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Emotional Intelligence

Emotional Intelligence – EQ (emotional quotient) – is a relatively recent behavioural model, rising to prominence with Daniel Goleman's book, 'Emotional Intelligence'. The early emotional intelligence theory was developed during the 1970s and 80s by the work of psychologists Howard Gardner, Peter Salovey and Jack Mayer.

Emotional intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service.

The EQ concept argues that IQ, or conventional intelligence, is not enough; that there are wider areas of emotional intelligence that dictate how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. We have all met people who are academically brilliant and yet are socially and inter-personally inept, and we know that despite possessing a high IQ rating, success does not automatically follow.

Different approaches and theoretical models have been developed for emotional intelligence. This summary focuses chiefly on the Goleman interpretation.

The essential premise of EQ is that to be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EQ embraces two aspects of intelligence:

- Understanding yourself, your goals, intentions, responses and behaviour
- Understanding others and their feelings.

Goleman identified the five 'domains' of EQ as:

1. Knowing your emotions – self awareness
2. Managing your own emotions – self regulation
3. Motivating yourself – self motivation
4. Recognising and understanding other people's emotions – social awareness
5. Managing relationships – social skills.

Emotional intelligence embraces and draws from numerous other branches of behavioural, emotional and communications theories, such as NLP (Neuro-Linguistic Programming), Transactional Analysis, and empathy. By developing our emotional intelligence in these areas and the five EQ domains we can become more productive and successful at what we do, and help others to be more productive and successful too. The process and outcomes of emotional

intelligence development also contain many elements known to reduce stress for individuals and organisations, by decreasing conflict, improving relationships and understanding, and increasing stability, continuity and harmony.

(Acknowledgement: www.businessballs.com)

The Emotional Competence Framework

Goleman’s Emotional Competence Framework is divided into two parts: personal competence and social competence. Within each of these are different domains and sub domains as outlined below:

Personal Competence	Social Competence
1. Self-awareness	4. Social Awareness
- emotional awareness	- empathy
- accurate self-assessment	- service orientation
- self-confidence	- developing others
2. Self Regulation	- leveraging diversity
- self-control	- political skills
- trustworthiness	5. Social Skills
- conscientiousness	- communication
- adaptability	- leadership
- innovativeness	- change catalyst
3. Self Motivation	- conflict management
- achievement drive	- building bonds
- commitment	- competition and collaboration
- initiative	- team capabilities
- optimism	

Personal Competence

1. Self -Awareness

Emotional awareness: Recognizing one's emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:

- aware of their strengths and weaknesses
- reflective, learning from experience
- open to candid feedback, new perspectives, continuous learning, and self-development
- able to show a sense of humour and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:

- present themselves with self-assurance; have "presence"
- can voice views that are unpopular and go out on a limb for what is right
- are decisive, able to make sound decisions despite uncertainties and pressures

2. Self-Regulation

Self-control: Managing disruptive emotions and impulses. People with this competence:

- manage their impulsive feelings and distressing emotions well
- stay composed, positive, and unflappable even in trying moments
- think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:

- act ethically and are above reproach
- build trust through their reliability and authenticity
- admit their own mistakes and confront unethical actions in others
- take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance. People with this competence:

- meet commitments and keep promises
- hold themselves accountable for meeting their objectives
- are organized and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

- smoothly handle multiple demands, shifting priorities, and rapid change
- adapt their responses and tactics to fit fluid circumstances
- are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information. People with this competence:

- seek out fresh ideas from a wide variety of sources
- entertain original solutions to problems
- generate new ideas

- take fresh perspectives and risks in their thinking

3. Self –Motivation

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:

- are results-oriented, with a high drive to meet their objectives and standards
- set challenging goals and take calculated risks
- pursue information to reduce uncertainty and find ways to do better
- learn how to improve their performance

Commitment: Aligning with the goals of the group or organization. People with this competence:

- readily make personal or group sacrifices to meet a larger organizational goal
- find a sense of purpose in the larger mission
- use the group’s core values in making decisions and clarifying choices
- actively seek out opportunities to fulfill the group’s mission

Initiative: Readiness to act on opportunities. People with this competence:

- are ready to seize opportunities
- pursue goals beyond what’s required or expected of them
- cut through red tape and bend the rules when necessary to get the job done
- mobilize others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- persist in seeking goals despite obstacles and setbacks
- operate from hope of success rather than fear of failure
- see setbacks as due to manageable circumstance rather than a personal flaw.

Social Competence

4. Social Awareness

Empathy: Sensing others’ feelings and perspective, and taking an active interest in their concerns.

People with this competence:

- are attentive to emotional cues and listen well
- show sensitivity and understand others’ perspectives
- help out based on understanding other people’s needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers’ needs. People with this competence:

- understand customers’ needs and match them to services or products
- seek ways to increase customers’ satisfaction and loyalty
- gladly offer appropriate assistance
- grasp a customer’s perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities.

People with this competence:

- acknowledge and reward people's strengths, accomplishments, and development
- offer useful feedback and identify people's needs for development
- mentor, give timely coaching, and offer assignments that challenge and grow a person's skills

Leveraging diversity: Cultivating opportunities through diverse people. People with this competence:

- respect and relate well to people from varied backgrounds
- understand diverse worldviews and are sensitive to group differences
- see diversity as opportunity, creating an environment where diverse people can thrive
- challenge bias and intolerance

Political awareness: Reading a group's emotional currents and power relationships. People with this competence:

- accurately read key power relationships
- detect crucial social networks
- understand the forces that shape views and actions of clients, customers, or competitors
- accurately read situations and organizational and external realities

5. Social Skills

Influence: Wielding effective tactics for persuasion. People with this competence:

- are skilled at persuasion
- fine-tune presentations to appeal to the listener
- use complex strategies like indirect influence to build consensus and support
- orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

- are effective in give-and-take, registering emotional cues in attuning their message
- deal with difficult issues straightforwardly
- listen well, seek mutual understanding, and welcome sharing of information fully
- foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:

- articulate and arouse enthusiasm for a shared vision and mission
- step forward to lead as needed, regardless of position
- guide the performance of others while holding them accountable
- lead by example

Change catalyst: Initiating or managing change. People with this competence:

- recognize the need for change and remove barriers
- challenge the status quo to acknowledge the need for change
- champion the change and enlist others in its pursuit
- model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:

- handle difficult people and tense situations with diplomacy and tact
- spot potential conflict, bring disagreements into the open, and help deescalate
- encourage debate and open discussion
- orchestrate win-win solutions

Building bonds: Nurturing instrumental relationships. People with this competence:

- cultivate and maintain extensive informal networks
- seek out relationships that are mutually beneficial
- build rapport and keep others in the loop
- make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals. People with this competence:

- balance a focus on task with attention to relationships
- collaborate, sharing plans, information, and resources
- promote a friendly, cooperative climate
- spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:

- model team qualities like respect, helpfulness, and cooperation
- draw all members into active and enthusiastic participation
- build team identity, esprit de corps, and commitment
- protect the group and its reputation; share credit.



Emotional Intelligence at Work

A Self-Assessment Tool

Using the scale below put a number in each box that indicates your assessment of yourself in relation to each statement. Being realistic and honest will afford you the opportunity to further develop your Emotional Intelligence.

1	2	3	4	5
Never or rarely	From time to time	About half the time	More often than not	Consistently

Personal Competence

Self-Awareness

With a high degree of *self-awareness*, one has the ability to recognize and understand his/her moods, emotions, and drives, as well as their effects on others. The hallmark qualities of one's *self-awareness* are self-confidence, realistic self-assessment, and regular reflection.

Emotional Awareness

- I know which emotions I am feeling
- I am aware of how my emotions impact what I think, say and do.....
- I recognize the impact that my emotions have on others

Self-Assessment

- I am clear about what I am good at and what I am not good at
- I consciously spend time reflecting, learning from my experiences....
- I am open to feedback and opportunities for self-development.....
- I can show humour in relation to myself.....

Self-Regulation

With a high degree of *self-regulation*, one has the ability to control or redirect his/her own disruptive impulses and moods. One also has the propensity to suspend judgment – i.e., to think before acting. The hallmark qualities of one’s *self-regulation* are thought above reaction, trustworthiness and openness to change.

Self-Control

- I am capable of controlling emotional reactions.....
- Even in stressful moments I can stay calm and thoughtful.....
- I suspend judgment and listen to understand other views.....

Trustworthiness

- You can rely on me to be ethical, always.....
- I will not down-rate anyone behind their back.....
- I admit my mistakes.....

Conscientiousness

- I do what I say I will do, I am reliable.....
- I initiate action and take responsibility for my objectives.....

Adaptability

- When priorities change I easily refocus my energies
- I stay in the present, adapting responses to current circumstances...
- I am open to change my view as new information appears.....

Self-Motivation

With a high degree of *motivation*, one has a passion to work for reasons that go beyond money or status. In addition, one has a propensity to pursue goals with energy and persistence. The hallmark qualities of one’s *motivation* are a strong drive to achieve, optimism, even in the face of failure, and organizational commitment.

Drive to Achieve

- My motivation for work goes beyond money or status.....
- I persist in seeking goals despite obstacles.....

Commitment to the larger group or organization

- I include meeting the needs of others in my priorities.....
- I use my organization’s core values in making decisions.....

Personal Initiative

- I seize opportunities whenever I can.....
- I motivate others to help achieve my goals.....
- I manage through setbacks and don’t see them as personal flaws....

Social Competence

Social Awareness

With a high degree of *social awareness* one is aware of relationships, emotional cues from others and committed to serving others. In addition he/she actively values diverse experiences and seeks opportunities to develop others. The hallmark qualities of one’s *social awareness* are listening to understand, strong customer focus and commitment to creating a positive working climate.

Empathy

- I am known as a good listener.....
- I understand and show sensitivity to people’s feelings.....
- I try to see the world from the speaker’s viewpoint.....

Service Orientation

- I seek ways to serve internal and external customers.....
- I do not view customer requests as a distraction.....

Developing Others

- I acknowledge strengths and growth of others.....
- I offer feedback regularly.....
- I look for opportunities to coach others.....

Leveraging Diversity

- I seek out those with different views to broaden my thinking.....
- I challenge bias and intolerance.....
- I create a climate where people from various backgrounds thrive.....

Social Skills

With a high degree of social skill, one is proficient in managing relationships and building networks. In addition, he/she has the ability to find common ground and build rapport. The hallmark qualities of one's *social skill* are effectiveness in persuasiveness, and expertise in building and leading teams.

Influence

- Results show that I am skilled at persuasion.....
- My willingness to be influenced enables me to influence others.....
- I use a variety of methods to influence behind the scenes.....

Clear Communication

- I am easy and effective in conversation.....
- I deal with difficult issues straightforwardly and respectfully.....
- I attune my messages to what I know about the listener.....
- I foster communication and receive bad news well.....

Conflict Management

- I handle difficult people and situations tactfully.....
- I bring potential difficulties out in the open.....
- I foster outcomes for mutual gain.....

Collaboration

- I build rapport and share information, plans and resources.....
- I balance task focus with attention to relationships.....
- I am known as promoting a friendly co-operative climate.....

Team Orientation

- I model team qualities like respect, listening and encouragement....
- I share credit and honour commitments.....
- I support group decisions outside the group.....

Now focus on the competences that you have rated 3, 2, or 1. Consider getting feedback from others to balance your self-assessment.

Then decide which priority areas for development are and how you will work to increase your emotional intelligence in these areas.

One thing that is very helpful is to find a 'buddy' so that you can work together and give each other support and feedback.