the quality of our thought and behavior to higher levels. Thus, the mind must be progressively attuned to adapt to the changes of our rapidly evolving world.

Although somewhat comprehensive, 1B Lesson is rich in a vast number of emotional factors that profoundly impact our ability to learn, unlearn, and relearn as we reach for higher levels of EQ understanding. EII's program, in general, eases the process of overcoming the difficult challenges of emotional growth, especially in stifling the mind's more primitive nature that reduces our ability to learn, unlearn, and relearn.

Understanding the manner in which our minds process the emotional factors described herein is a critical component of EQ learning. If comprehension or application of this lesson are issues, reread and study the material further to ensure that you understand and are applying the content appropriately.

The traditional 20th Century educational approach to learning has involved mastering subjects that have been considered to be basic—such as math, science, and English. However, from the perspective of acquiring emotional intelligence in this 21st Century, learning must be more clearly defined as sound knowledge and practices that enhance healthy mind development—improving the character of our thoughts, words, and actions.

Research warns us that the human mind's development is influenced by both nurturing and nature.



Learning, in general, is charged with emotional influences. Consider past memories when you may have been emotionally stimulated to learn for the following emotional reasons.

15 Reasons Why Learning Can be Stimulating

Emotional words italicized

1. *Inspiring* people, experiences, or desires
2. *Respect* for personal well-being and relations with others
3. Someone's *enthusiastic effort* to stimulate you
4. A *strong regard* for the importance of learning
5. A *wish to avoid* possible consequences of not learning particular details
6. *Appreciation* of another's support, special incentives, and expectations
7. *Helpful* skills that *ease* the learning process
8. Quality direction that *facilitates* ability to learn
9. Applying *effective* strategies and other discretionary measures
10. Someone's behavior worth *emulating* or *avoiding*
11. Applying personal *caution* to keep safe
12. *Interesting* subject matter
13. *Eagerness* to reach personal goals and victories
14. An *interest* in improving particular knowledge and/or skills.
15. *Incentives* to improve job performance and relations with colleagues

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Can you think of other reasons you have been stimulated to learn?

The proper emotional criteria for nurturing learning compare favorably to the growing conditions for planting a garden. To elevate the quality of our actions, certain factors improve our chances for being stimulated to learn, as noted above, as well as for familiarizing, absorbing, and applying related knowledge. As with planting a garden, we will want to regulate, strengthen, and fortify growth. For seeds to sprout and mature, a plant requires the proper soil nutrients, sunshine, and water. Elevating the quality of our actions requires the necessary amounts of 1. appreciation for EQ learning, 2. adequate preliminary understanding, and 3. effort to apply instructions given. The following practices also enhance EQ growth, just as specially blended nutrients in fertilizer enhance plant growth:

Practices That Can Enhance Your EQ Learning

- Questioning the quality of your thoughts and reasoning to become more EQ oriented
- Asking yourself revealing questions to create more in-depth psychological awareness
- Reducing negative self-talk to minimize concerns about improving your EQ
- Applying the necessary pressure and self-discipline to foster responsible actions
- Increasing discretion to improve the quality of your thinking, communicating, and acting
- Remaining persistent or patient for increasing emotional balance
- Listening to your wisest and healthiest voice within to strengthen intuitive senses
- Increasing professionalism and self-initiative to increase your value to employers
- Improving diet and exercise to promote physical and mental health
- Practicing congeniality to reflect more meaningful appreciation of others
- Becoming more tolerant of others' foibles and ill-behaviors to promote peace
- Practicing cooperation, fairness, and sharing to promote good relationships

Consider how these EQ practices contribute toward improving the quality of your health, relationships, and other important aspects of life. Imagine how easily problems may occur when you don't manage these growing conditions and the nourishment of such EQ practices. It can be encouraging to take note when you find yourself applying any of these practices.



HARNESSING THE MIND'S POWER TO LEARN

Coaching from others who are more accomplished is a major catalyst in harnessing our mind's power to learn. Lacking a strong enough coach within, we are more liable to take the easy way out by telling ourselves that something is too difficult, rather than by applying a greater amount of effort, one step at a time, to reduce the power of old, unhealthy self-talk. While the coaching strategies described below are a valuable part of any learning formula, they carry particular significance when we are trying to improve our EQ. Should we fail to learn or apply any one of these five coaching strategies, our capacity for realizing emotional growth may be reduced substantially. These strategies also involve using particular knowledge, skills, and tools that, as adults on our own, we don't readily consider.

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Five Coaching Strategies

1. ENCOURAGE A HEALTHY ATTITUDE AND INITIATIVE

We participate most willingly when we are passionate about a subject. Yet the most important subjects we've ever studied may not have been our favorites. The results and consequences—if we didn't study—were probably what drove us to learn. Without a healthy regard and self-initiative toward emotional learning, we are susceptible to harmful omissions in the educational process.

2. ACCEPT HEALTHY CHALLENGES

Because of the challenges involved in learning, we may need to postpone more fun or relaxing activities in order to concentrate instead on assertive study. When attempting a new healthy challenge, our initial emotional reaction may be characterized by irritation or frustration. We may experience a sense of entitlement in completing tasks with as little effort as possible. But by accepting the healthier, more regimented option, we will begin to reprogram our thinking to strengthen our patience and fortitude for accepting necessary discipline. With such effort, a healthy challenge becomes easier incrementally in providing long-term benefits.

3. DEVOTE TIME TO THE LEARNING PROCESS

Gaining better understanding and skill requires time for study and practice. How many of us really learned any skills through osmosis? Some experts say that it takes 30 days of exercising a new task to create a new habit. A commitment to this program of at least 30 minutes a day for 30 days can help build quality results. Once we begin to see improvement, we may become more willing to continue our participation.

4. PRACTICE HEALTHY SELF-TALK • SELF-HONESTY

Motivating ourselves with healthy self-talk helps to direct our lives in wiser, more emotionally stable ways. By questioning how honest we are regarding the quality of our actions, we recognize subtle illusions and ineptitudes that can too easily contribute to poor learning habits and sabotage our emotional growth. Such irrational feelings must be acknowledged with self-honesty and suppressed with healthy self-talk. These feelings may include inappropriate entitlement, impatience, discouragement, stubbornness, uneducated opinions, denials, overzealous egos, and justifications/excuses.

5. READ AND FOLLOW DIRECTIONS CAREFULLY

For text authors or course instructors, defining and structuring high-quality lesson plans can often require intensive research and costly time. As in devising a well-defined road map to reach a desired destination, we must utilize quality direction, reliable details, clarity, and accuracy to arrive at an appropriate emotional destination.

These coaching strategies remind us ... that we are more willing to “go that extra mile” when we pursue a healthy attitude and initiative to do so. Our emotional stability relies on our ability to be honest with ourselves, as much as our credibility with others is dependent upon our honesty with them. While facing what appears to be a difficult challenge, applying these coaching strategies enables us to gain strength and realize that the challenge may not truly be as problematic or frustrating as we first believed.



HARNESSING THE MIND'S SKILL TO LEARN

Without applying particular learning strategies, we may be susceptible to more passive learning. Harnessing the mind's potential optimizes our chances for learning and requires assiduous focus, study, review, recall, and practice that are components of cognitive learning. Cognitive learning pertains to the mental processes of perception, memory, judgment, and reasoning. Applying the strategies below can stimulate better understanding and greater absorption of material.

Eight Cognitive Strategies

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1. SHIFT TO A LEARNING MODE OF ATTENTION

When we lack the discipline of a classroom setting, expanding our knowledge becomes a greater challenge. We shall be required to pay more serious attention to not only WHAT we are reading, but also HOW WELL we are EMPHASIZING important points and GRASPING the material overall. Thus, we need to shift our minds from their more casual automatic mode of attention to a conscious mode of concentration that is necessary whenever we apply any strategy or need to follow strict adherence to particular guidelines. The balance of these cognitive strategies can be helpful to understanding and directing this shift from the classroom structure to the required self-discipline of personal study.

2. TRY TO GRASP THE "BIG PICTURE"

Grasping the significance of the EQ "big picture" may prove as important to our overall life as striving for our professional and financial security. Thus we suggest that you scan the lesson summaries as you read through each of them for the first time.

3. GAUGE READING SPEED

Reading, like many other things in life, can be done hastily more easily than it can—slowly—and more carefully. Even though we may not consider gauging our reading speed, it is to our benefit to read materials we are wanting to understand and absorb at a slower pace than we would, say a novel or other casual reading. It is important to judge when to scan and when to slow down to absorb more detail when reading.

4. HIGHLIGHT IMPORTANT INFORMATION

Any reading experience may present difficulties in discriminating, gathering, and memorizing the most salient information to retain for later use. A good example is found in isolating key information for future retention, and then familiarizing and memorizing all we need to know to get that "A" on a quiz within the time-frame allotted. Aware of such pitfalls, our program includes helpful activities and particular study assignments that highlight the most important information.

5. REPEAT AND REVIEW SPECIFIC DETAILS

While instructors may repeat information to reinforce learning, authors may only get away with this convention once or twice. Nevertheless, the student who devotes extra time to reviewing and repeating material is providing an instructor-type advantage.

6. MEMORIZE CONCEPTS AND SPECIFICS

Memorization is a critical element in learning. It usually takes a person more time to absorb concepts and specific information than to read or even write them down. For this reason you may need to reread such specifics several times or even memorize some explanations for better understanding.

7. PAUSE AND IMPROVE BRAIN BLOOD FLOW

Pausing after each paragraph to analyze its inherent message can be very helpful. Otherwise the process of juggling reflection, while continuing to absorb new material, is virtually impossible. When fatigued, take a break and return only after you feel confident of proceeding with renewed powers of concentration. Taking a few minutes to engage in physical exercise or activity will provide increased energy by stimulating blood flow to the brain.

8. READ OUT LOUD

Reading out loud is a simple and effective tool to reinforce attention and retention. Repeating valuable points several times aloud can also improve content absorption.

These cognitive strategies remind us ... that taking the time and applying the effort necessary to familiarize and to absorb these lessons will heighten our EQ significantly more than by just reading sections casually, as we would chapters in a novel. To develop healthier minds, students will need to focus their attention on what is read and to accept spending the time necessary to perform the activities and quizzes. Students must not only familiarize themselves with material, but also memorize critical data.



HARNESSING THE MIND'S *DISTORTED* WAYS OF LEARNING

This lesson so far has consisted of reviewing and grasping healthy ways we can apply our minds to nurture learning. Behavioral research warns us, however, that the human mind's emotional development is influenced by both nurture and nature. Psychologists are well aware of our need to obtain adequate understanding of the mind's emotional characteristics and troubling natural tendencies, thereby making a significant difference in how we apply our minds emotionally toward learning.

Every decision, choice, action, or reaction we make involves a psychological element. Allowing our emotional intelligence to develop on its own or by chance is no different than leaving any other important aspect of our formal education to abstract ways of learning. Poor direction and inadequate understanding allow us to accept more distorted reactions and dysfunctional habits than we realize. As a rule, our life experiences don't teach us early enough or in a gentle enough manner to realize exactly what is worthy of knowing psychologically. The beneficial know-how of EQ training improves our ability to reason and tremendously enhances our quality of life. Emotional intelligence is a learned reaction to emotions.

In a sense, this new, more educated approach to mind development is raising us out of the emotional dark ages. We are challenged to examine our minds in more scholarly ways, as well as to recognize that emotional intelligence, itself, is a necessary scholastic endeavor. Without such know-how, ill-measured emotions can too often seem justified, no matter how damaging.

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Reasons Why EQ Learning Can be Challenging

1. Because of our limited understanding, we are less inclined to allow emotional intelligence and healthier pursuits to guide and regulate our emotions.
2. There are some subjects in learning that are simple to understand, yet comprehensive and tricky to apply in action without prior practice and strategy.
3. It can often take a stroke of enlightenment to recognize and finally accept a viable solution for controlling damaging emotional behavior when in the midst of such behavior.
4. Our thought processing, when left to a natural mode, is usually driven by emotionally comforting options, rather than healthier ones that often involve emotionally uncomfortable choices.
5. We may fail to realize how easily a "heat of the moment" situation can exaggerate its severity, causing us to react too harshly, rather than pausing until the stress of the moment has passed.
6. We can fail to learn from history what is ineffective or inappropriate, because we forget too easily. This allows us to apply unknowingly the same unhealthy approach repeatedly.
7. Just as certain foods nourish us, while others jeopardize our physical health, there are thoughts that can improve our EQ and others that endanger our emotional health. As with food, thoughts that endanger our health too easily may feel the most satisfying.

How have these challenges affected your ability to master healthier behaviors?

Just as performing simple computing operations would be extremely difficult for one who hasn't had basic training, dealing with EQ challenges can be more rigorous for one who has not had enough preliminary psychological training.



The Dangers of Leaving Empowerment to Chance

Be aware that when we leave empowerment to chance, the mind can also become what is referred to as lethargic. This condition may result from reduced stimuli, unconscious thinking, and other poor habits, as well as from stress. As regards learning, lethargy may preclude us from applying the necessary attention to studying seriously what is important to our general well-being and from practicing what helps us to improve the quality of our thoughts, words, and actions. This condition may lead to an emotional paralysis which in turn may bankrupt us emotionally. Thus, the law of diminishing return in finance can also hold true psychologically if we fail to apply EQ learning. Recognizing the symptoms of lethargy and then making significant changes to our existing behavior may prevent such paralysis from occurring.

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The distorted ways in which nature can influence how we learn is a topic covered in virtually every lesson of our program. Below we have listed a few examples that are far too common:

HOW NATURE DISTORTS LEARNING

1. When we piece fragmented information together too confidently and omit adequate investigation or details, such superficial discrimination may cause a variety of warped misinterpretations, e.g. inappropriate justifications, assumptions, excuses, exaggerations, biases, innuendos, or uneducated opinions.
2. When we don't memorize or familiarize ourselves enough, we tend to forget knowledge.
3. When we don't question the quality of our reasoning and respond honestly before making judgments, we may breed dysfunctional behavior.
4. When we carelessly forget mistakes, it makes correcting them is virtually impossible.
5. When we don't understand what is relative, we can easily over-emphasize the superficial instead of pursuing meaningful achievement.
6. When we don't develop strong enough self-coaching skills, we can too easily set ourselves up for failure in important endeavors.
7. When the mind demands immediate relief or gratification, yet we have the power to endure a difficult healthier option, we miss an opportunity to create more measured habits.
8. When we over-rate our creative license to do as we please, we tend to underestimate the risk of problems and consequence.
9. When we overlook or ignore critical direction toward healthy outcomes, we become more susceptible to ignoring other quality direction in the future.
10. When we are dishonest with ourselves and others, we may readily distort information that sabotages our emotional stability and relationships with others.



How nature distorts learning reminds us ... of its negative influences. Without adequate understanding of the mind's emotional characteristics and troubling natural tendencies, we are more susceptible to distorted reactions and dysfunctional habits. The more we learn about how nature distorts our thinking, the better equipped we are to avoid perpetuating these damaging habits, and build healthier ones instead.



A Mind Operation **WARNING** and **PRECAUTION**

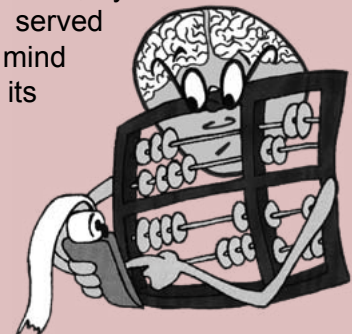
Many complicated products come with their own *cause and effect* precautions highlighted in some way, usually in the accompanying literature. If we imagine having an operation manual for our minds, it undoubtedly would list **WARNINGS** and **PRECAUTIONS**. Below is our understanding of what should be included:

BEWARE:

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WARNING! Please be aware that the human mind is an extremely complex computing system. However, the very limited capabilities of the emotionally uneducated mind and multi-faceted scope of nature's influence give the mind far greater tendency to malfunction— more frequently than it should. With nature's easy influence combined with the complexity of healthy and wise judgments, the mind is susceptible to developing more dysfunctional habits and damaging reactions, rather than seeking out a quality approach to a healthy life. Should the mind receive insufficient training to redirect its susceptibilities, harmful emotions gain far too much power. With such handicaps be sure to consider the following:

1. Take care in what you allow your mind to spend time doing, or for that matter, what you allow your mind to convince you to do. Understand that, left to its own natural tendencies, the mind may not distinguish between right or wrong doing.
2. Command and direct the mind to the best of your ability toward a higher level of self-management.
3. Understand that it is more difficult for the inexperienced mind to recognize and heed the consequences of subtle cause and effect than for the experienced and emotionally well educated mind.
4. Understand that the mind possesses an arbitrary mode of reasoning that causes it to be complacent and lackadaisical about important matters.
5. Be aware that the mind may ignore critical direction toward healthy outcomes, including survival, when our mode of thinking becomes too casual.
6. Understand that the independence and liberty to do as we please may be over-rated, and that the risk of consequence to our relationship with others and our environment may be jeopardized.
7. Realize that the mind has the tendency to forget far more than it remembers.
8. Be aware that the dysfunctional characteristics of certain actions, issues, and ideas can adversely affect the body, mind, other human beings, and the environment — with the mind seemingly unaware and inattentive to any of it!
9. Intelligent influence on learning equates to what make the most sense and stifles emotional pressures to do otherwise.
10. Instead of being overwhelmed by the difficulty of developing your thinking to its healthiest potential, you would be better served by studying the mind and heeding all of its warnings.



Prioritizing Healthier as Well as More Intellectual Minds

The brain is not only the most complex organ in the human body, but the most intricate object in our known universe, according to The Neurosciences Institute in San Diego, California. Nonetheless, even with all of the brain's complexities, we can improve its function by nurturing our understanding.

Researchers are discovering that computer function offers powerful insight into the workings of this complex organ. In an attempt to make a general comparison here, the brain could (humbly) be characterized as a mini-supercomputer and the mind's knowledge, the software. What is learned by the mind, we might say, equates to what is input into a computer by a programmer.

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Metaphorically, a person/programmer would ideally nurture learning by accumulating knowledge and practices intellectually and healthfully for improving end-user effectiveness. Yet without possessing a healthy understanding of emotional intelligence (having security software), the programmer is susceptible to inputting information that may adversely affect the quality of the mind's computing operation. The detrimental effects of limited emotional intelligence are metaphorically similar to the subtle and eventually devastating impact that irreversible viruses can have on our computer programs when we fail to install security software.

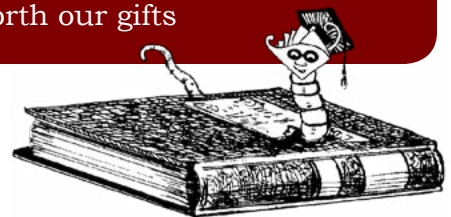
By considering the mind from this technological perspective, we are reminded of how critically important emotional intelligence becomes in healthy mind development. If we are to build, not just more intellectual but more healthful minds, we shall require increased study of emotional intelligence to further understand the intricacies of the thought process. Each improvement helps to raise the overall efficiency, effectiveness, and quality of performance. Highly respected insight depends upon wisdom, courage, diplomacy, and generosity and is revered for good reason: It requires extremely meaningful EQ— understanding and sacrifice not commonly associated with being learned naturally.

From pre-school through college we are directed toward academically purposeful objectives. As we continue our adult education, we may allow ourselves unconsciously to pursue new learning objectives that disrupt our emotional balance, to the extent that they may be harmful to us or other people. There were important life skill objectives that were not considered in our earlier emotional learning, yet worth studying presently to raise our level of understanding for leading a psychologically balanced life. The purposeful life skill objectives listed below are essential for EQ achievement: Omitting any one of these learning pillars may cause significant problems or set-backs.

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PURPOSEFUL LIFE SKILL OBJECTIVES

- Learning to organize ourselves and manage our affairs well
- Studying to improve applying our minds more healthfully and productively
- Leading safe and balanced lives, both physically and emotionally
- Enriching relationship with others and the environment
- Enhancing employability and improving financial security
- Nurturing special interests and talents that bring forth our gifts



IN CONCLUSION: BROADENING OUR PERSPECTIVE

The willingness to learn is the cornerstone of our success in any endeavor. As mentioned at the outset, the purpose of this lesson is to set the tone for learning to thereby prepare you for reading through the rest of the lessons more effectively. By willingly applying the due care suggested here, you will increase your chances of successfully grasping what we are trying to teach.

This lesson represents the first of several that we offer in teaching you to apply your most precious resource, your mind, in ways that will gird your emotional stability and prosperity. We are confident that you will find learning from our program an enriching experience. Yet, for measured confidence and better realization of your growth, we stress that you study and review this material along with taking notes on specifics being applied from this lesson.

Attaining a higher level of quality self-management is a worthwhile goal. Nonetheless, should you sense any serious doubt or hesitation about proceeding alone with this self-supervisory program, you may wish to consider a personal coach or counselor. Do not hesitate to contact EII via e-mail at info@e-ii.org concerning any problems or questions regarding our materials.

Please note that most of the lessons herein contain supplements, a quiz, and activities section. This particular one does not include such supplements, but instead, provides many suggestions that are worthwhile studying and practicing on an ongoing basis. Moreover, we do recommend that you note daily some new knowledge or skill you've learned, as you travel along the road toward emotionally intelligent growth.

