Developing Emotional Intelligence (E.I.) Competencies

OTECE Session 57 - October 3, 2018
Presented by Mike Fitch (ODOT-LTAP)
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

“Succinctly explains how to deal with emotions creatively and employ our intelligence in a beneficial way.”
—THE DALAI LAMA

EMOTIONAL INTELLIGENCE 2.0

Includes a new & enhanced online edition of The World’s Most Popular Emotional Intelligence Test

TRAVIS BRADBERRY & JEAN GREAYES

INTERNATIONAL BESTSELLING AUTHORS OF THE EMOTIONAL INTELLIGENCE QUICKBOOK

FOREWORD BY: PATRICK LENCION, AUTHOR OF THE FIVE DYSFUNCTIONS OF A TEAM
Emotional Intelligence (‘EQ’)

EQ is responsible for
58%
of your job performance

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

Is “likeability” important?
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.
Likeability Traits

Dominant traits in those surveyed by percentage

- 24% Caring
- 7% Uplifting
- 15% Amiable
- 10% Capable
- 44% Dependable
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.
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’ (or ‘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
Learning Styles
Visual – Auditory – Kinesthetic

- Auditory Learner: Podcasts, Lectures, Making music, Making videos and documentaries
- Visual Learner: Diagrams, Videos, Illustrations
- Kinesthetic Learner: Projects, Experiments

[Diagram showing intersections of learning styles]
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? 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/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

• Dale Carnegie (1936) – published *How to Win Friends and Influence People*, one of the best-selling self-help books of all time.

• David Wechsler (1940) – argued that our models of intelligence are incomplete unless we understand the influence of other factors on intelligent behavior.
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 EI …”

(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
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.

Source: The Brainwaves Center
Neuropsychology of E.I.

**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)
- Neo-Cortex (most recent evolution - complex thought)
- Awareness of Situation
- Emotional Response
- Behavior
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” . . .

PAUSE
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 Emotional Process

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

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

- Social Awareness
- Self-Awareness
- Relationship Management
- Self-Management
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)

<table>
<thead>
<tr>
<th><strong>Self-Awareness</strong></th>
<th><strong>Social Awareness</strong></th>
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</thead>
<tbody>
<tr>
<td>• Emotional Self-Awareness</td>
<td>• Empathy</td>
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<td>• Organizational Awareness</td>
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<td>• Emotional Self-Control</td>
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<td>• Positive Outlook</td>
<td></td>
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<td>• Adaptability</td>
<td>• Influence</td>
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<td></td>
<td>• Coach and Mentor</td>
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<td></td>
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<td>• Inspirational Leadership</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
   Developing Emotional Intelligence

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

Developing Emotional Intelligence

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
Developing Emotional Intelligence

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:

**H**ungry

**A**ngry

**L**onely

**T**ired

**S**tressed
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
Developing Emotional Intelligence

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
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
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
5. Adaptability
Developing Emotional Intelligence

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
5. Adaptability
Developing Emotional Intelligence

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
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
6. Empathy
Developing Emotional Intelligence

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)
“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)
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
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
Developing Emotional Intelligence

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
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
Developing Emotional Intelligence

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
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

Developing Emotional Intelligence

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%
“Everyone talks, everyone communicates, but few connect. The greatest problem in communication is the illusion that it has been accomplished.”

– John Maxwell
Basic Communication Process

1. Start with a message
2. Transmitter encodes the message
3. Encoded message is transmitted
4. Encoded message is received
5. Receiver decodes the message
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
11. Inspirational Leadership

Developing Emotional Intelligence

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
“Boss” vs. “Leader”
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>
<thead>
<tr>
<th>Leadership Style</th>
<th>Leader’s Approach</th>
<th>The Style in a Phrase</th>
<th>Impact on Climate</th>
</tr>
</thead>
<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
Questions ... ?

Thank You!