# Emotional Intelligence Exercise

## Consider this scenario

It's late afternoon on a Thursday, and the only thing between Josh and the weekend is a big biology test at 10 AM on Friday. There's a lot at stake with this test: it will count for 1/3 of his final grade. His cell phone rings. It's Courtney with an invitation. "A group of us are planning to go out tonight. We thought about an early dinner and a movie. We won't be late," she says.

The last time Josh went out on a night before a big test, he came home late. This time he is committed to coming home by 9 PM to review for the test. Josh goes out with Courtney and her friends. He's having a wonderful time, and every time he thinks about going home, he says to himself, "Just a little longer and I will go." Before he knows it, it's 2 AM, and the test is only eight hours away. Josh is exhausted and stressed.

He has to decide whether he should sleep a few hours or pull an all-nighter to pass the test. He decides to sleep. He sets the alarm for 4 AM, and when it goes off he wakes up groggy and out of sorts. Josh starts to study, but his roommates alarm goes off at 6 AM. His roommate keeps hitting snooze, so the alarm goes off every 15 minutes.

Josh is annoyed. He doesn't want to leave the room, but he has to concentrate. He complains, "I'm trying to study. Will you please be quiet!" Stress is getting worse, and now it's 8:30 AM. His cell phone rings. It's Josh's mother reminding him about his grandmother's birthday. He snaps, "Mom, please don't bother me now I am studying!" He quickly hangs up; he has had it this is his worst nightmare.

He is stressed, on edge, and exhausted and he feels a big headache coming on.

## Group exercise

Using what you’ve learned about emotional intelligence, with particular attention to the Bar-On Model, discuss Josh’s situation for about 15 minutes. In your discussion, consider these questions thoughtfully. Take your time: the goal is not to finish your discussion quickly.

1. If you were in Josh’s place, considering your own emotional intelligence, what would you likely have done?
2. How would you evaluate Josh’s emotional intelligence?
3. What could Josh have done differently?
4. What competencies does Josh need to work on?

If your group finishes in 10 minutes or fewer, each group member should take out a piece of paper and write a 300-word essay explaining the importance of emotional intelligence for college students. Turn it in at the end of class.