Benefits of SI Training
Our SI programs are interactive, self-administered internet training courses designed to guide participants to a greater awareness of the value of strong social relations, identify potential barriers to developing and sustaining social bonds, and provide the way forward for participants to enhance the quality of their social lives. For employees, this translates into enhanced communication between co-workers, increased understanding of the underlying causes of social tensions, and a way forward to more productive and creative collaborations within (and even between) organizations.

Training Objectives
Our SI programs are designed to enhance participants’ understanding of key principles of good social relationships and to increase motivation to develop stronger, and more sustainable social ties. Specifically, participants will enhance their capacity for:

- Seeing and responding to others as thoughtful human beings, rather than objects.
- Appreciating that other people's beliefs, attitudes, and experiences differ from our own.
- Increased understanding of how both conscious actions and unconscious reactions define our behavior toward others.
- Attending to what another person is thinking and feeling, even when hidden, and thoughtful appraisal of the meaning of those thoughts and feelings.
- Enhanced ability to predict the behavior of oneself and others in interpersonal situations, as well as understanding how a change in one’s behavior leads to change in others’ behavior.
- Greater willingness to express one’s own thoughts, feeling, emotions, and beliefs to trustworthy others.
- Advances in awareness and interest in synchrony: Understanding the fundamentals of smooth, effective interactions with other people, and the choices one is faced with in sustaining good relations or repairing those that are losing their value.
1. **Humanization.** Social Intelligence requires, at the most fundamental level, recognizing the humanity of others. This understanding is undeniable in theory, but easily overlooked in practice. Seeing other people as aware and capable, just like us, with thoughts, feelings, hopes, dreams, and anxieties, is a precondition for reciprocity in relationships. We do not succeed socially through manipulation of others as objects, although this may feel powerful in the immediate context. Rather, we succeed by acknowledging that the other person is as real as we are.

2. **Unique perspectives:** Everyone has their own perspective on what is happening around them. This unique perspective, a personal lens, is acquired from life experiences, culture, parenting, and genetic make-up. The ability to read other people, understanding what they are thinking and feeling, from their perspective, is the cornerstone of social intelligence.

3. **Our Unconscious Brains Dominate:** We have established patterns of relating to others that, though not hard wired, are routinized to a large extent. These patterns are built up from prior experience and formed from expectation. We see what we expect to see, and we seek confirmation from the world for what we already know, processing information with heuristics. Our minds, like our brains, will tend to take the low-road, to simplify our approaches to the problems we seek to resolve.

4. **Friendships take effort:** The importance of social connection has led to concern over the problems that people have in developing and sustaining strong relationships. There are many reasons people are unable and/or unwilling to make and sustain social connections. Temperament and personality certainly play a role. What many individuals lack is a clear perspective of the “self” in relationship to another person. Many of us simply do not know how to develop relationships nor do we fully understand the effort required to maintain strong ties.
Module 1 Introduction to Social Intelligence: This module explains why SI training is important, who would benefit most from it, and the four basic principles that guide the training.

Module 2 Unconscious mechanisms of thought and action or “The devil made me do it!”: This module describes how the social brain processes information about ourselves and others, guided by simple rules of thumb called heuristics. These heuristics are shorthand and speedy intuitions, but are also potentially biased and misleading characterizations. Greater awareness of the utility and fallibility of these ways of thinking improves our capacities to understand ourselves and others.

Module 3 Mind Reading: The foundation for this module is empathy: the ability to identify feelings and thoughts of another person and respond to those feelings and thoughts - appropriately. People will learn the value of attending to the inner world of the other person. Also addressed in this session are the teachable capacities to fully grasp the perspectives of others, predict how others will act, and how others will feel about our actions.

Module 4 THEM: This module addresses how our thoughts and behavior toward others are shaped by the groups we belong to: our gender, ethnicity, age, even our professional affiliations. We share group identities and display unconscious favoritism toward those who are like us, and biases toward those who are different. The problems that ensue are illustrated and guidance provided on thoughtful approaches to understanding prejudice and resolving the mistreatment of others.

Module 5 Technology: This module addresses the contrast between the plentiful but relatively shallow connections we form with others online compared with the potential richness of in-person connections, and how to strike a balance between the two types of relationships.

Module 6 Face-to-face conversations: This module focuses on the ebb and flow of smooth social interactions. Mimicry is discussed, and the fundamental importance of getting outside of our own heads and genuinely connect with others, whether for a moment or a lifetime.

Module 7 Life Scripts and Neuroplasticity: This module addresses both how our backgrounds and past experiences influence how we behave toward others, and also how we have the capacity to form new neuro-connections that can guide our present and future social relations. We are not destined to repeat failed patterns of relating, but to change those well-established habits of mind requires both awareness and effort.
Eva K. Zautra, MBA has over 20 years of professional experience in health care and classroom instruction. She is the founder and creative inspiration for the Social Intelligence (SI) Institute. Her non-profit SI Institute is dedicated to furthering humanization principles in the social relationships among people of all ages. Her work centers on the translation of complex concepts and the latest scientific evidence from social neuroscience and psychological research into easy-to-understand online/mobile learning programs in social intelligence. In addition, she is the creative director of the Resilience Solutions Group LLC., where she has designed web-based behavioral medicine interventions to treat patients with chronic pain and depression. She also is the founder and CEO of her own internet-based real estate marketing firm with 26 sites across the country.

Alex Zautra, PhD is Arizona State University Foundation Professor of Clinical Psychology. He has dedicated his career to the study of psychological, social and organizational roots of resilience, and the design of interventions that enhance well-being for individuals, organizations, and communities. His current research focuses on the resilience across the life-span, funded by grants from the National Institute on Aging (NIA), and the National Institute of Arthritis, Musculoskeletal and Skin Diseases. His most recent work includes the development and testing of interventions for depression, chronic pain, and social intelligence. His most recent book with co-authors Reich and Hall, is *Handbook of Adult Resilience*, by Guilford Press He is also the author of *Emotions, Stress, and Health*, published by Oxford University Press.

John Stuart Hall, PhD is Emeritus Professor of Public Affairs at Arizona State University. As a founder and former Director of the Arizona State University School of Public Affairs, Center for Urban Studies, Morrison Institute for Public Policy and Co-Director of the Resilience Solutions Group, Dr. Hall has specialized in linking the University to pressing community public policy and governance issues. He is co-principal investigator of a $2.2 million grant from the National Institute on Aging to examine resilience contributions to health and well-being in diverse social areas of the Phoenix region. In 2007, he was awarded the inaugural Arizona State University Faculty Achievement Award for Defining Edge Research in Public Policy. He is the author or co-author of over 150 books, articles, reports and papers about urban, regional, and intergovernmental governance issues.

Nancy A Gonzales, PhD is Foundation Professor of Psychology at Arizona State University. For over 20 years, she has conducted basic and applied research on family, school and community factors that promote academic success and psychological well-being of youth in high risk environments. In this work she has developed and evaluated interventions that simultaneously promote positive youth development while preventing such problems as antisocial behavior, school dropout, and substance abuse. As director of the ASU Prevention Research Center, she is working with numerous scholars at ASU and nationally to transport effective youth programs to settings in which they can have a broad public health impact, such as public schools, social services, and health care settings. She is currently a principal investigator (PI) on 4 grants from the National Institutes of Health, and has served as a PI on 5 additional grants awarded from NIH, active within the past 3 years. She is the recipient of numerous awards for her research and scholarly accomplishments. She sits on the board of several national organizations dedicated to positive youth development, including the Center for the Advancement of Social and Emotional Learning, the Society for Prevention Research, and the William T. Grant Foundation.

Suniya S. Luthar, PhD is Professor, Clinical and Developmental Psychology, and Senior Advisor to the Provost at Columbia University’s Teachers College. She received her Ph.D. from Yale University in 1990. Dr. Luthar's research involves vulnerability and resilience among various populations including youth in poverty and children in families affected by mental illness. Her recent work has focused on children in affluent communities, and her findings on problems among these youth -- particularly pertaining to substance use, anxiety, and rule-breaking -- have received much attention in the scientific community, among parents and school administrators, and in the national media. In addition to numerous peer-reviewed journal articles, Dr. Luthar has published several including, most recently, *Resilience and vulnerability in childhood: Adaptation in the context of adversities*. She has served as Associate Editor of *Developmental Psychology* and *Development and Psychopathology*, as Chair of a grant review study section at the National Institutes of Health, member of the Governing Council of the Society for Research on Child Development, and of the American Psychological Association's Committee on Socioeconomic Status. For her distinguished contributions to science, she has been recognized as a Fellow of the American Association for Psychological Science (APS) and has received several awards including a Dissertation Award, and the Boyd McCandless Young Scientist Award, both from the American Psychological Association, a Research Scientist Development (K) Award from the National Institutes of Health, and an American Mensa Education and Research Foundation Award for Excellence in Research on Intelligence.