

## Emotional Intelligence (EI)

Intelligence is a mental aptitude that involves, amongst other things, the abilities of reasoning, anticipation, resolving problems, abstract thinking, understanding complex ideas, rapid thinking and learning from experience. It reflects an enhanced ability to understand our environment, to seize opportunities, to make sense of things and to think up practical solutions.

However, there is not one type of intelligence (IQ), but two. Your rational intelligence backs up your mental functions. On the other hand, *emotional intelligence* is responsible for your sensitivity. Your thoughts are governed by your emotions, and so are your decisions.

### EI defined:

Simply put, EI is the intelligent use of emotions. You intentionally make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results.

It is generally recognised that EI is made up of five components or areas of competence:

#### *Self-Regulation:*

Being able to manage and control your emotional state

#### *Self-awareness:*

Knowing yourself and what your emotions are telling you

#### *Motivation:*

Channelling your emotions to enable you to achieve goals

#### *Empathy:*

Recognising and reading emotions in others

#### *Social skills:*

Relating to and influencing others

“For management positions, emotional intelligence competencies account for up to 85% of what sets outstanding managers apart from the average”

*Daniel Goleman, 1998*

# The Emotional Competence Framework

## *Personal Competence*

These competencies determine how we manage ourselves:

### Self-Awareness

(Knowing one's internal states, preferences, resources and intuitions)

- *Emotional awareness: Recognising one's emotions and their effects*
- *Accurate self-assessment: Knowing one's strengths and limits*
- *Self confidence: A strong sense of one's self-worth and capabilities*

### Self-Regulation

(Managing one's internal states, impulses and resources)

- *Self Control: Keeping disruptive emotions and impulses in check*
- *Trustworthiness: Maintaining standards of honesty and integrity*
- *Conscientiousness: Taking responsibility for personal performance*
- *Adaptability: Flexibility in handling change*
- *Innovation: Being comfortable with new ideas, approaches & information*

### Motivation

(Emotional tendencies that guide or facilitate reaching goals)

- *Achievement drive: Striving to improve or meet a standard of excellence*
- *Commitment: Aligning with the goals of the group or organisation*
- *Initiative: Readiness to act on opportunities*
- *Optimism: Persistence in pursuing goals despite setbacks*

## ***Social Competence***

These competencies determine how we handle relationships

### **Empathy**

(Awareness of others' feelings, needs and concerns)

- ***Understanding others: Sensing others' feeling and perspectives; taking active interest in their concerns***
- ***Developing others: Sensing others' development needs and bolstering their abilities***
- ***Service orientation: Anticipating, recognising and meeting others' needs***
- ***Leveraging diversity: Cultivating opportunities through different kinds of people***
- ***Political awareness: Reading a group's emotional currents and power relationships***

### **Social Skills**

(Adeptness at inducing desirable responses in others)

- ***Influence: Wielding effective tactics for persuasion***
- ***Communication: Listen openly and sending convincing messages***
- ***Conflict management: Negotiating and resolving agreements***
- ***Leadership: Inspiring and guiding individuals and groups***
- ***Change catalyst: Initiating or managing change***
- ***Building bonds: Nurturing instrumental relationships***
- ***Collaboration and co-operation: Working with others toward shared goals***
- ***Team capabilities: Creating group synergy in pursuing collective goals***

## **Suggestions for Developing your EI .**

Use three word sentences beginning with "I feel"

Start labelling feelings; stop labelling people & situations

Analyze your own feelings rather than the action or motives of other people

Ask others how they feel -- on scale of 0-10

Make time to reflect on your feelings

Identify your fears and desires

Identify your UEN's (Unmet Emotional Needs)

Take responsibility for your emotions & happiness; Stop believing others cause your feelings; Don't expect others to "make" you happy

Express your feelings - find out who cares - spend time with them

Develop the courage to follow your own feelings

## Building Emotional Intelligence

### *Individual*

### *Group*

#### *Creating awareness of emotions*

<p><i>Interpersonal understanding</i></p> <ol style="list-style-type: none"> <li>1. Take time away from group tasks to get to know one another</li> <li>2. Have a 'check in' at the beginning of each day – that is, ask how everyone is doing, and mean it</li> <li>3. Assume that undesirable behaviour takes place for a reason. Find out what it is. Ask questions and listen. Avoid negative attributions</li> <li>4. Tell the team what you're thinking and how you're feeling</li> </ol> <p><i>Perspective Taking</i></p> <ol style="list-style-type: none"> <li>1. Ask whether everyone is in agreement with a decision</li> <li>2. Ask quiet members what they think</li> <li>3. Question decisions that come too quickly</li> <li>4. Appoint a devil's advocate</li> </ol>	<p><i>Team Self-Evaluation</i></p> <ol style="list-style-type: none"> <li>1. Schedule time to examine team effectiveness</li> <li>2. Create measurable task and process objectives and then measure them</li> <li>3. Acknowledge and discuss group moods</li> <li>4. Communicate your sense of what is happening in the team</li> <li>5. Allow members to call a process check (e.g. you might ask 'Is this the most effective use of our time right now?')</li> </ol> <p><i>Seeking Feedback</i></p> <ol style="list-style-type: none"> <li>1. Ask your staff and customers how you are doing</li> <li>2. Benchmark your processes</li> </ol>
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#### *Regulating emotions*

<p><i>Confronting</i></p> <ol style="list-style-type: none"> <li>1. Set ground rules and use them to point out behaviour</li> <li>2. Always mention when rules are broken</li> <li>3. Create playful ways for pointing out behavioural fall downs. Re-enforce them</li> </ol> <p><i>Caring</i></p> <ol style="list-style-type: none"> <li>1. Support team members; volunteer to help if needed, be flexible, provide emotional support</li> <li>2. Validate members' contributions. Let members know they are valued</li> <li>3. Protect members from outside negative influences</li> <li>4. Respect individuality and differences in perspectives. Listen</li> <li>5. Never be derogatory or demeaning</li> </ol>	<p><i>Creating resources for working with emotion</i></p> <ol style="list-style-type: none"> <li>1. Make time to discuss difficult issues and address emotions that surround them</li> <li>2. Find creative ways to acknowledge the emotion of the group</li> <li>3. Create fun ways to acknowledge and relieve stress and tension</li> <li>4. Express acceptance of members' emotions</li> </ol> <p><i>Creating an affirmative environment</i></p> <ol style="list-style-type: none"> <li>1. Reinforce that the team can meet a challenge. Be optimistic</li> <li>2. Focus on what you can control</li> <li>3. Remind the team of their important and positive mission</li> <li>4. Remind the team how they solved similar problems before</li> <li>5. Focus on problem solving, not blaming</li> </ol> <p><i>Solving problems proactively</i></p> <ol style="list-style-type: none"> <li>1. Anticipate problems and address them before they happen</li> <li>2. Take the initiative to understand and get what you need to be effective</li> <li>3. Do it yourself if others aren't responding. Rely on yourself, not others</li> </ol>
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