



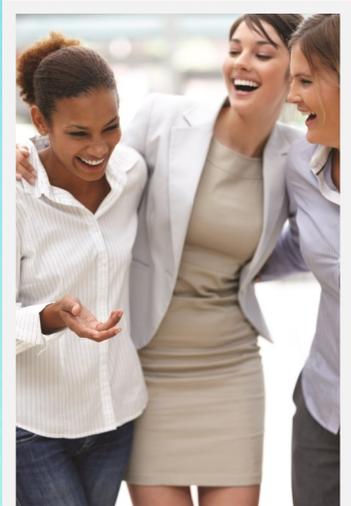
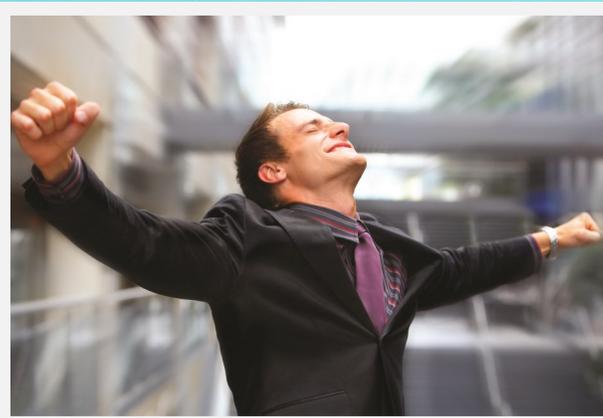
*The No.1 EQ & Brain Training Centre*

*It's all in your mind...*

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*Emotional Quotient (EQ) or Emotional Intelligence is a way of describing our "human effectiveness" and is important as it speaks of for our ability to succeed in life.*

*Each course will be offered by our dynamic trainers, who all have a background in psychology.*

*EQ-Advant-Edge-Training-CC is a level 4 BBBEE contributor*

## What is EQ?

EQ is a concept that is becoming more and more popular throughout the world today. It refers to our Emotional Quotient, which in turn defines our level of ability to interact successfully with others. Howard Gardener, one of the most notable theorists on intelligence states: "Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them,"

## Who are we?

EQ-Advant-Edge-Training-CC was formed in 2010 in reaction to a recognised growing need for increased emotional intelligence and leadership skills for people in different organizations, as a result of increased stress and performance expectations.

As D. Goldman, the father of multiple intelligence theory has stated in his research, *IQ will get you through school but EQ will help you lead a successful life*. The program has shown to increase performance in the business and working context, as well as on a personal level, resulting in increased self-esteem, decision making, mature reactions and communication skills just to name a few.

Our EQ course has been extensively developed after much research into relevant professional literature, interviews with various collaborating professionals and from their own experience with clients of the identified age-group.

The information that follows will give you better insight into how the course works.



*Our courses and material are designed to be tailored to suit the specific needs of your organisation. The content is always evolving to ensure that it remains up-to-date and relevant to the attendees!*

- *Course material is delivered in a social learning manner that requires the active involvement of the attendees.*
- *Role-plays and interactive learning are greatly encouraged, as we find this facilitates trust and understanding amongst the attendees.*
- *We make use of video and musical media where necessary and relevant to assist in illustrating the material being presented.*
- *Group dynamics, rules and boundaries are set to ensure maximum benefit from the experience.*
- *Courses can be offered on-site or at our main office.*
- *Costs per attendee are calculated according to the needs of the organisation and the tailored course package.*



| <i>Available sessions</i>            | <i>Title</i>   | <i>No. of sessions (hrs.)</i> |
|--------------------------------------|--|-------------------------------|
| INTRA-<br>PERSONAL<br>SKILLS         | Emotional Intelligence testing                                 | 1                             |
|                                      | Self-esteem  | 1                             |
|                                      | Emotional awareness  | 1                             |
|                                      | Confidence   | 1                             |
|                                      | Assertiveness  | 1                             |
|                                      | Relaxation and De-Stress techniques                            | 1                             |
|                                      | Decision making  | 1                             |
|                                      | Controlling & changing thoughts and attitude                   | 1                             |
| INTER-<br>PERSONAL<br>SKILLS         | Setting and Achieving goals                                    | 1                             |
|                                      | Communication  | 2                             |
|                                      | Boundary setting   | 1                             |
|                                      | Conflict management  | 2                             |
|                                      | Anger management   | 2                             |
| BRAIN<br>PERFORMANCE                 | Positive reactions   | 1                             |
|                                      | How does the brain work: Mental capacity                       | 1                             |
|                                      | How does the brain work: Improve concentration & performance   | 1                             |
|                                      | How does the brain work: Gender differences                    | 1                             |
|                                      | How does the brain work: Sleep                                 | 1                             |
| WORK & PEAK<br>PERFORMANCE<br>SKILLS | How does the brain work: Memory training                       | 1                             |
|                                      | Counselling skills: Helping employees and co-workers           | 4                             |
|                                      | Empathy  | 1                             |
|                                      | False beliefs  | 1                             |
|                                      | Reality testing  | 1                             |
|                                      | Exercise: effects on our work performance                      | 1                             |
|                                      | Nutrition: increase productivity and health                    | 1                             |
|                                      | Brain matters: the effects of alcohol & substance abuse        | 2                             |
|                                      | Handling peers and co-workers                                  | 1                             |
|                                      | Team-work  | 1                             |
|                                      | Leadership skills  | 1                             |
|                                      | Increasing cohesion: Culture, Religion & Race in the workplace | 2                             |
|                                      | Change   | 1                             |
| Independence                         | 1  |                               |
| Emotional intelligence Post-testing  | 1  |                               |



*What follows from here is a basic summary of sessions, as well as some tools for the EQ AdvantEdge courses. The broader content material is customisable to reflect the needs of your particular organisation!*

## **Intra-Personal Skills**

These modules are designed to increase the personal self-awareness of the attendees. We believe that it is only through greater understanding of ourselves that we can come to understand others better.

### **Emotional Intelligence testing**

An initial, short battery of tests is administered designed to gather an understanding of the emotional intelligence of the attendees. The nature of these tests is based on the dynamics of the business or group.

### **Self-esteem**

Here, we want to enhance the self-esteem of the group a bit more. Without great self-esteem they cannot be expected to feel good, happy and content and could be at risk of manipulation by others. We discuss the concept of the Native American totem poles and how animals were used to represent characteristics of individuals. They are asked to create their own totem poles; using animals that they feel represent them. A discussion is held as to why they chose those animals and how they feel they represent each person and their characteristics. This will help to identify their positive characteristic more and boost their self-esteem. Discussions will lead from this exercise to help everyone to understand how to build their confidence and self-esteem more.



### **Emotional awareness**

During this session, the attendees are supposed to learn more about their emotions. They are required to name/list a few different emotions in a challenge between groups. These emotions are then brought into role-play exercises, which are discussed afterwards. They are challenged to exhibit more awareness of their emotions and how they affect their daily lives.



## Confidence

A short measure of confidence is applied to the attendees, after which we look at their scores in order to gauge their level of confidence. We focus on the concept of confidence and the role it plays in our daily lives and working environment. We teach them a few confidence boosting techniques and encourage them to go out and practice them in the real world.

## Assertiveness

Today everyone has to learn that they have the ability and “power” to be assertive. They have to understand that they have to take responsibility for their decisions, the words they choose and their actions and that it doesn’t help to blame others. We ask them how they feel during several scenarios which would challenge their assertiveness and explain that it is important to get the facts straight first before they accuse someone else. As one of several exercises, two people are given a scenario to act out, displaying conflict situations, while the others tell everyone how they felt when they watched the conflicting situations. They are then asked to explain how they would handle such situations, what the advantages of assertiveness.

## Relaxation and De-Stress techniques

In our course, the attendees will learn special relaxation exercises (known as Autogenic Training) which help to combat a lot of negative symptoms. Autogenic Training was developed more than 90 years ago by Dr. Johannes Schulz, a German Psychiatrist, and can help you to achieve better relaxation and concentration. Now-a-days we are open to many stimuli, e.g. computer, TV, noise etc. which, if combined with stress, can lead to physical and psychological symptomology. There are six different techniques that should be learned to be able to master AT completely. Each technique builds upon the next one and will be taught step by step in this course. We teach different slogans which help to remember each technique easily. Visualisation is used so that the clients can visualise the different techniques in interesting and creative ways. This allows each member of the group to have a very unique, pleasant experience with every new technique and session. The relaxation techniques are taught in each session.



## Decision making



This session centres on the nature of making choices and decisions. We are looking at the process by which choices are made, from a neurological, cognitive and emotional standpoint. We look at the impact of uninformed decision making, versus instinctive decision making and how it has the potential to affect us in our daily lives and working environment.

## Controlling & changing thoughts and attitude

An exercise is conducted whereby their peers/colleagues are asked to help give examples of more positive reframing of their unhappy thoughts and feelings. A collage of positive emotions is made and they are shown the physical advantages of positive thoughts and feelings.

## Setting and achieving goals

During this session, the attendees are taken through the concept of SMART goal-setting and they are taught how to set realistic and achievable goals. We discuss the best ways to go about achieving their goals in a measurable, attainable manner. We guide them through the best tools and aides that can assist them in reaching the goals they set.

# Inter-Personal Skills

Once the intra-personal skills have been better developed, we begin to focus on the inter-personal skills. These skills allow the attendees to have more effective and meaningful interactions with each other and others around them.

## Communication

This session is about communication styles. They are shown different examples of communication style with movie clips and they are to discuss which style they use when there is a conflict, as well as how they feel when they communicate in a certain way. A discussion is held regarding the four different communication styles: passive, passive-aggressive, aggressive and lastly assertive. Boundary setting

## Conflict management

During this session we want them to learn how we can solve conflicts. (Often people think that they are helpless and that only others can solve problems. This can cause depressive feelings). Everyone solves conflicts in a different way. In this session



show everyone how one should and should not solve a conflict. Different strategies are discussed and explained. We also discuss the act of making a positive gesture after resolving conflict. This session also helps them to identify their conflict-resolution behaviour as it exists, as well as whether or not this behaviour is useful.

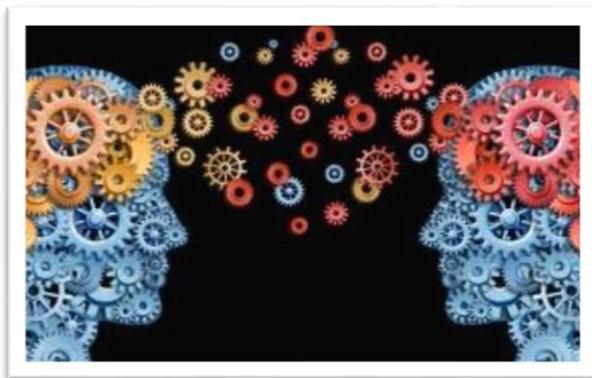
### *Anger management 1&2*

During this session they will focus on Anger. They need to understand that every person gets angry and that it is normal for us to get angry, just like we all get happy, sad, hungry, tired etc. Anger is a natural human emotion. The expression of anger is shown in different ways and they will complete an Anger Test to see how they score. They are encouraged to identify physical signs of anger and told how those “negative feelings” in their body stem from feeling angry and that they are not healthy or good for us.

### *Positive reactions*

This module is focussed on the better understanding of the reactions of others towards our choices. It looks at the effect of positive reactions and the impact these have on outcomes. It looks at developing better interpersonal relationships in and out of the working environment by better gauging the reactions of others to our choices, decisions and communications.

### *How does the brain work: Mental capacity.*



At the beginning of the more neurologically based sessions, we take a look at how the various structures of the brain play a role in our ability to interact with ourselves and others. It is necessary to develop a basic understanding of the potential within our own grey matter, in order to better capitalise on its capacity for performance!

### *How does the brain work: Improve concentration & performance!*

During this module, we look at bit more at how the brain works, and ways in which we can exercise it! Viewing the brain as a muscle, we work with the group to exemplify different techniques for exercising the brain and improving its performance and ability to concentrate and



focus, thereby making more achievement less effortful. The attendees are taken through some challenging yet amusing exercises that activates several areas of the brain. They are also given some exercises that can be done in the office environment to stretch their brains during the working day!

### *How does the brain work: Gender differences!*

During this session we talk about gender differences. It can be quite difficult to understand the other sex/gender. We discuss the various things that each person does, so that members of the opposite gender may notice them. We ask them to give examples of some of the things they have done to be noticed. The clients are divided into two groups and are presented a quiz detailing the biological and neurological differences between males and females. The answers are then discussed and explained. It is important that the people are made aware not only of the obvious differences, but the reasons for these differences.

### *How does the brain work: Sleep!*

We look at some of the latest research into the phenomenon of sleep and dream states. We delve into techniques to improve the quality of your sleep and improving effectiveness in life and work through power naps. We investigate how sleep plays an important role in success and performance and how to re-establish healthy sleeping patterns.

### *How does the brain work: Memory training!*

We explore an explanation of what memory is and how it works, as well as explaining some quick and effective methods of exercising the memory and working towards more efficiency!

### *Counselling skills: Helping employees and co-workers*

Many staff members naturally take on the role of emotional support for their colleagues. As such, we have designed a basic counselling skills module to help them provide better, well informed support to their colleagues



### *Empathy*

In this session, we define the difference between sympathy and empathy and explore how empathy is about putting themselves into someone else's shoes. This is very important and helps to prevent unnecessary conflicts. They are encouraged to practise these skills for the interim between sessions.



## *False beliefs*

They are shown that our belief system can be like wearing/ looking through glasses that are either clean and clear or dirty. This is how our mind/ beliefs/opinions get blurred when we believe others, even if what they say is not true. They are shown a clip about someone being deceived or manipulated and asked to identify the false beliefs in this scenario. They are to give advice on how to change such a scenario and asked how they would advise those people who were deceived. They are then shown a technique for reducing the consequences of false beliefs.

## *Reality testing*

As a continuation of the **False Beliefs** module, during the course of the Reality testing module, attendees are encouraged to look at various real life scenarios, which will be drawn from the group. These scenarios are then dissected and viewed in terms of how they were experienced. Was their experience truly objective or was it actually subjective? Did they experience this through emotional filters or pure cognition? The objective is to show them that their experiences and by definition, their reality is quite often not the same experience shared by others. This is important for understanding the perspectives of others and their own roles in each situation.

## *Exercise: effects on our work performance*

It is important for attendees to gather an in-depth understanding of why it is so important to keep their bodies healthy. We explain the effects of exercise on an otherwise stressed body and mind, as well as offering some examples of how they can fit exercise into their daily routine without too much effort. We also give them options for exercises that can be done to strengthen the body, using only their own immediate surroundings and their own body as tools.



## *Nutrition: increase productivity and health*

A deeper understanding of what is being put into the body to fuel it is vital to understand how best to keep it going. In today's fast paced life, there is too much temptation to eat the quick and easy, without really paying much attention to what goes into our bodies. We look at showing the attendees how to be aware of what they are eating and how it affects them on an emotional, physiological and productivity level.



## *Brain matters: the effects of alcohol & substance abuse*

These sessions focus on the issue of substance use and abuse, which many of them will face on a regular basis. During the course of this session, the attendees are exposed to some of the less glamorous aspects of substance use and abuse and are allowed to explore the possibilities of what may lie ahead for those who would misuse substances. The focus is not on scaring them, but educating them as to what their choices, when faced with them, could lead to. They are given a biological understanding of what the different types of substances can do to us, on a physiological, neurological and social level, how this happens, as well as being made aware of some of the real life consequences of illegal substance use/abuse.

## *Handling peers and co-workers*

We challenge the attendees to have a close and critical look at their interactions with each other. The question is raised as to whether their interactions could be more effective and positive. We also take a look at the issue of bullying and intimidation within our work system, which is growing more and more severe. They are asked to share if they have ever been the victim of intimidation, or if they recognise some of the bullying behaviour in themselves. We discuss the nature of such harassment and the different forms it can take, including cyber-bullying. We relate the concept of workplace harassment to issues of self-esteem and discuss how it can be avoided or better dealt with.

## *Team-work*



In this module, we are looking at the role of team-work in the workplace. The attendees are encouraged to partake in certain activities that engender the spirit of teamwork in their interactions and goal setting activities. Attendees are then expected to provide feedback to one another about what they find to be the most useful and workable skills exhibited by their team.

## *Leadership skills*

Here, we look at tools to be more effective leaders and role models to your team members. We focus on how to properly model desirable behaviour, resolve conflict, having enough energy to motivate those around you and to keep them focussed on the tasks at hand, as well as how to be a self-motivator.

## *Increasing cohesion: Culture, Religion & Race in the workplace*

In these controversial but engaging sessions, attendees are encouraged to explore the various socio-cultural factors at play and their environment. We touch on some



misconceptions about race, culture and religion, as well as explore what is unique and valuable about these aspects of our lives and what others can learn from them.

## *Change*

The attendees are given a “Reality Check”. They are challenged by looking at certain famous statements from the past and asked to discuss how relevant these are currently. They are asked what views they may have that may be limiting them in life. They then have to complete a worksheet- each person has to think of something that they thought was true (or that was believed to be true) but is not true anymore. (e.g. The earth is flat etc.) They then discuss the concept of change; whether it is okay to change, if it is necessary for growth and for goal reaching. They are then given time to discuss what they think change can be. Fear of change is also discussed, with reference to scenarios that invoke such fear, as it only in knows what they are afraid of that they may combat it more efficiently.

## *Independence*

Working in pairs, they are presented with scenarios particular to the working environment. They will be weighing up the pros and cons of independent decision making and action versus working together. After each scenario, they are encouraged to debate and discuss the benefits of the different ways of working! Another exercise is conducted that aims to measure and exemplify their degree of independence and how this relates to others around them.

## *Emotional intelligence Post-testing*

In this module, we re-administer some of the initial battery of tests, to gauge a measurable improvement in the emotional intelligence of the attendees! After this, we have the option to present each attendee with a certificate of completion, as a closing gesture.



## Basic breakdown of costs

| Number of attendees per course.     | 1-6 attendees | 6-10 attendees | 10-15 attendees | 15-20 attendees | 20+ attendees |
|-------------------------------------|---------------|----------------|-----------------|-----------------|---------------|
| EQ Course Cost Per person, Per hour | n/a           | R125pp         | R110pp          | R95pp           | R80pp         |

### Please note:

All payments must be made before commencement of sessions.

Payments may be made by EFT or direct bank deposit. In the case of EFT and direct deposit, proof of transaction is required.

Please remember also that all cancellations must be made 24 working hours prior to the appointment in question. Failure to do so will result in a full session charge being levied.

Please note that prices will be subject to change as of January 2014, in accordance with regular practice. Any prices and quotes agreed to in writing before this time will be honoured. We generally work with groups of 8-20 people. If there are more than 20 people wanting to take part in the course we will split them into two groups or more (depending on the number of participants). Please bear in mind that this will impact the cost structure and it is best to discuss this in more depth with one of our representatives. Generally 40 sessions are needed to complete a course, although we are happy to tailor a course to suit your needs. Follow up courses are available.

For a smooth and successful working relationship we would require the following when operating on your premises:

- Being allowed temporary but immediate security access for the duration of the contract (like an access card) as it saves us valuable time by not having to fill in security logs each time we come in.
- Being allowed to leave certain aspects of our equipment on premises in a secure location (if courses take place over more than one day) as this can become quite cumbersome and difficult to move around as often as we would need to.
- Being allowed to work in a quiet space, with multiple plug points and privacy.



# Meet our team...



*Andrea Kellerman*

- Registered Educational Psychologist
- B.A., H.E.D., B.A. Hons. Psych. , M.Ed Psych., Dipl.Adv.Hyp., ISNR registered Neurofeedback Practitioner. (Prac. No. PS0115207 and SAMHF 791953).
- Co- founder, facilitator and director of the EQ Advantedge Course.
- Trustee on the Board of the Emotional Intelligence Charitable trust



*Doug Berry*

- Professional Registered Counsellor
- B.A. Psych., B.A. Hons. Psych., ISNR registered Neurofeedback Practitioner (PRC0010030)
- Co- founder, facilitator and partner of the EQ Advantedge Course.
- Trustee on the Board of the Emotional Intelligence Charitable trust.



*Jenna Oertel*

- Professional Registered Counsellor
- B.A. Psych., B.A. Hons. Psych., Dip. H.R. Man. , ISNR registered Neurofeedback Practitioner (PRC0011800)
- Facilitator of the EQ Advantedge Course
- Trustee on the Board of the Emotional Intelligence Charitable trust.



*Kelly Berry*

- Registered Counselling Psychologist
- PGCE, B.A. Hons. (MSocSci –Cum Laude) PS 0121029
- EQ AdvantEdge Course Facilitator



*Ashly Mays*

- EQ AdvantEdge Course Facilitator
- B.A. Psych (Honours Student)



*Kym De Sousa*

- EQ AdvantEdge Course Facilitator
- B.Soc.Sc. Psych., B.A. Hons. Psych.

*Please note, our Corporate Facilitators are SETA certified assessors!*

*Please don't hesitate to contact us through any of the below options...*

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