

## Tactical EQ Series:

### Personal Performance

Basic Level I  
One Day Course

[Includes innovative decision-making models for rapid recovery and corrective actions]

#### Also Included:

1. **Map5:** The Emotional Quotient Competency Model
2. **Mental5:** Technical skills of the mind
3. **Big 4:** Brain training techniques used by the US Department of Defense
4. **Worksheets & Exercises:** Habit-loop engagement and development
5. **Group Discussions:** Engaged learning & application strategies

Designed & Developed by:

 Taylor-Made Concepts, LLC.

866.487.2815

## [Student's Guide]

Custom content development for:



Designed, developed and delivered by:



**Instructor's Contact Information:**

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**Course Information:**

Length: 4 hours  
Objective(s): Emotional Quotient Competencies: Self-Awareness, Self-Regulation  
Class Size: 15-20  
Worksheets: Yes  
Discussion Group(s): Yes

**Learning Key:**

Lesson Objectives – Human Performance Applications (task specific to audience)



Education: EQ vs. IQ

- Identification: What is Emotional Quotient
- Applications: EQ & Substation Switching Task & Subtasks
- Field Tool: Chatter-Check Card T. = E. = A. Model



Education: Human Stress Response System

- Identification: Internal Distractions
- Applications: EQ & Substation Switching Task & Subtasks
- Field Tool: Chatter-Check Card Most Excite Fear Model & Journaling



Skills Development: Psychological Skills Identification & Discussions

- Identification: Mental5 Introducing Chatter & Choice
- Applications: Self Checking & Peer2Peer Tool
- Field Tool: Chatter-Check Card with Chatter Regulation Options



Exercises & Assignments: Individual & Small Groups

- Identification: Breathing Technique – mimics the relaxation response
- Self-Chatter Check & Peer2Peer Chatter-check

## Course Description:

This one-day skills course contains educational content on the science of emotional intelligence and how to develop five (5) critical thinking skills. By developing the “awareness” and “regulation” categories found in the skills framework of emotional intelligence (Goleman 1995), direct benefits of this training will improve focus and develop new observation skills for self-checking and peer to peer interactions throughout the day.

New evidence in the field of neuroscience demonstrates how distractions can come from both external factors in the environment, and internal factors that we can now study and teach. Using dynamic video on the brain-body-sync this course demonstrates how the brain will either help or hurt the most routine well-trained tasks, to the most complex and hazardous tasks.

Two (2) new distractions, the Negative-Bias and the Amygdala Hijack are discussed in detail and introduced as new observations we must learn to identify, act up on, and share with others. The Negative-Bias segment reviews the brain's natural sensitivity to bad news and how it can frequently become a distraction. The Amygdala Hijack provides new education on how emotions, moods and feelings can cripple personal performance causing a lack of focus. The exercises and group discussions are designed to provide a set of on-demand resources developing self-awareness and self-regulation skill sets.

Research validates consistent top performers learn to develop a specific mindset when conducting any task-based competency. This technical mindset enables an individual to consistently navigate the natural negative-bias and the negative effects on performance during an Amygdala Hijack. In this section, mindset is introduced as *The Mental5*. *The Mental5, Learning To Regulate The Chatter* is based on five (5) psychological skills or mental abilities. Whereas regulated internal-thoughts align all the skill sets to accomplish the mission, un-regulated internal-thoughts can quickly become an unwanted, unsafe distraction. Group discussions include self-checking and peer to peer interactions to regulate positive internal-thought patterns for the task at hand. This course teaches simple exercises to sharpen and develop these mindset skills to improve personal focus, while providing simple intervention tools and exercises for leaders and manager's to use with every human-interface.

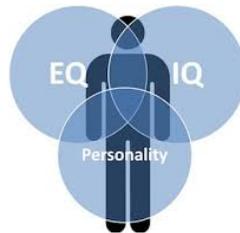
The final section reviews new brain training techniques taught by the Department of Defense and the Navy Seals in San Diego, California. An in depth review using dynamic video, expert interviews and group discussions to help develop new levels of focus and minimizing distractions. Referred to as the “Big 4”, this section revisits four mental thought-processes and how they apply to Utility Work – from the most routine to most complex tasks we perform in this industry. The “Big 4” covered in this section are Visualization, Goal Setting, Self Talk, and Arousal Control.

The day concludes with a new set of observation tools and supporting action items designed to engage participants in utilizing the field tools, exercises and other activities in day to day routines.

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## Section 1

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E.Q. vs. I.Q.  
Education & Neuroscience



**Benefits to Emotional Intelligence:**

Research over the last two decades consistently validates the E.Q. skills are among

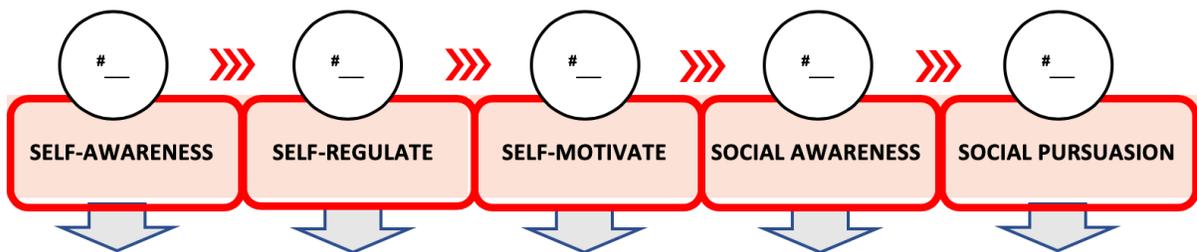


- Best in Class
- Relationship Development
- Performance Improvement
- Leadership Development

Occupations requiring the need to quickly adapt to change, creatively solve problems, or effectively resolve conflicts benefit from emotional intelligence training.



**Emotional Quotient Competency Map: Map5 (Critical Decision-Making Model)**



PERSONAL  
ME

- Self-\_\_\_\_\_**
- Emotional Awareness: Recognizing one’s emotions and their effects
  - Accurate Self-Assessment: Knowing one’s *strengths* and *limits*
- Self-\_\_\_\_\_**
- Self-Control: Managing disruptive emotions and impulses
  - Conscientiousness: Taking responsibility for personal performance
- Self-\_\_\_\_\_**
- Achievement Drive: Striving to improve or a standard of excellence
  - Commitment: Aligning with the goals of the group or organization

LEADERSHIP  
WE

- Social-\_\_\_\_\_**
- Empathy: Sensing other’s feelings and taking an active interest in their concerns
  - Service Orientation: Anticipating, recognizing and meeting the needs of others
- Social-\_\_\_\_\_**
- Influence: Wielding effective tactics for persuasion
  - Conflict Management: negotiating and resolving disagreements

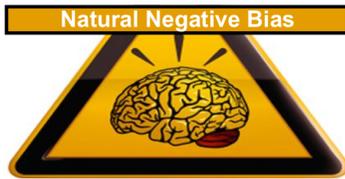
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**Internal Distractions:**

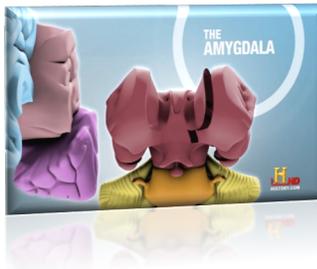
**#1 The Negative Bias:**

“The brain has many functions, one of which is a \_\_\_\_\_ – your thoughts will naturally seek what is wrong, what went wrong, and your mind interprets these as negatives threats”.



The **negativity bias** is the notion that things of a more negative nature (e.g. unpleasant thoughts, emotions, or social interactions; harmful/traumatic events) have a greater effect on one's psychological state and processes than do positive things. In other words, something very positive will generally have less of an impact on a person's behavior and cognition than something negative. The negativity bias has been investigated within many different domains, including the formation of impressions and general evaluations; attention, learning, and memory; and decision-making during risk considerations. (Top performers, research shows 3 positive impressions to every 1 negative)

**#2 The Emotional Hijack:**



**Amygdala Hijack** is a term coined by Daniel Goleman in his 1996 book *Emotional Intelligence: Why It Can Matter More Than IQ*. Drawing on the work of Joseph E. LeDoux, Goleman uses the term to describe emotional responses from people which are immediate and overwhelming, and out of measure with the actual stimulus because it has triggered a much more significant emotional threat.

Video aide #4: (key points)

Video aide #5: (key points)

Before, during and after an emotional hijack, learn to develop your Self-Regulate Skills by thinking of any of these triggers:

- \_\_\_\_\_ Knob
- \_\_\_\_\_
- \_\_\_\_\_ Pedal

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## Section 2

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### Learning to Regulate Chatter



**Psychological Skills: Mental 5 & EQ**

**EQ TARGETS:**

✓	Self-Awareness
✓	Self-Regulation
	Self-Motivation
	Relationship-Awareness
	Relationship-Management

**OBJECTIVES:**

1. To help participants recognize random thoughts
2. To encourage participants to actively recognize and discriminate thoughts
3. To develop a personal best strategy of making a choice about thoughts

**ESTIMATED TIME:**

- 30 minutes

**MATERIALS:**

- Mental5: Discussion guide
- Chatter: Video Discussion Points
- Mental5: Skills Outline & Definitions
- Mental5: Worksheet & Exercise

**RISK/DIFFICULTY:**

	High
✓	Medium
	Low



## Mental 5: Introduction

This lesson involves learning to develop five (5) mental skills we use every day; skills to regulate distracting thoughts and disruptive emotions. Mental5 introduces five (5) simple ideas how to regulate your chatter daily. Simple ideas you can use and share with those you influence.



In this lesson we take a basic look at our thought-life. And most importantly, what skills of the mind we use when performing at our best.

In the new information on the brain we learn that some body functions are automatic and require no conscious thought, such as the heart beating, or the lungs breathing. In this lesson, we introduce the mind thinks, and it thinks on its own. More importantly, how random thoughts can either help or hurt the most basic routine task.

Learn more about what goes on in the mind and how random thoughts or what we call “chatter” can impact decision-making and personal performance. In this lesson we introduce chatter as random thinking. Chatter is defined as, “words and mental pictures flashing randomly”.

Now, science validates everyone has a choice with their chatter. In fact, to be at your personal best, when all your training and skills pay off – we must all have the right chatter for that moment. Chatter is like the ole’ school “attitude” redefined given all the new information about your brain; all from the field of Neuroscience.

The good thoughts to achieving personal best are different for each person. The correct chatter, or words and mental pictures are something each of us must learn to do on our own. Most of us have never been taught to pay attention to our thought-life. So, defining the best chatter for the task at hand is something new we must teach and talk more about in our meetings.



As individuals, we must all learn what thoughts, or words and mental pictures bring out the best in us. As we learn more about our own self-awareness and need to self-regulate the right thoughts, we can then learn to share this mindset with co-workers. As we continue to have conversations, we can now support team-unity from a mental and emotional set of criteria; the very definition of brother’s keeper now includes a mindset check.

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**Notes:**

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## Mental 5: Learning To Regulate Chatter

This lesson involves learning to manage distracting thoughts and disruptive emotions. Regulating chatter starts with awareness to the words & mental pictures randomly flashing in your head throughout the day.

As discussed in the earlier section, your thoughts will have a natural negative-bias, a tendency to repeat negative thoughts that become a distraction throughout the day. Unregulated negative chatter literally works against your personal best whether performing a routine habit, or a complex task.

Personal best begins with regulating your thoughts and developing the right mindset for every roll you play and every task you complete. The best mindset for any task is “\_\_\_\_\_”; be in the mind where you are in the body. Here are five (5) simple ideas how to regulate your chatter daily for a personal best in everything you do. Simple ideas you can use and share with those you influence.

The five (5) mental skills to regulating chatter:

1. \_\_\_\_\_: Big4 Self Talk | Sherlock Holmes - Visualization  
“The ability to select (\_\_\_\_\_) words and mental pictures; on demand”
2. \_\_\_\_\_: 5hr Energy | Goleman Audio  
“The ability to focus on (\_\_\_\_\_) specific words and mental pictures; on demand”
3. \_\_\_\_\_: Navy Seals Clip | Blind Ben (3 Digit Code or 3D vs. 1D)  
“The ability to i\_\_\_\_\_; the act of creating a detailed mental menu list of words and mental pictures; on demand”
4. \_\_\_\_\_: Love of Game (if) | Warrior Bridge (**empty** your mind) | (here & **now**)  
“The ability to \_\_\_\_\_ the words and the mental pictures; on demand”
5. \_\_\_\_\_: Moneyball (reflection hijacks) | 42 (change)  
“The ability to \_\_\_\_\_ words and new mental pictures in the moment; on demand”



## Mental5: Reflective Exercise “Define a time”

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What we used to call attitude has now been redefined. Based on the studies of top achievers, all top performers have learned the skills to develop a mindset. A set of skills to keep the mind set on the immediate task, sub-task or goal. The five (5) mental skills to regulating chatter are:

1. **Communication**: Define a time when you had to get inside your own head and slow things down.
2. **Concentration**: Define a time when you realized your mind was wandering and you had to pull it back on task.
3. **Organization**: Define a time when you visualized how you wanted to act prior to the event.
4. **Discrimination**: Define a time when you were getting an over-abundance of information and had to step back and slow things down.
5. **Innovation**: Define a time when faced with a problem and the training didn't help, had to get creative.

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## Section 3

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### Mental5 & EQ Exercises & Small Group Assignments

[Version 1.0]

Self-Checking & Peer 2 Peer Applications



**EQ Task Analysis [Advanced Level 3]**

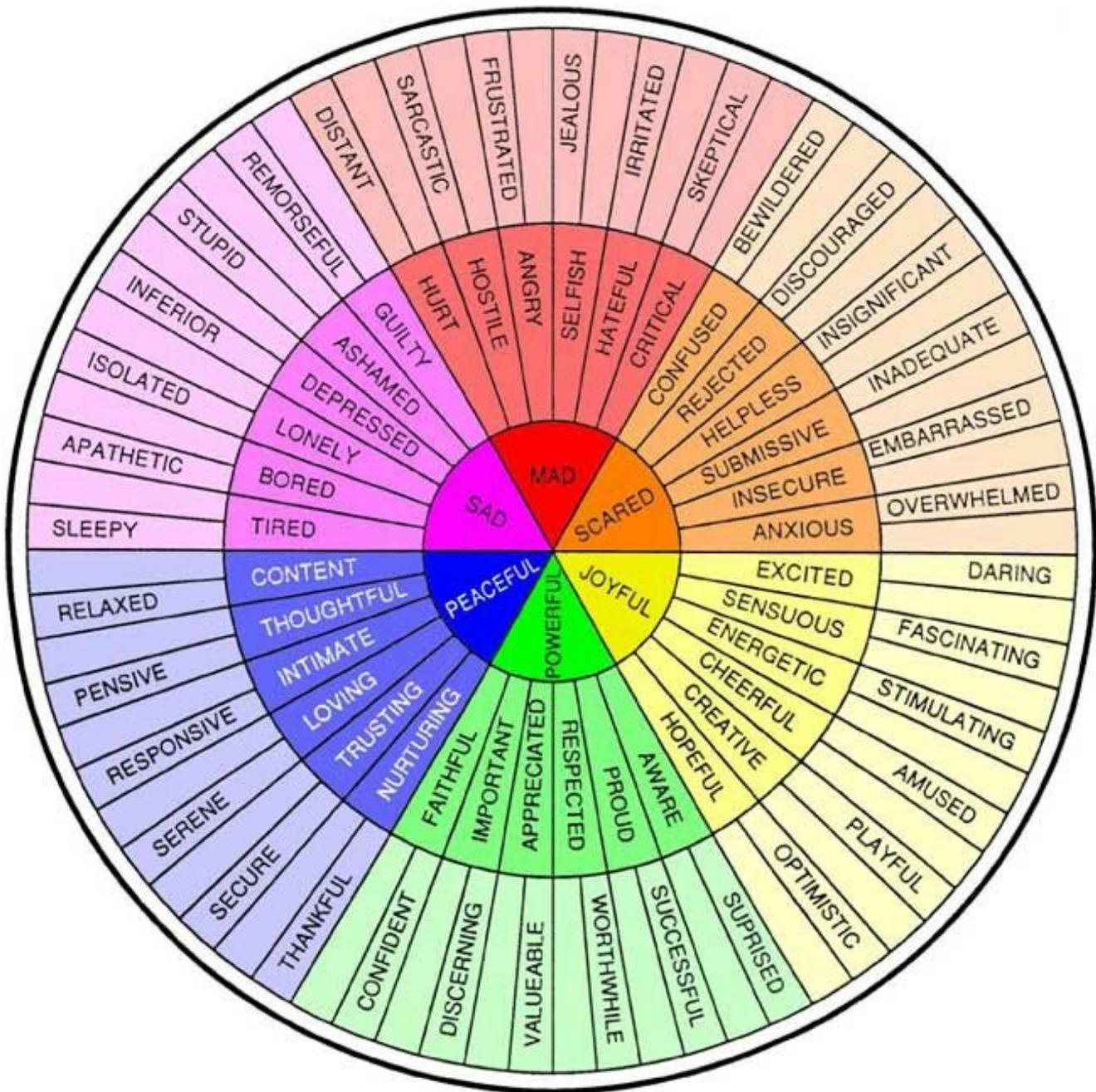
Human performance improvement can be developed using two (2) simple models: The “**TEA**” model and the **3-Digit Code**. Both models work in harmony together improving individual focus and critical decision making. When the mind is distracted these two (2) models support corrective actions to improve the brain-body sync. These models, when practiced routinely develop mental and emotional skills sets.

Complete the worksheet by defining a task (personal or professional). Try to select a task involving high risk or consequences - pressure. **#1)**. Identify the task. **#2)**. List the procedure or individual steps to completing the task to achieve the objective. **#3)**. For each step identify specific thoughts (words & mental pictures). **#4)**. For each step identify specific emotions (see page 16 for emotions)

**#1). Task Identification:** \_\_\_\_\_

<b>Thoughts (T) = Emotions (E) = Actions (A)</b>		
<b>#3). THOUGHTS</b> [Word-Clusters]	<b>#4). EMOTIONAL STATES</b> [Supportive Feelings]	<b>#2). ACTION STEPS</b> [Sub Tasks   Procedure]
<b>#1 [3D Code]</b>	<b>#2 [3D Code]</b>	<b>#3 [3D Code]</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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**Section 4**

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**Brain Training Techniques: Navy SEALs “Big 4”**



## Brain Training Techniques: Navy Seals “Big 4”

This lesson explores four (4) simple thought-processes used by the U.S. Military. An innovative training strategy based on Emotional Intelligence and Neuroscience, developed to improve the pass/fail rate for new Navy Seal recruits.

This innovative brain training centers around and re-visits four (4) very common performance indicators known as Goal Setting, Visualization, Self Talk and Arousal Control, otherwise known as the “Big 4”. Practicing, and developing these mental processes daily improves a Utility Worker’s E.Q. and ability to concentrate on demand.



1. Goal Setting: How does this apply to Switching?



2. Visualization: How does this apply to Switching?



3. Self-Talk: How does this apply to Switching?



4. Arousal Control: How does this apply to Switching?

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**Addendum:**

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**E.Q. Learning Aides (Extra Stuff)**

*“Create a safe place to learn and share ideas; learning bridges many workforce gaps.”*

Use these ideas and resources in your day-to-day routines with every human interface.



## Critical Decision-Making Models (CDM): List



This section contains a simple list of critical decision-making models (CDM's) that were discussed in class. CDM's come from the adult learning industry and have become a best practice when teaching someone to learn new skills quickly and effectively. Review this list often and begin to implement these ideas into your day-to-day routines and interactions with others. Using these simple models, you can improve focus and minimize distractions by developing your E.Q.

CDM benefits are “on demand” and “in the moment” offering continual learning; best used for rapid recovery and corrective actions strategies to improve performance, and most beneficial when under stress or distressful situations.

1. **EQ Framework** – The Map (SA, SR, SM, S<sup>2</sup>A, S<sup>2</sup>P)
2. **Most | Excite | Fear** – Inventory thoughts, emotions throughout the day, assess others
3. **T. = E. = A.** – Behavior based model incorporating thoughts and emotions
4. **3 Digit Code** (3 Dimensional vs. 1D - physical) – Corrective Actions, Rapid Recovery
5. **Chatter (Regulation)** – Words and mental pictures flashing randomly; regulating
6. **Windows of Self Concept** – past, present & future chatter-regulation strategies
7. **Critical Advisors** (3 Digit Code) (TEA) – thoughts, philosophy, self-discipline, results
8. **Six Cylinder Theory** – Life balance, self-awareness, regulation and motivation exercise
9. **Word Clusters** – three to four word-strings enabling a specific task repeated frequently
10. **Good Boss / Bad Boss** – thinking brain (good boss), emotional brain (bad boss)
11. **Me-World / We-World** – Isolation strategy for personal and social skill applications
12. **DISC** – Personality Style (identifying, adapting, influencing); compliment E.Q. development
13. **Maturity Metrics** – Nine (9) point accountability system (awareness & regulation) (self, others)



**DISC Personality Snapshot**

For each of the ten, place the numbers 1-4 in each blank. “4” = Most Like Me, “1” = Least Like Me

1.	___ Determined	___ Enthusiastic	___ Loyal	___ Conscientious
2.	___ Outspoken	___ Confident	___ Good-Natured	___ Reserved
3.	___ Demanding	___ Outgoing	___ Agreeable	___ Careful
4.	___ Strong-Willed	___ Playful	___ Sympathetic	___ Tactful
5.	___ Argumentative	___ Talkative	___ Gentle	___ Insightful
6.	___ Competitive	___ Good Mixer	___ Even Temper	___ Thorough
7.	___ Aggressive	___ Sociable	___ Easy-Going	___ Logical
8.	___ Stubborn	___ Friendly	___ Kind	___ Controlled
9.	___ Insistent	___ Inspiring	___ Amiable	___ Accurate
10.	___ Direct	___ Cheerful	___ Considerate	___ Diplomatic
	___ TOTAL <input type="text"/>			



## DISC Personality Overview (Cheat-Sheet)

Personality styles can help you with distractions throughout the day; learning your style as well as the personality styles of those you work with (and live with) provides exceptional insight that helps regulate distractions from the human interface (personality style conflicts)

### DISC Self

REPORT FOR Parrish Taylor - Id/Is STYLE

### Overview of the Four Basic DISCstyles

Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived in personal, social and work situations.

	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
<b>PACE</b>	Fast/Decisive	Fast/spontaneous	Slower/Relaxed	Slower/Systematic
<b>PRIORITY</b>	Goal	People	Relationship	Task
<b>SEEKS</b>	Productivity Control	Participation Applause	Acceptance	Accuracy Precision
<b>STRENGTHS</b>	Administration Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
<b>GROWTH AREAS</b>	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slows to begin action Lacks global perspective	Perfectionist Critical Unresponsive
<b>FEARS</b>	Being taken advantage of	Loss of social recognition	Sudden changes Instability	Personal criticism of their work efforts
<b>IRRITATIONS</b>	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
<b>UNDER STRESS MAY BECOME</b>	Dictatorial Critical	Sarcastic Superficial	Submissive Indecisive	Withdrawn Headstrong
<b>GAINS SECURITY THROUGH</b>	Control Leadership	Playfulness Others' approval	Friendship Cooperation	Preparation Thoroughness
<b>MEASURES PERSONAL WORTH BY</b>	Impact or results Track records and products	Acknowledgments Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of results
<b>WORKPLACE</b>	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured

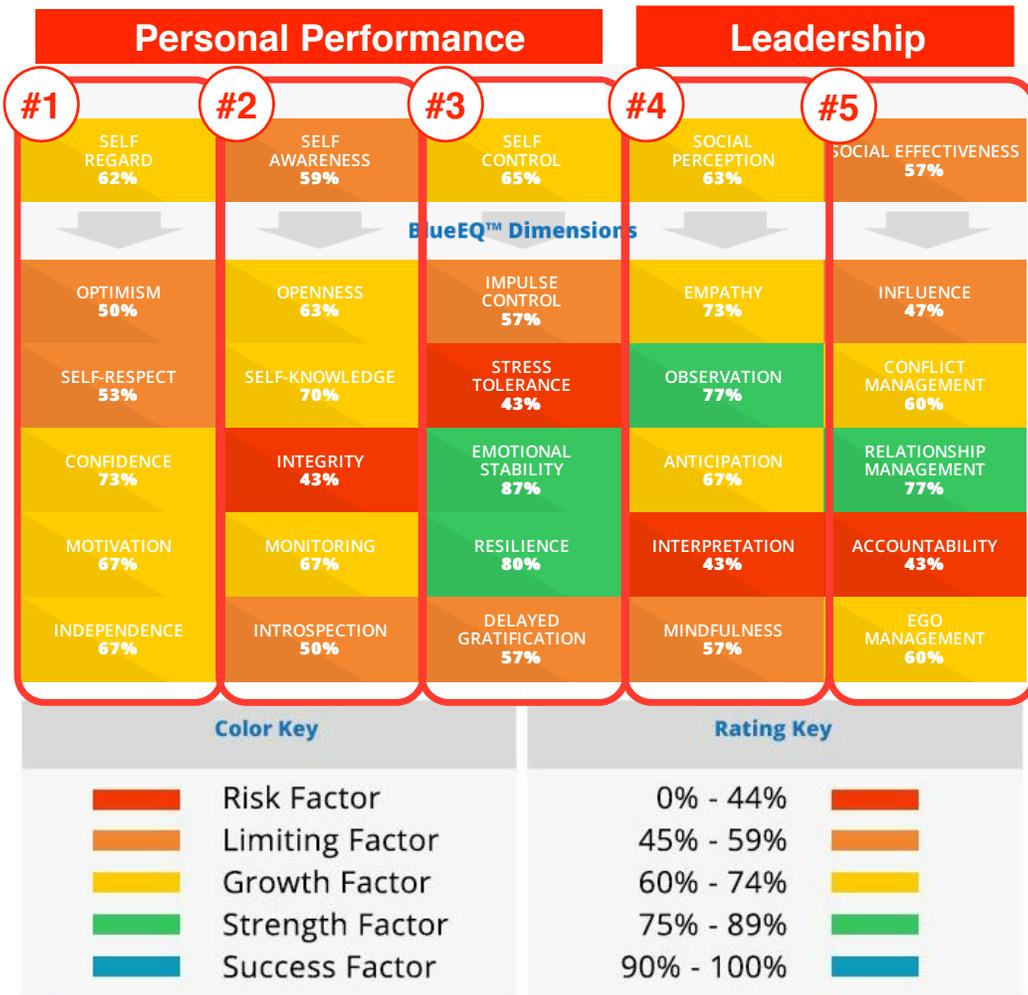
**E.Q. Instrument: BlueEQ (sample)**

Using this report, what EQ skills do you personally use when doing your job? What EQ skills do you use when engaging or influencing others?

BlueEQ™

RESULTS SUMMARY

The results in your color map below show your scores for each of the 5 skills and 25 dimensions. Below each of the 5 skills is a vertical column of the 5 dimensions that comprise each skill. The color of each cell represents your emotional competency level for that specific skill or dimension. Refer to the key below for the definition of each color, with its corresponding percent score. As you begin to interpret your results you will want to identify the three skills and/or dimensions to focus on developing. Once you identify the areas you want or need to develop refer to the profile page for each skill and or dimension. You will find helpful tips and techniques on how to improve in these areas.

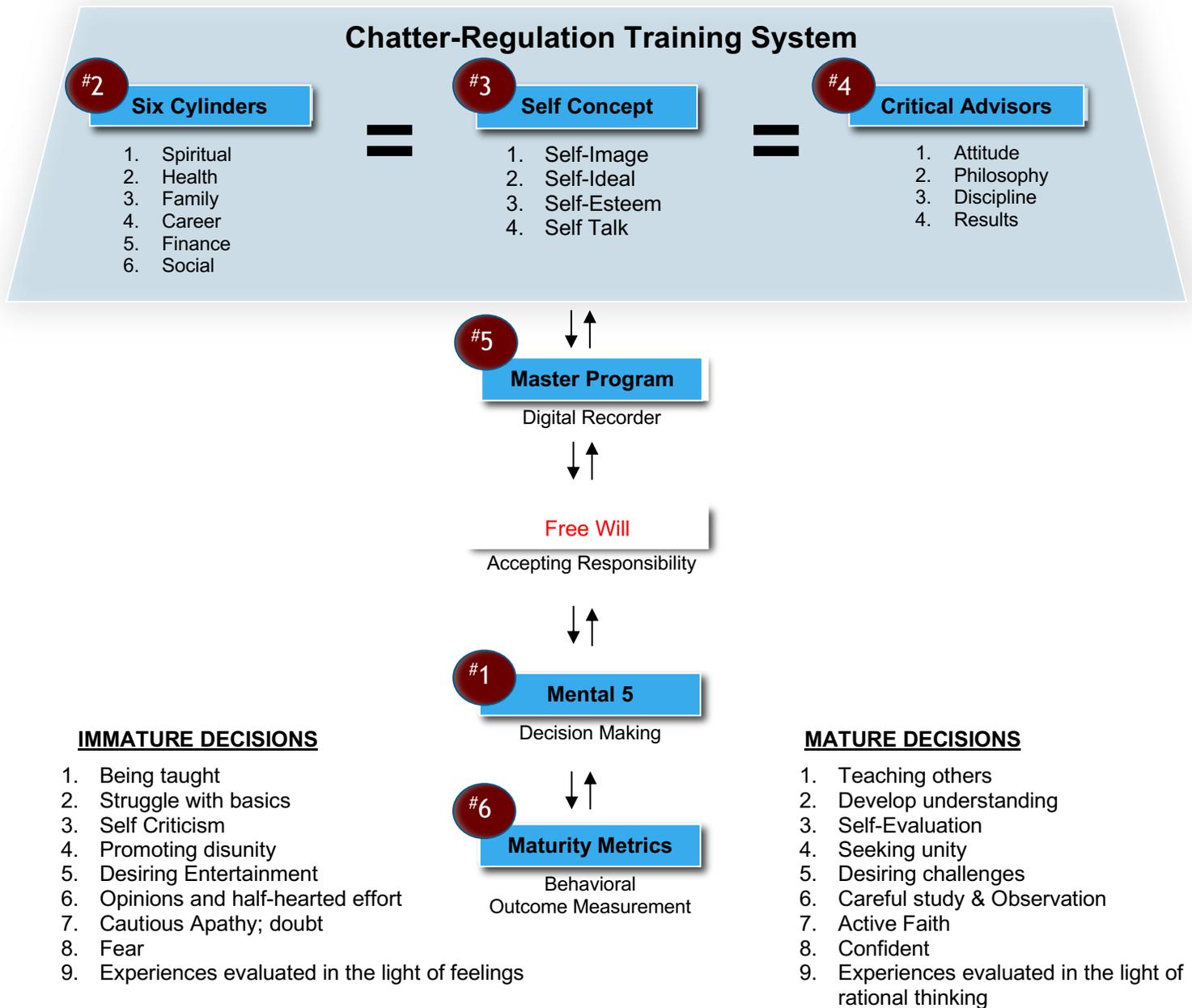


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An illustration of the six (6) unique training modules and how each relates in the overall skill development program; each module is a standalone training unit with individual lesson plans and objectives. The Mental & Emotional Training (M.E.T.) program is a cognitive therapy approach based on the principles of human performance, team-unity and leadership effectiveness. A simple set of practical engagement-tools for personal navigation when adapting to change, problem solving or conflict resolution. This program builds upon the five (5) core competencies of emotional intelligence.



**Feedback & Assessment**

Date: \_\_\_\_\_ 2019

**General (Optional):**

Name: \_\_\_\_\_ Contact #: \_\_\_\_\_

Title: \_\_\_\_\_ Yrs. In Utility Work: \_\_\_\_\_

**Yes, please contact regarding:** Personal EQ Coaching    Team EQ MindSet Training**Content & Presentation:**

My email address is: \_\_\_\_\_

- Can you use the information presented today – is it beneficial? (If so, please explain)
- What information stands out the most – made the biggest impact on today?
- In your opinion, can others benefit from this training? (If so, who and why, please explain)
- What is one action item you will take away from today's training?
- Please evaluate the presenter's ability to deliver the information (examples, pace, material)

[Please tear out and complete the feedback form. Use the backside for additional comments and then personally hand to the instructor after the class, thank you.]