

NRS/HSI 305 – Online
17 WIN 1
Personal and Professional Development I

Credit Hours: 1
Location: Online
Time: 6 pm is the deadline for the following dates.
Dates: 10/24, 11/14, and 12/15 Reminder, this is online on Blackboard (Bb) **HOWEVER**, we will use the dates as “class days” for the purposes of when material needs to be done and assignments completed.
Instructor: Drew Case, RN, MSN
Email: drew.case@doane.edu
Phone: 402-381-8421
Blackboard: Please note that this class will use “Blackboard” for assignments, grading, communication, etc. Go to <https://bb2.doane.edu/webapps/login/> to log into Blackboard. Use the same “user name & password” as you do for your Doane e-mail. **ALL assignments will be submitted via Bb! PLEASE, always review “syllabus” on Bb as this is the most current version and changes are made prior to class and Bb will ALWAYS be up-to-date!**

Course Description:

This course introduces students to techniques that build self-awareness and understanding. Students will develop strategies to become more aware of their emotional responses and master skills that will allow them to self-regulate and respond appropriately and effectively to situations that are challenging and stressful. They will learn the value of increasing their self-confidence, optimism, and self-motivation to improve productivity and performance. Upon completion of this course, students will understand their values and know how to make decisions and take actions that are in alignment with those values.

The Connection To The Nursing Profession:

Baccalaureate graduates will be expected to focus on continuous self-evaluation and lifelong learning. Additionally, they must have knowledge, skill sets, and attitudes that prepare them for a career of rapid change.

The personal and professional development series of one-hour classes is designed to allow the student nurse the time needed to explore self-awareness and self-knowledge. Dating back to 1952, Peplau recognized the importance of the nurse’s self-awareness and self-knowledge as a vital element in basic nursing education. Upon completion of this leadership series, the student nurses will have a deep understanding of themselves, including their values, strengths and emotional intelligence.

Course Objectives:

The students will:

1. Apply the self-reflection process to the development of their personal well-being and their nursing practice.
2. Identify their individual strengths and values.
3. Describe the impact of self-awareness on the process of developing leadership characteristics.

Class/Module Objectives:

Class/Module 1

1. Identify foundational concepts of personal well-being and the process of developing leadership characteristics.
2. Apply Andy Andrew's Seven Decisions to personal well-being and professional nursing practice.

Class/Module 2

1. Reflect and discuss Well-Being Assessment results.
2. Reflect and discuss StandOut 2.0 Assessment results.
3. Reflect on Well-Being and StandOut 2.0 Assessments and develop plan for continued personal and professional leadership growth.

Class/Module 3

1. Reflect and discuss Emotional Intelligence 2.0 Assessment results.
2. Reflect on Emotional Intelligence 2.0 Assessment results and develop plan for continued personal and professional leadership growth.

Required Text:

1. The Travelers Gift: Seven Decisions that Determine Personal Success, Andy Andrews, 2002.
ISBN: 978-0-7852-6428-6
2. Standout 2.0: Assess Your Strengths, Find Your Edge, Win at Work, Marcus Buckingham, 2015.
ISBN: 978-1633690745
3. Emotional Intelligence 2.0, Travis Bradberry & Jean Greaves, 2009.
ISBN: 978-0-9743206-2-5
4. Wellbeing: The Five Essential Elements, Tom Rath & Jim Harter, 2010.
ISBN: 978-1-595662-040-8

NOTE: STANDOUT, EMOTIONAL INTELLIGENCE 2.0, and WELLBEING are textbooks that include a code to access special resources on the Internet; so **purchasing a used copy of the text is NOT an option.** You won't get a code if you purchase a used copy, and the code is necessary to complete the required assignments. If you purchase this book online, you run the risk of not having access to those electronic and print resources that you may need to complete assignments. Just make sure that the book is NEW regardless of where you get it!

Optional Text

1. Mastering the Seven Decisions that Determine Personal Success. An Owners Manual to The Traveler's Gift. Andy Andrews, 2008.
ISBN: 978-0-7852-6141-4

Highlights Project:

As you read the books I would like you "highlight" anything that really "**ketches**" your attention or makes you go "**Ah-ha**". Highlight anything that YOU deem important and would want to remember for discussions/reflections or look over again later without reading the entire book again. Before each reflection I would like you to take a few minutes and simply "jot" them down. There is no "grading" of this or "minimum requirement"; it just helps with "digesting" the material and giving you direction in your reflection.

IMPORTANT!

You will need to KEEP EVERYTHING from this class! You will use the material, assessments, papers, assignments, & books (do not sell them back!) in other classes and it is critical for NRS 416. Get a 3 ring-binder and just keep all of your classes (305, 306, and 307) in one folder.

Grading:

Reflection Papers:

Engagement:

Quotes Blog:

Total – 168 points

32 points each, 3 classes/modules = 96 points total

16 points each, 3 classes/modules = 48 points total

8 points each, 3 classes/modules = 24 points total

Grading Scale Based on % of Total Points:

A+ 97-100
A 94-97
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79

C 74-76
C- 70-73
D+ 67-69
D 64-66
D- 60-63
F 59 and below

"The Greatest discovery of my generation is that human beings can alter their lives by altering their attitude of mind....If you change your mind, you can change your life." - William James

ASSIGNMENTS

Assignments MUST be submitted ON BLACKBOARD by class date at 6 p.m. or considered late. You can turn them in early (anytime) but this is discouraged (really early). You need time between assignments to digest and curate the concepts. If you have questions or difficulty, allow enough time to submit your papers on time. For each area in Bb, you will submit your points in the comments section with an explanation of your grade if needed. Example for reflection paper; "10/10 – it was on time, I followed the directions, it was proofed and I really digested the material and reflected on how it applies to me, affects me, and what I can do with this information and shared that in my reflection." ***It is part of your assignment to REVIEW ALL comments submitted with your grade and/or attachments (reflection paper) for each and every assignment. This is EXPECTED as this how you receive my feedback for your assignments and can make adjustments if and when necessary.***

You will be assessing and grading yourself. 10/10 or 20/20 is 100%, A+, or perfect score. This means there was no room for improvement so I would expect that if you give yourself a perfect score you provide rationale in the comments section with your score. Here is a little perspective when deciding what you deserve for scores. If you want to know what your percent is take what you think you deserve (lets say 18) and divide by total possible points (lets say 20) and multiply that by 100. So $18/20 = .9 \times 100 = 90\%$. Then look below and decide if you feel this is appropriate based on the description. If not, try a different number until you find the % that seems appropriate for your performance. An A or

anything below a C should be justified (in the comments section) as this is perfect and below average scores.

A = Outstanding, exceptional, distinction, no room for improvement

B = Above average, very good, still room for improvement

C = "Average", common, lots of room for improvement but still "satisfactory"

D = Less than average, below standards, mediocre, needs serious improvement

#1 - Reflection Papers:

Write a **minimum** 4-page (full four pages) reflection paper on what you learned or discovered from each class/exercises. You can talk about your "highlights", focus on ones that really caught your attention and why? You can include the assignments in this along with questions that were presented in the PowerPoint's or exercises. This is **YOUR** reflection of what was read, highlighted, discovered, and **LEARNED**. This is your only opportunity to tell me "what did I learn from this" as we do not meet face-to-face and I am not able to "discuss" these things with you. The reflection paper is your opportunity to "discuss". Keep it focused on what was learned in each class. "Grading" of your reflection is based not on your "reflection" but on how you present it. It needs to be authentic, from the heart, and is just what its called, "reflection". That involves a lot of thinking and that needs to be apparent in your paper. I don't want a bunch of quotes from the book, I have read them. I want to hear about YOU and YOUR thoughts. What connections did you make from the readings, what did it make you think of, did you agree with it, what was hard to swallow, what did you disagree with and why, **what are you going to do with this information**, etc.

The paper should be double-spaced, **spell checked**, typed, and **PROOFED** read for grammar errors. Please use 12 font in your paper. It **NEEDS** to be proofed for grammar and simple errors. Write your paper in a "professional" manner as though you were turning it in to go in a patient's chart or to your boss. Just make it "Professional". There is no "right" or "wrong" to self-reflection. See directions in Bb for how to submit your reflection paper. You have two options that will be explained on the assignment in Bb. **You must follow these directions for you paper to be accepted.** You **MUST** put your name or initials in the save file name if you are attaching a PDF. For example if I were turning in the first paper I might save it like this; "DrewC reflection 1.pdf". I need this for organization and grading, thank you in advance. If you are having difficulty with this, you need to contact me before the due date or it will still be considered late. Also, **no title page, no title**, etc., just put your name and info at the top of the paper (best to put in heading) with no extra spacing. Use as little space as necessary! Example: Drew Case, NRS 305, paper 1 (all on the same line).

THE BIGGEST DETERMINATE OF POINTS ON THIS ASSIGNMENT IS FOLLOWING THE DIRECTIONS. I SUGGEST READING THEM AGAIN AND IN Bb!

#2 - Engagement:

Engagement is similar to class participation. It is being actively "engaged" in what is happening in the class/module. This can be difficult to measure if one does not participate (posting on discussion boards). There will be lots of discussion boards (group discussions) and you are required to participate(post) if you want full credit. One does not have to "like" the material to be actively engaged and receive full credit. Participation, comments, opinions, etc. need to be presented in a professional manner. Points will be deducted if attitude, input, feedback interferes with others learning and enjoyment of the class. Yes, you will be assessed and graded on your attitude. **ATTITUDE** is everything in this program!!! If you are going to learn anything about yourself and become an efficient and positive leader, you must have a positive attitude and be "willing" to be open to new and different ways of looking at things. Who follows a leader

with a poor attitude? If you are late turning in your assignments, which is a “professionalism” issue then it should be reflected in you’re scoring yourself here.

#3 - Quote Blog:

Each class/module you are required to find a quote that *“speaks to you”*. This can be any quote that relates to what we are covering in class or relates to leadership, growth, reflection, communication, etc. I really want you to spend a little time on this. Don’t just grab the first thing that looks good. Remember, you are going to have to “discuss” it with all of us and it will be obvious if it does not “speak to you”. You are required to post a quote for **each** class/module by the dates on the syllabus. Along with your quote, you will need to “discuss” why you choose this quote. What does it say to you? Why did it speak to you? What significance does it have for you? Where does your mind go when you read it? Etc. In the ground class, student’s pair up each class and share their quote and have this discussion. I want you to do the same and “pair” up with at least one other post, read it, and comment on their quote. As soon as someone posts on your quote, you are “paired” and now you read theirs and do the same. You are only required (minimum) to respond to one of the quotes from someone who commented on yours. If this does not make sense, please let me know. You will do this EACH class/module and you only are **required** (see grading rubric!) to reply to one (minimum) quote. Try to pick different people each week but mostly, I want you to reply to quote(s) that interest or speak to you too.

I also want you to VERBALLY share your quote with someone (family, friend, coworker, etc.) and do the same. Include whom you shared with on your quote post.

NOTE – Even though the total % of your Quote Blog grades equals only 14% of your total grade, failure to submit your quote assignments (choosing not to do them) will result in failure of the course.

#4 - Discussion Boards/Blogs:

Each class/module, you will need to look in the syllabus and Bb to see if there is a discussion board/blog you need to post on. You will need to read the directions in the syllabus and/or Bb to see what you are to “discuss” or share. These are not graded individually but are part of the engagement grade. Please refer to the Engagement Rubric for specifics. There may be classes/modules where there are no discussion boards and others where there are several. It is your responsibility to check, and post when required.

#5 - +/-Delta Blog:

This is your opportunity to give immediate feedback for the improvement of the course and program. It is also your opportunity to share with others what you learned, what you took away from the class/module, any “Ah-ha” moments, etc.

+ means what did you like, what did you learn, what was helpful, what should be kept the same, etc. Delta means what was not helpful, what would you change, what could be done to improve. You need to be completely honest and “constructive” feedback is welcomed! It will have **NO** impact on your grade, just be professional about it. We need to know areas that need changing, improving, or fixing. Please be specific as possible to enable the opportunity to make necessary changes. This is our opportunity to learn from each other and demonstrate good communication skills. Giving constructive feedback is not a negative thing, especially when asked for. It’s how we learn and improve.

Part of your responsibility being in this course and program is to help us get better. This is a team effort and we learn from each other. Therefore, this feedback is a requirement for this course. It will be a part of your Engagement grade (see Engagement Rubric).

HOW THIS IS GOING TO WORK

Every assignment, discussion board, feedback, etc. is intended to be a “discussion” or “conversation”, as if you were talking with the person. I want you to picture this with ***everything*** you do for this class. This is why I want you to post a picture of you so we can get to know each other, put faces with names, and create a virtual class where we share, interact, and learn from each other and create and build relationships. This is going to be entirely up to you; only you can make this happen.

This is not an “online” class, rather a “not in class” course if that makes sense. It is critical to the learning objectives that you look at it this way and interact with each other as you often do without being face-to-face. We do this all the time, via texting, Facebook, blogs, email, etc. We have “conversations” and “discussions” without being face-to-face. Do ***NOT*** think of this as “online” as many visualize sitting in front of a computer, not having to go to class, little to no student interaction, and not getting to know people and building relationships. This is an “atypical” course that is conducted without meeting face-to-face. I know that may seem like splitting hairs but you will discover in this program that our perception, how we show up, the little things, are what make the biggest impact in our life. How you VIEW this course, how you APPROACH it, how you SHOW UP, makes all the difference. I look forward to meeting each and every one of you, getting to know you, and learning from each other. *SEE* you soon!

Drew

Three days prior to the first class/module date, everyone needs to have sent me their picture and Bio (word doc. Or something I can cut and past below your picture). Go to the course in Bb and click on “Meet The Team” for directions.

Class/Module Schedule

CLASS/MODULE 1

****BE SURE TO CHECK DOWNLOADS/DOCUMENTS EACH WEEK IN BLACKBOARD!**** Each class/module you will find items that you will need to read, view, review, watch, print, etc. for each of the classes/modules. This is your responsibility to check each class/module. These are located in each “Class/Module Assignments” folder.

Go to Facebook and visit “Doane Health Team – The Family”. You will need to request permission to join. It is highly encouraged that you visit often. Let me know if you have questions. This is a closed site so only Doane Students are able to view this page.

WATCH INTRODUCTION VIDEO – This video will go over the syllabus, schedule, and demonstrate how to use Blackboard (Bb) and expectations. This is located in “START HERE” in the top left corner in the main page of Bb.

STUDENT PICTURE & BIO (Meet The Team) – You should have submitted a picture of yourself (only you) and your Bio (see below under “Ice Breaker”) so we can see who you are and get to know you. Take a few minutes and get to know your classmates by their pictures and Bio. See if you can identify everyone by name.

Ice Breaker (Bio) – Submit with picture by first class/module. This is found under “Meet The Team” in the menu on the Left side of Bb. Tell us about yourself! In class we have a chance to get to know each other. This is your and our opportunity to learn about you. What makes you “tick”? Who are you? What do you like to do when not at work? Where do you work? Do you have a family? Etc. Again, this does not have to be a “Biography” but help us to get to know you and what you value. Again, this is not specifically **graded** but is part of your Engagement grade and is **required** (see Engagement Rubric).

QUOTE BLOG - Find any quote and post it in “Quote Blog” AND discuss why you chose it and what it means to you (see above for directions and on Bb). This does not have to be long, just authentic and from the heart. If the quote does not “speak” to you, you need to choose one that does. I want you to also **VERBALLY** share your quote with someone (family, work, etc.) and do the same. Include whom you shared with on your quote post.

CLASS/MODULE 1 DISCUSSION BOARD/BLOG

Greatest Hopes VS. Worst Fear Blog - (submit to the Blog by first class/module. This is found under assignments, Class/Module 1, Discussion Boards/Blogs)

I want you to share with everyone “why” you are here. What are you looking to get from this program? What do you hope to get? What are you worried about? Do you have any “fears” with being back in school or being in this program? This does not have to be long, just authentic and honest. This is not specifically graded but is part of your Engagement grade (see Engagement Rubric on Bb).

Andy Andrews Discussion Board - You will need to read “**The Travelers Gift: Seven Decisions that Determine Personal Success**”. Unlike the previous books, you will need to read the entire book (cover-to-cover). After you have read the entire book, I then want you to watch the video “Andy Andrews – The Seven Decisions”. The video will be under “Downloads/Documents” for class/module 1. After you have read the book and watched the video, I then want you to watch my video (in Downloads/Documents) with instructions on how to use this knowledge. After you have completed all of this, then you will do the Andy Andrews Discussion Board. It is important that you follow the directions, as I want you to complete these in a very specific order that has proven the most beneficial to students.

Directions for Andy Andrews Discussion Board:

I want each of you to briefly discuss each of the seven decisions as how they relate to you. Think about how you see, use, don’t use, etc. each decision at work and at home. Which ones do you not only understand but also practice consistently? Which ones do you struggle with the most? Is there any that you disagree with and if so, why? Is there one you believe that is most important or more so than the others? I want you to take a serious look at these and reflect on your career and life and how you see these in it or not in it and the results of that. Do you believe these are important qualities for leaders in healthcare to possess, and if so, what happens when they do not? How do these 7 Decisions relate to healthcare professionals?

Use the following for the above discussion.

The Seven Decisions:

1. The Buck Stops Here
2. I Will Seek Wisdom
3. I Am a Person of Action
4. I Have a Decided Heart
5. Today, I Will Choose to be Happy
6. I Will Greet This Day With a Forgiving Spirit
7. I Will Persist Without Exception

I also want each of you to have a “verbal” conversation with someone (anyone, spouse, children, coworker, etc.) and share what you read and what you thought. I want you to very briefly share the results of the conversation with the rest of us. It does not have to be an hour long “discussion”, just share what you read, what you learned, and their reaction.

CLASS/MODULE 2

****BE SURE TO CHECK DOWNLOADS/DOCUMENTS EACH WEEK IN BLACKBOARD!**** Each class/module you will find items that you will need to read, view, review, watch, print, etc. for each of the classes/modules. This is your responsibility to check each class/module. These are located in each “Class/Module Assignments” folder.

QUOTE BLOG - Find any quote and post it in “Quote Blog” AND discuss why you chose it and what it means to you (see above for directions and on Bb). This does not have to be long, just authentic and from the heart. If the quote does not “speak” to you, you need to choose one that does. I want you to also VERBALLY share your quote with someone (family, work, etc.) and do the same. Include whom you shared with on your quote post.

POWERPOINT - Review all the PPT’s under “Class/Module 1 Downloads/Documents”. This is in the “Class/Module 1 Assignments” folder. There are three of them.

WELLBEING – **First**, I want you to take the Wellbeing assessment, located in the back of the book. DON’T read anything yet. Remember how and when to take assessments from the introduction video. AFTER you have completed your assessment, you should have received a PDF (about 7 pages) that contains your overall score, breakdown of the five essential elements, and a page for each of the five elements with “Suggested Action Items”. Be sure to email a copy of this to the instructor, its REQUIRED! This is what I want you to read carefully and use. Once you have completed all the above, now you can go back and read what is “relevant” in the book to YOU. This will vary from student to student. You are not expected to read the book from cover-to-cover, unless that is helpful to you. You are however, expected to take charge of your learning and read what you need to read to learn and grow from this. It will show in your conversations in the Blog. You may find that after doing the Blog and having conversation and feedback, you want to go back and read more.

Secondly, just like with the Quote Blog, I want you to either “Create Blog Entry” or “Comment” to an entry regarding your Wellbeing assessment. Go into Class/Module 2 Assignments and click on “Class/Module 2 Discussion Boards/Blogs”. Click on “Wellbeing Blog”. I want you to share your results (don’t have to use numbers, can just refer to highs and lows if you like) and what they meant to you. Did you think they were accurate? Did they reflect how you feel? If not, what might be the reason they are different than what you feel or expected? Just imagine you and your partner are having a “discussion”

on your assessments and what you read. Ask each other questions, interact and think of it as communicating (email, verbal conversation, phone call) with a friend and describing what you did, what it told you, what you may have learned from it, etc. This is meant to be a brief discussion between people on Wellbeing.

STANDOUT – Just like with Wellbeing, you will need to go to the back of the book and take the assessment online. Again, remember the instructions for how and when to take assessments. You do NOT need to send me these results. Read over your results (about 12 pages of a PDF) and read carefully. Just like with the Wellbeing book, I want you to go back and read what is “relevant” to you and your learning. Any “tool” is only as good as the person who uses it.

Just like with Wellbeing, I want you to either “Create Blog Entry” or “Comment” to an entry regarding your StandOut results. Go into Class/Module 2 Assignments and click on “Class/Module 2 Discussion Boards/Blogs”. Click on “StandOut Blog”. I want you to share your results and what they mean to you. Did you think they were accurate? How well do they describe you? If you do not agree, what do you think your strengths are? What are or can you do with these results? Just imagine you and your partner are having a “**discussion**” on your strengths and what you read. Ask each other questions, interact and think of it as communicating (email, verbal conversation, phone call) with a friend and describing what you did, what it told you, what you may have learned from it, etc. This is meant to be a brief discussion between people on Wellbeing.

Don’t forget “Why focus on strengths rather than weaknesses” Exercise – complete and comment in your blog.

CLASS/MODULE 3

****BE SURE TO CHECK DOWNLOADS/DOCUMENTS EACH WEEK IN BLACKBOARD!**** Each class/module you will find items that you will need to read, view, review, watch, print, etc. for each of the classes/modules. This is your responsibility to check each class/module. These are located in each “Class/Module Assignments” folder.

QUOTE BLOG - Find any quote and post it in “Quote Blog” AND discuss why you chose it and what it means to you (see above for directions and on Bb). This does not have to be long, just authentic and from the heart. If the quote does not “speak” to you, you need to choose one that does. I want you to also VERBALLY share your quote with someone (family, work, etc.) and do the same. Include whom you shared with on your quote post.

EMOTIONAL INTELLIGENCE - **First**, I want you to take the EQ assessment, located in the back of the book. DON’T read anything yet. Remember how and when to take assessments from the introduction video. AFTER you have completed your assessment, you should have received a PDF (about 13 pages) that contains your overall score and a breakdown. Be sure to email a copy of this to the instructor, it’s REQUIRED! This is what I want you to read carefully and use. Once you have completed all the above, now you can go back and read what is “relevant” in the book to YOU. This will vary from student to student. You are not expected to read the book from cover-to-cover, unless that is helpful to you. You are however, expected to take charge of your learning and read what you need to read to learn and grow from this. It will show in your conversations in the Blog. You may find that after doing the Blog and having conversation and feedback, you want to go back and read more.

Secondly, just like previous exercises, I want you to either “Create Blog Entry” or “Comment” to an entry regarding your EQ assessment. Go into Class/Module 3 Assignments and click on “Class/Module 3

Discussion Boards/Blogs". Click on "EQ Blog". I want you to share your results (don't have to use numbers, can just refer to highs and lows if you like) and what they meant to you. Did you think they were accurate? Did they reflect YOU? If not, what might be the reason they are different than what you feel or expected? Just imagine you and your partner are having a **"discussion"** on your assessments and what you read. Ask each other questions, interact and think of it as communicating (email, verbal conversation, phone call) with a friend and describing what you did, what it told you, what you may have learned from it, etc. This is meant to be a brief discussion between people on EQ.

GETTING THE MOST FROM READING

The books that you will read for this program are going to be very different from the "text books" you are used to reading for other courses. You may want to consider taking a different approach to reading them than you have in the past. There are not going to be "exams" over the material nor are you going to be "tested" on what you have read. The purpose of these readings is entirely different from what you have done in the past thus an entirely different approach may be needed/useful.

The purpose of this program and the required reading is self-discovery rather than the typical "facts and figures" that you memorize. I have listed a few tips that have worked for me that may help you get the most from them. Try some of them and if they don't work, create your own method that works best for you.

- ✓ Pick a time that works in your schedule to read when you will not be interrupted and you can really focus, explore, reflect, and digest what you are reading. I like to get up early in the morning when everyone is still asleep, get a cup of coffee and read in my favorite chair till the kids get up. This gives me about an hour of quiet reading each day.
- ✓ I know some of you are not "morning" people and many of you have to be at work early but one advantage of doing this I discovered is you "fill your brain" with positive and helpful ideas before starting your day. I have found it puts me in the right frame of mind to deal with "life" each and everyday. It also helps me focus on what I want to work on everyday. I have noticed a difference in the days I get to read and the days I do not.
- ✓ If you just don't have time to do it in the morning or just simply are not a "morning" person, I would then recommend doing it just before bed. The idea behind this is you have the day's events to reflect on and how the readings applied to your day. It also is finishing your day on a positive note and helps with a more restful sleep. You latterly get to "sleep on it".
- ✓ I like to keep a pen and paper handy when I read so I can jot down notes as ideas will come to you (as writing this paper came to me this morning while reading one of your books).
- ✓ I also like to have a highlighter handy so I can highlight anything that really "grabs" me. It is nice when you are all done reading to be able to go back and read just the points that you felt applied to you specifically rather than having to re-read the entire book. It is a great way to "review" the material.
- ✓ One last thing I like to do is when I am all done reading the book, go back and type up any of the highlighted items that really seemed helpful. Save and print this document so you can go back and read it over and over. I have found it really helpful in that by typing it and reading it again it "solidifies" in my head what exactly I want to work on/focus on and saves me the time of looking it up in the book. If you do this, bring them to class, as it will be very helpful in our discussions. Try it once and see how it works for you.

Good luck and happy reading,
Drew

NRS 305

Emotional Intelligence 2.0

How to “Set and Track Goals”

THIS IS OPTIONAL!!! This is just another tool you can use if think it would be helpful.

After you have completed the Emotional Intelligence Appraisal you can go back and make goals based on your scores. Use this to help you determine what you want to work on.

Instructions on how to “Set and Track Goals”:

1. **STOP!** Before going to the website and setting goals make sure you have read the book, taken the appraisal, and decided on which of the four skills you are going to work on (I would recommend starting with you lowest score), and which of the strategies (maybe 3-5) you want to set as goals to work on. This will save you time online and will be better thought out than trying to decide while online.
2. On page 1 of your appraisal, about 1/3 of the way down you will see:

URL address: www.talentsmart.com/eiqb2/welcome (or something similar)
Password: EQ....(what ever it has as your password)
3. Cut and paste or type in the address and go to that web page and enter your password.
4. It will take you to your home page. In the orange bar you will see “SET AND TRACK GOALS”, click on that.
5. It will take you to a screen with a bar at the top that has options. *If you had already set goals they would be listed below.* Before clicking on “Set a Goal” (on the top left), you might want to click on “Writing Goals Guide” (second one in on top right) to get some help on how to make your goals. Once you are ready to make a goal click “Set a Goal” in top left of bar.
6. It will take you to a screen with several drop down menus. It is pretty self-explanatory, just fill them in and hit “Save” at the bottom.
7. A couple of suggestions:
 - a. **“When will you begin working on this skill?”** – choose the date you will start working on this goal. I just put today’s date.
 - b. **“How long will you focus on the skill?”** – use the drop down menu to select a time frame or type in your own in “other”. Give yourself time to work but not too much.
 - c. Follow the directions for **“What strategies will you employ?”** to select more than one strategy. You can create your own strategy if you think of something in particular you want to work on. Sometimes these are the best because they are your own, specific to you.
 - d. **“What is your expected outcome?”** – You don’t have a lot of space and this will appear in another screen for review so keep it simple and short.

- e. **“How much progress have you made in reaching this outcome?”** – At this point, if you have just read the book and taken the appraisal, you have probably made little progress. If you do this much later, after reading and taking the appraisal, you have made more progress. Select what is appropriate at this time. You will go back later after working on your goals and change this.
- f. **“How frequently would you like a reminder to work on this goal?”** – You have several timeframes to choose from. I would recommend “daily” so you have a constant reminder of what it is you need to be doing. You can go back and change or edit this anytime so if you choose “daily” and then change your mind, you can always go back and change it.

After you have set your goals and had time to work on them or if you want to change them. Follow these instructions:

1. Go to your home page same as you did above.
2. In the orange bar you will see **“SET AND TRACK GOALS”**, click on that (same as you did before)
3. This time, you should see your current goal(s) in the box. At the top of the page you will see a bar with several links. If you want to change, update, or edit a goal, click **“Edit a Goal”**. Below, you will see your goals. Click the **“Edit a Goal”** next to the goal you want to edit.
4. It will take you to a screen with another list of your goals and options to click on immediately to the right. Click on **“Edit a Goal”** again and it will take you back into the original drop down menu that you started with. Make necessary changes.
5. In that same screen as #4 you also have the options to **“Add Comment”**, **“Update Progress”**, and **“Delete Goal”**. Play around and have fun.

If you have any questions, please contact TalentSmart or simply ask your instructor.