Developing Emotional Intelligence (E.I.) Competencies

Ohio Local Technical Assistance Program (LTAP)
Ohio Department of Transportation

LTAP Class – 2020

E.I. in a Nutshell:

• Self-Awareness
• People Skills
• Communication Skills
• 12 Specific Competencies
Emotional Intelligence (‘EQ’)

EQ is responsible for 58% of your job performance

Emotional Intelligence (‘EQ’)

EQ is responsible for 58% of your job performance

90% of top performers have high EQ
Question . . .

Is “likeability” important?

Yes.

“Likeability is so critical to your success at work that it can completely alter your performance . . .”

One researcher found that just 1 in 2,000 unlikeable leaders were considered effective by their colleagues.
Question . . .

Do managers have an influence on morale, productivity & motivation?
Question . . .

Do managers have an influence on morale, productivity & motivation?

Yes.

“No one influences an employee’s morale and productivity more than his or her supervisor.”

A recent Gallup poll indicated that managers “make or break” employee productivity, with employees rating their engagement level at 2% if felt ignored by managers.

Question . . .

Do managers have an influence on morale, productivity & motivation?

Yes.

Gallup research also shows that 70% of an employee’s motivation is influenced by his or her supervisor.

A University of California study found that motivated employees were 31% more productive and three times more creative than unmotivated employees.
Developing Emotional Intelligence Competencies – Ohio LTAP 2020

Introverts & Extroverts

Q: How many of us here . . .
Introverts: What are Possible Strengths?

What are Possible Challenges?

Extroverts: What are Possible Strengths?

What are Possible Challenges?
Introverts – Ambiverts – Extroverts

Ambivert

(n) Someone whose personality has a balance of extrovert and introvert features.

The Importance of Adaptability – One of the 12 E.I. Competencies

- Extrovert
  - Likes social interaction
  - Center of attention
  - Big group of friends

- Ambivert
  - Listener and talker
  - Good sense of trust
  - Need social and alone time

- Introvert
  - Good listener
  - Working solo
  - A few close friends
Learning Objectives

By the end of this class, we will be able to:

• Identify the parts of the brain involved in our rational and emotional responses.

• Recognize the ‘Top Derailer’ of managers & leaders.

• Describe ways to avoid an ‘Emotional Hijacking’ (a.k.a., ‘Amygdala Hijacking’)

Learning Objectives

We’ll be able to (continued . . . )

• List the 12 specific skills (or competencies) that make up our Emotional Intelligence.

• Identify the Leadership Style that is most strongly positive for the work environment.

• Describe the #1 Skill of Highly Likeable & Successful People.
What is Emotional Intelligence?

A modern term that describes human competencies or skill sets that have been evident for centuries . . .

What is Emotional Intelligence?

Emotional and Social Intelligence is our ability to:

- Recognize our own feelings and those of others
- Motivate ourselves
- Manage emotions effectively in ourselves and others
Why Are These Topics Important?

Most people already have some good E.I. skills . . .

Toolbox Concept

Knowledge, Skills and Abilities

E.I. can serve as a multiplier for K.S.A
A Recurring Theme . . .

- Based on the way our brains are wired, we tend to ‘feel’ (experience emotion) before we think.

- Therefore, emotions often have an influence on how we process information and make decisions.

- Sometimes, we are not even fully aware of this emotional component.
Verbal and Non-Verbal Communication

- When interacting with others, the words we use only convey part of the message.
- Non-verbal communication represents about 2/3 of all communication.
  - Facial expression; eye contact
  - Body language; gestures; stance; posture; use of space
  - Use of voice (tone, volume, pitch …)

The E.S.I. Model – Four Areas of Awareness

Within these four Areas are 12 specific “Competencies”, which will be discussed later.
About This Topic …

- The E.S.I. model provides a convenient framework for consideration.
- Most well-adjusted people are naturally good at many of the E.S.I. competencies.
- The value of awareness/information …
- Feel free to agree or disagree.

Why is This Topic Important?

- Because emotions affect our own perceptions and behaviors.
- Because emotions are contagious (both positive and negative), and therefore have an effect on how we relate to and work with others.
  - Brain function and neuropsychology
  - Verbal and non-verbal cues
Why is This Topic Important?
Strategies for emotional self-control, and preventing or de-escalating conflicts.

Workplace violence affects 2 million American workers each year.
Why is This Topic Important?

I.Q. and “E.Q.” (E.I.)

- It’s a given that we need to have the required level of technical and functional competence (knowledge, skills & abilities) in order to succeed in a job or profession.
- Beyond the baseline of having the required level of competence, studies have indicated that E.I. is often a better predictor of long-term success than I.Q.
- The good news – E.I. can be developed.

Why is This Topic Important?

Have you ever:
- found it hard to make a difficult decision, or regretted the decision you made?
- ended up in a conflict with someone?
- felt overwhelmed with stress?
- realized that a strong emotion is driving your reactions?
Why is This Topic Important?

Correlations to Human Health & Well-Being

Health effects of stress
Cortisol – “the stress hormone”

Why is This Topic Important?

Correlations to Organizational Health

In order to be successful and achieve excellence, organizations need to be both smart and healthy.

– Patrick Lencioni, The Advantage
Organizational Health

Characteristics of healthy organizations:

• High degrees of morale and productivity
• Minimal drama or confusion
• Low turnover among good employees

– Patrick Lencioni, *The Advantage*

Organizational Health

• Many leaders spend nearly all of their time on organizational smarts, and not enough time on organizational health.
• When organizational health is lacking, smart people end up making bad decisions.
• Organizational health acts as a multiplier of organizational smarts.

– Patrick Lencioni, *The Advantage*
Background –
Historical Precedents


Recent History –
Development of E.I. Concepts

- Based on research in the behavioral and social sciences spanning 40 years (Yale, Harvard, Case Western)

- David McClellan article (1973) – “Testing for Competence Rather Than Intelligence”
  - Looked at work groups of average and outstanding performers
  - Identified behaviors and competencies that resulted in increased performance
Recent History – Development of E.I. Concepts

- Richard Boyatzis – built upon Goleman’s work; helped to validate the 12 emotional and social intelligence competencies.

The Case for E.I.

- “In a study of more than 2,000 managers from 12 large organizations, 81% of the competencies that distinguished outstanding managers were related to E.I. …”

(Boyatzis, 1982)
The Case for E.I.

• “UC Berkeley studied 80 PhDs in the 50’s … 40 years later comparison of success … emotional intelligence abilities were 4 times more important than IQ in determining professional success … even for these scientists.”

(Goleman, 1998; Feist & Frank, 1996)

The Case for E.I.

• Medical study conducted by St. Paul Fire & Marine Insurance Co.

• Implemented E.I. and stress management skills in 22 of its client hospitals (physicians & staff)

• Result: a 70% reduction in malpractice claims

(G. Scott Warrick)
Brain Health and Neuropsychology

The Human Brain

- 100 Billion Nerve Cells
- Information travels around 268 mph
- Brain is 2% of our body weight, but burns 20 – 30% of daily calories
Reducing Risk of Injury

Neuropsychology of E.I.
The link between the brain and Emotional Intelligence.

Source: Macmillan
Neuropsychology of E.I.

The link between the brain and Emotional Intelligence.

*The Frontal Lobe* is the most recently-evolved part of the brain, and the last to develop in young adulthood. It’s dorso-lateral prefrontal circuit is the brain’s top executive . . .

It’s orbito-frontal circuit manages emotional impulses in socially appropriate ways for productive behaviors including empathy, altruism, and interpretation of facial expressions.
Neuropsychology of E.I.

**Amygdala**: Lying deep in the center of the limbic emotional brain, this powerful structure, the size and shape of an almond, is constantly alert to the needs of basic survival . . .

Consequently, it inspires aversive cues . . .

The Emotional Process

- **Thalamus** (processes sensory messages)
- **Amygdala** (triggers a basic Emotional response)
- **Awareness of Situation**
- **Emotional Response**
- **Behavior**
- **Neo-Cortex** (most recent evolution – complex thought)
The Emotional Process

Sensory messages go to the Thalamus, which is connected to the Amygdala through one synapse. It takes multiple synapses to reach the Neo-Cortex.

When an experience occurs, at best we ‘feel’ and ‘think’ at the same time. In most situations, we feel (experience emotion) before we think.

The Emotional Process

What is an “Amygdala Hijacking”, and how does it affect behavior?

When a strong enough stimulus is received through the senses, part of the signal is sent directly to the Amygdala, the emotional center of the brain, before the rational side of the brain has a chance to determine the appropriate response.
The Emotional Process

Problems caused by an “Amygdala Hijacking” ...

- It is a sudden, “default” response to a situation
- Strong emotions are involved
- Afterwards you feel guilty or embarrassed

The Emotional Process

Methods to help with preventing or avoiding an “Amygdala Hijacking” . . .
The Emotional Process

Methods to help with preventing or avoiding an “Amygdala Hijacking” . . .

- Emotional Self-Awareness
- Emotional Self-Control
- Hit the “pause” button (= give time for the rational Neo-Cortex to catch up)
  - Take a deep breath
  - Count to five or ten before responding
  - Suggest a “time-out” / talk about it later

“The primary derailer of top executives is a lack of impulse control.”

(Goleman, 1998; Clarke, 1996)
Work Group Exercise & Discussion

Two Groups

- Traits of a great manager/leader
  “I really appreciate it when …”
- Traits of a not-so-great manager/leader
  “I get very annoyed/irritated when …”
- Traits of a great co-worker
  “I really appreciate it when …”
- Traits of a not-so-great co-worker
  “I get very annoyed/irritated when …”
Leadership Tips …

“Ph.D. in leadership. Short course: Make a short list of all things done to you that you abhorred. Don’t do them to others. Make another list of things done to you that you loved. Do them to others. Always.”

– Dee Hock

Additional Notes!

• “The Golden Rule”
  • Treat others the way ‘you’ want to be treated

• “The Platinum Rule”
  • Treat others the way they want to be treated
## The E.S.I. Model

### 12 Competencies in Four Areas (Quadrants)

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<td>• Emotional Self-Control</td>
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<td>• Achievement Orientation</td>
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<td>• Teamwork</td>
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Sources: Goleman / Boyatzis / The Hay Group

### 1. Emotional Self-Awareness

**Developing Emotional Intelligence**

When a person demonstrates Emotional Self-Awareness, they:

- Are aware of their own feelings
- Know why these feelings occur
- Understand the implications of their emotions
- Are aware of their strengths and limits
- Are open to feedback
1. Emotional Self-Awareness

When a person struggles with Emotional Self-Awareness, they:
- Might be easily irritated by others
- Might treat others in an abrasive way without fully realizing it
- Can feel unbalanced with regard to work life, health and family concerns
- Rarely seek out feedback, and find it difficult to accept either praise or criticism

2. Emotional Self-Control

When a person demonstrates Emotional Self-Control, they:
- Deal calmly with stress
- Display restraint and control with their impulses
- Stay poised and positive, even in difficult moments
- Are able to get the job done despite feeling negative emotions
2. Emotional Self-Control

When a person struggles with Emotional Self-Control, they:

- React impulsively in stressful situations
- Get involved in inappropriate situations because they can’t resist the temptation
- May respond to problems in a negative way
- Are likely to become angry, depressed, agitated
- Might regret their behavior afterwards

Emotional Self-Awareness / Self-Control

To reduce the risk of impulsive or regretful actions, it’s best to avoid making major decisions when we are:

- Hungry
- Angry
- Lonely
- Tired
- Stressed
Question . . .

Is good sleep important to our health?

Yes.

The neurons in our brains produce toxic proteins that are by-products of neural activity.

These toxic by-products can only be adequately removed during sleep.

When we don’t get enough sleep, the toxic proteins remain in our brain cells, wreaking havoc by impairing our ability to think.

3. Achievement Orientation

When a person demonstrates Achievement Orientation, they:

• Anticipate obstacles to a goal
• Set measurable goals
• Act rather than wait
• Seek out additional information
• Aim to make progress
3. Achievement Orientation
Developing Emotional Intelligence

When a person struggles with Achievement Orientation, they:
• Are content to simply complete a task
• Have no concern for improving processes or outcomes
• Do not aim to learn or grow
• Wait to be told to do something

4. Positive Outlook
Developing Emotional Intelligence

When a person demonstrates Positive Outlook, they:
• See opportunities rather than threats
• Have mainly positive expectations about others
• Have positive expectations about the future; believe it will be better than the past
• See the positive side of difficult situations
4. Positive Outlook

When a person struggles with Positive Outlook, they:

- Have difficulties overcoming obstacles or setbacks
- Find it hard to maintain hope that things will improve
- Give up easily in the face of difficulty or failure
- Express a lack of confidence, or a feeling of powerlessness or helplessness

The Value of Laughter

- Possible health benefits of friendly/positive laughter (i.e., not mean spirited):
  - Improved blood flow / circulation
  - Reductions in stress hormones, inflammation and pain
  - Increase in the number of anti-body producing cells
  - Stronger immune system
The Value of Laughter

- "A 2000 study found that people with heart disease were 40 percent less likely to laugh and be able to recognize humor in a variety of situations, compared to people of the same age without heart disease."
- Laughter is often as much about bonding and building rapport as it is about humor.
- Unfortunately, we tend to laugh less frequently as we get older.

Intentional Change Theory (Boyatzis)

Positive Emotional Framework
Ideal Self – imagines possibilities, dreams, hopes.
Real Self – builds upon strengths.

Negative Emotional Framework
Ideal Self – imagines problems, expectations, pessimism, fear.
Real Self – tries to ‘fix’ weaknesses.

Sustained long-term change is usually Positive-based. Aim for Positive/Negative ratios of approximately 5:1.
5. Adaptability

When a person demonstrates Adaptability, they:
- Juggle multiple demands smoothly
- Handle shifting priorities and rapid change easily
- Adapt plans, behavior or approaches to fit major changes in situations
- Apply standard procedures flexibly
- Adapt ideas based on new information

When a person struggles with Adaptability, they:
- Find it hard to handle multiple demands
- Prefer to do one thing at a time
- Get frustrated by change – even when it’s in a positive direction
- Struggle to see things from other people’s perspectives
Adaptability = Resourcefulness

"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change."

-- Leon C. Megginson

Importance of Adaptability

Case study – review of thousands of promotion decisions at Morgan Stanley.

Stumbling blocks for those who weren’t promoted:

• Not adaptable
• Not good collaborators
• Didn’t show empathy toward clients
6. Empathy
Developing Emotional Intelligence

When a person demonstrates Empathy, they:

- Read people’s moods or non-verbal cues accurately
- Respect and relate well to people of diverse backgrounds
- Listen attentively to others
- Understand others’ perspectives

When a person struggles with Empathy, they:

- Assume they know what the other person feels
- Believe everyone thinks like they do
- Spend time planning their response rather than listening
- Are frequently surprised by what someone has said or done
6. Empathy
Developing Emotional Intelligence

Nobody cares how much you know, until they know how much you care.
(Theodore Roosevelt)

Web Article (10/13/13)

“The #1 Skill Of Extremely Likable (And Successful) People”

Listening = giving someone our full, undivided attention

Process:
• Observe body language (non-verbal expression)
• Eye contact (70% while listening; 50% when talking)
• Listen to what the other person is saying
• Empathize (understand their perspective)
7. Organizational Awareness

When a person demonstrates Organizational Awareness, they:

- Understand the political forces at work within their organization
- Accurately read key power relationships among the people they work with
- Understand the organization’s values / culture
- Understand what is rewarded, and what is not rewarded, within their organization
7. Organizational Awareness

When a person struggles with Organizational Awareness, they:

- Have little idea who does what within their organization
- Find it hard to identify or approach key decision-makers
- Are not sure of the most effective ways to get things done
- Might embarrass themselves by saying the wrong thing to the wrong person

8. Influence

When a person demonstrates Influence, they:

- Build consensus and support for ideas and suggestions
- Convince others by engaging them in discussion and appealing to their self-interest
- Anticipate how people will respond to an argument, and adapt their approach accordingly
8. Influence
Developing Emotional Intelligence

When a person struggles with Influence, they:

• Take no notice of the needs or interests of the person(s) they’re talking to
• Deliver the same argument in the same way, regardless of the audience
• Rely simply on their position of authority
• Find it hard to communicate a common vision or direction that can involve others

9. Coach and Mentor
Developing Emotional Intelligence

When a person demonstrates this competency, they:

• Offer feedback to improve another person’s performance
• Recognize the specific strengths of others
• Encourage others to pursue their dreams
• Care about others and their development
9. Coach and Mentor

When a person struggles with this competency, they:

- Simply tell someone what to do, without explaining how or why
- Provide specific instructions but no background
- Seldom follow up or check on progress
- Care only that the job gets done

10. Conflict Management

When a person demonstrates Conflict Management, they:

- Bring disagreement out in the open
- Help de-escalate conflicts
- Communicate the positions of those involved in a conflict to all concerned
- Try to resolve conflict by:
  - Articulating a larger goal that everyone values
  - Finding a solution that everyone can accept
10. Conflict Management

When a person struggles with Conflict Management, they:

• Might avoid conflict (pretend there isn’t any)
• Try to appease everyone – tell people what they want to hear
• Tend to believe that problems are caused by others, and therefore remain closed to other points of view
• See disagreements as personal, rather than about issues or situations that can be addressed

Communication

• Good communication requires effort
• Up to 70% of communication is screened or changed by the listener
• 50% comprehension
  • Half of that after 4 hours = 25%
Communication Skills:  
**Active Listening**

A communication technique used in counseling, training and conflict resolution.

Involves having the listener re-state or paraphrase what they have heard, to confirm understanding.

Primary elements are: Comprehending, Retaining, and Responding.
Active Listening: “Listen to Understand, Not to Reply”

Most people do not listen with the intent to understand; they listen with the intent to reply.

Stephen R. Covey

Active Listening: “Listen to Understand, Not to Reply”

Sometimes people just need someone to listen. No advice. No words. Just a shoulder, an ear.
11. Inspirational Leadership
Developing Emotional Intelligence

When a person demonstrates Inspirational Leadership, they:

• Make activities or projects engaging
• Inspire others by articulating a vision or goal
• Motivate others by generating emotional reactions
• Build pride in the group
• Lead by bringing out the best in people

When a person struggles with Inspirational Leadership, they:

• Lead simply from a position of authority
• Don’t involve the people they lead
• Give little time or interest to creating a team identity
• Ignore others as a source of support
• Let people focus on their own area without consulting each other
12. Teamwork

Developing Emotional Intelligence

When a person demonstrates Teamwork, they:

- Maintain co-operative working relationships
- Build team spirit and identity
- Promote a friendly, co-operative climate in groups or organizations
- Solicit others’ input and participation
- Work well in teams by being respectful to others
12. Teamwork
Developing Emotional Intelligence

When a person struggles with Teamwork, they:

- Prefer to work alone
- Compete more than co-operate
- Are concerned only with their own performance, goals and rewards
- Don’t recognize the contributions of others
- Dominate teams / refuse to share leadership
- Ignore team potential by not making use of the skills and abilities of other team members

Six Leadership Styles

<table>
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<tr>
<th>Leadership Style</th>
<th>Leader’s Approach</th>
<th>The Style in a Phrase</th>
<th>Impact on Climate</th>
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<tbody>
<tr>
<td>Commanding</td>
<td>Demands compliance</td>
<td>“Do what I tell you.”</td>
<td>Negative</td>
</tr>
<tr>
<td>Visionary</td>
<td>Mobilize toward vision</td>
<td>“Come with me.”</td>
<td>Most strongly positive</td>
</tr>
<tr>
<td>Affiliative</td>
<td>Creates harmony</td>
<td>“People come first.”</td>
<td>Positive</td>
</tr>
<tr>
<td>Democratic</td>
<td>Consensus &amp; participation</td>
<td>“What do you think?”</td>
<td>Positive</td>
</tr>
<tr>
<td>Pacesetting</td>
<td>Sets high standards</td>
<td>“Do as I do, now.”</td>
<td>Negative</td>
</tr>
<tr>
<td>Coaching</td>
<td>Develop for the future</td>
<td>“Try this.”</td>
<td>Positive</td>
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“Leadership Is a Relationship”

Based on:
- Mutual Trust
- Mutual Respect

Summary & Resources
Summary & Resources

- **Ohio Dept. of Administrative Services (DAS)**
  - Office of Learning and Professional Development – Training Catalog
- **Ohio State University**
  - MAPS Program (Management Advancement for Public Service)
- **Case Western Reserve University**
  - Weatherhead School of Management

Questions ... ?

Thank You!