

Developing Emotional Intelligence (E.I.) Competencies

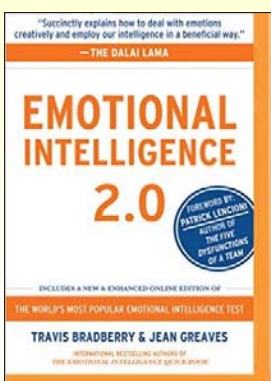

Presented by Mike Fitch, P.E.
ODOT / LTAP

NACE Conference – Cincinnati, Ohio
April 12, 2017

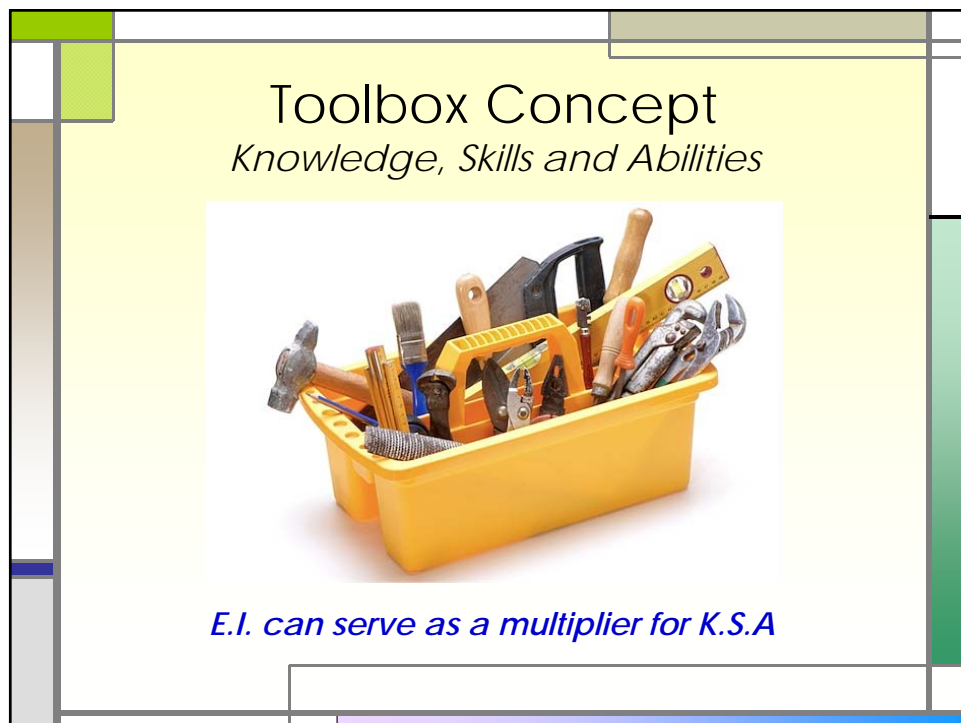
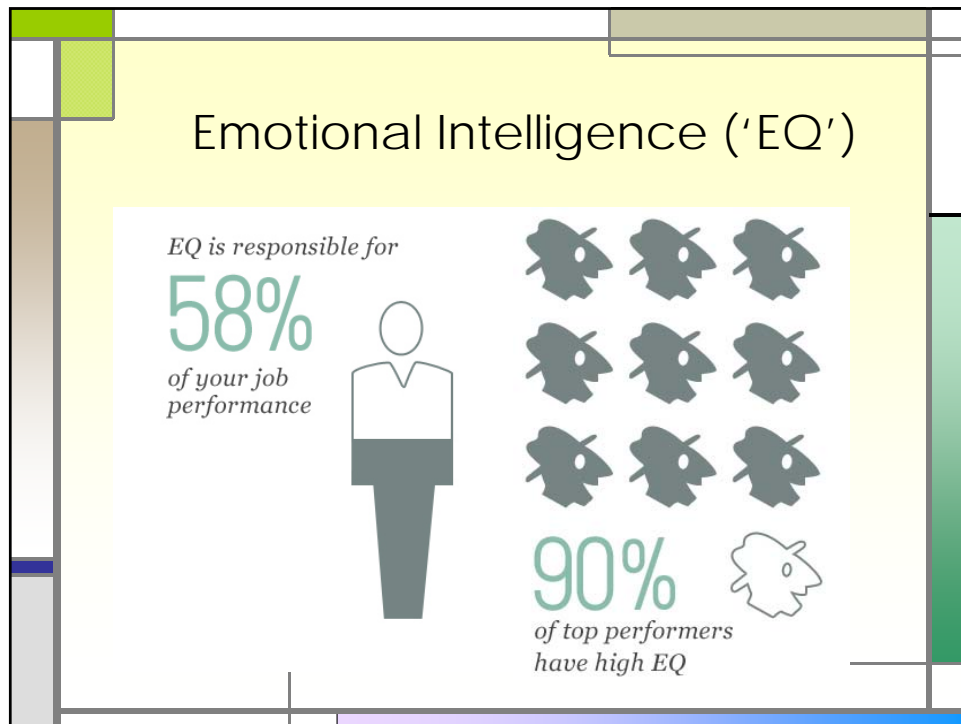
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Emotional Intelligence ('EQ')

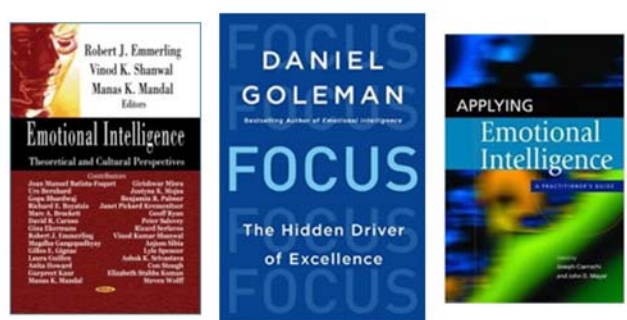
EQ is responsible for
58%
of your job performance



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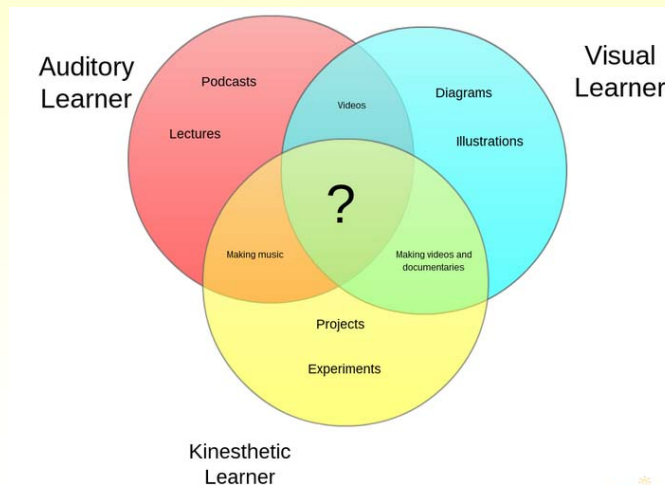
What is Emotional Intelligence?



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

Learning Styles

Visual – Auditory – Kinesthetic



Agenda

- Background / The Case for E.I.
- Neuropsychology of E.I.
- The E.S.I. Model – 12 Competencies
- “The #1 Skill of Likeable/Successful People”
- Communication Process
- Leadership Styles
- Summary & Resources

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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

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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.

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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 ...)

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

The diagram illustrates the E.S.I. Model. At the center is a red circle containing the letters "EI". Surrounding this central circle are four other circles, each representing an area of awareness: a blue circle at the top labeled "Social Awareness", a yellow circle on the right labeled "Relationship Management", a purple circle at the bottom labeled "Self-Management", and a dark teal circle on the left labeled "Self-Awareness". Red arrows connect these four outer circles in a clockwise cycle, indicating their interrelated nature.

Within these four Areas are 12 specific "Competencies", which will be discussed later.

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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.

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Why is This Topic Important?

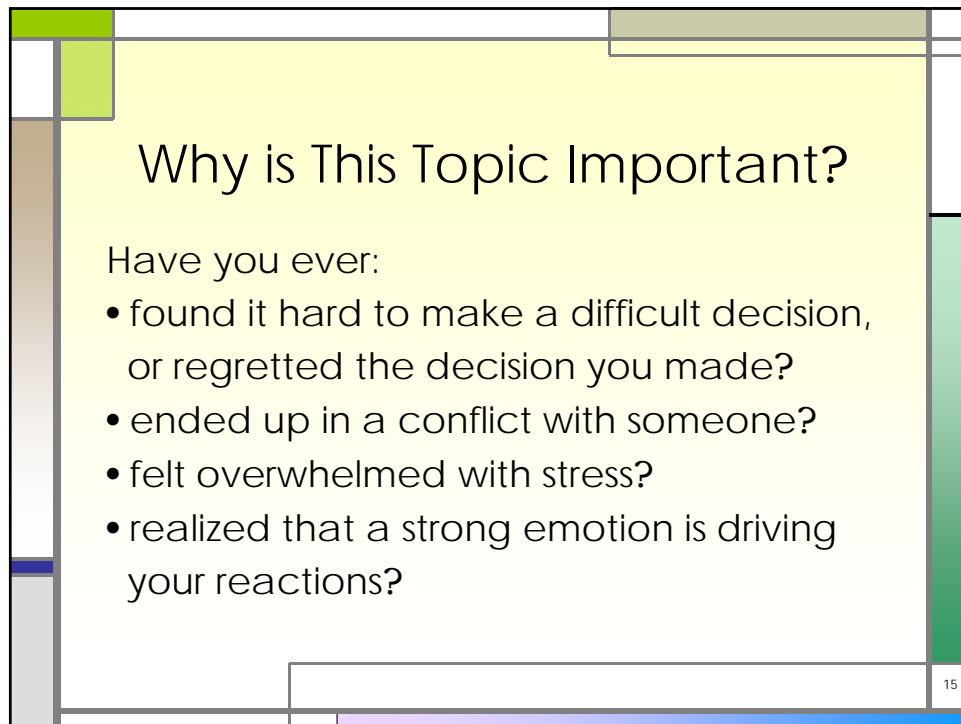
- Because emotions affect our own perceptions and behaviors.
- Because *emotions are contagious* (both positive and negative), and therefore have an effect on how we relate to and work with others.
 - Brain function and neuropsychology
 - Verbal and non-verbal cues

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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.*

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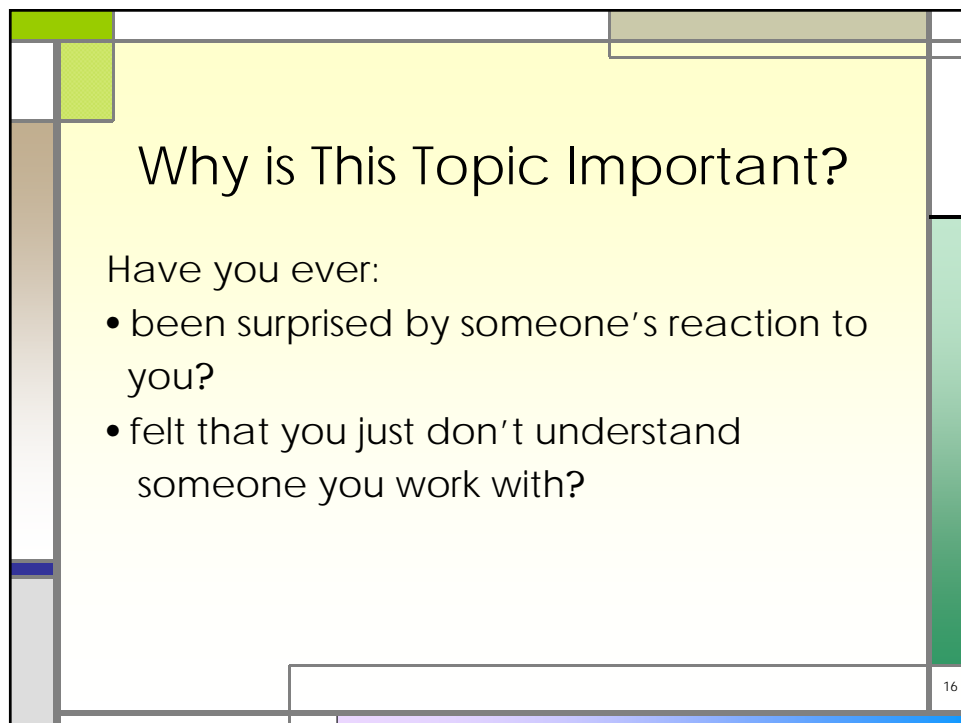


Why is This Topic Important?

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?

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Why is This Topic Important?

Have you ever:

- been surprised by someone's reaction to you?
- felt that you just don't understand someone you work with?

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Why is This Topic Important?

*Correlations to
Human Health & Well-Being*

*Health effects of stress
Cortisol – “the stress hormone”*

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Effects of Stress on Health

- It's been estimated that 75-90% of visits to primary care physicians in the U.S. are due to stress-related problems.
- Heart attack rates have been reported as 20% higher on Mondays than on any other day of the week.

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Why is This Topic Important?



Because Stress Management
Can Help to Improve Our Health

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Why is This Topic Important?

*Correlations to
Organizational Health*

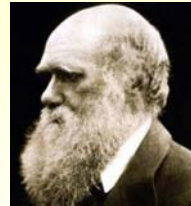
In order to be successful and achieve
excellence, organizations need to be
both **smart** and **healthy**.

– Patrick Lencioni, *The Advantage*

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Background – Historical Precedents

- Charles Darwin (1872) – published *The Expression of the Emotions*, which proposed the importance of emotional expression for survival and adaptation.
- E.L. Thorndike (1920) – used the term “social intelligence” to describe the skill of understanding and managing other people.



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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

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Recent History – Development of E.I. Concepts

- Daniel Goleman – built upon McClellan’s work; published *Emotional Intelligence: Why It Can Matter More Than IQ* (1995), and *Working With Emotional Intelligence* (1998).
- Richard Boyatzis – built upon Goleman’s work; helped to validate the 12 emotional and social intelligence competencies.



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The Case for EI

- “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)

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The Case for EI

- “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)

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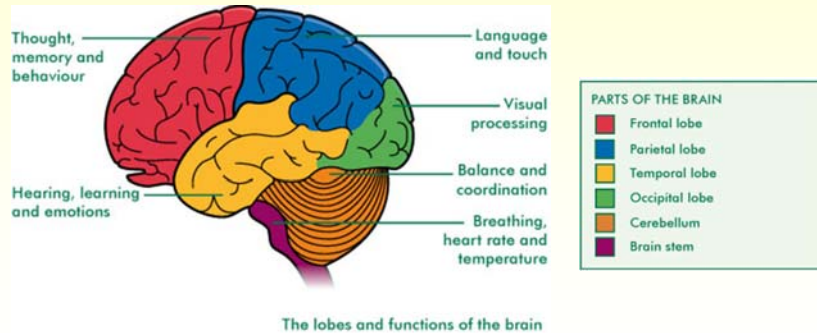
The Case for EI

- Medical study conducted by St. Paul Fire & Marine Insurance Co.
- Implemented EI and stress management skills in 22 of its client hospitals (physicians & staff)
 - Result: **a 70% reduction** in malpractice claims

(G. Scott Warrick)

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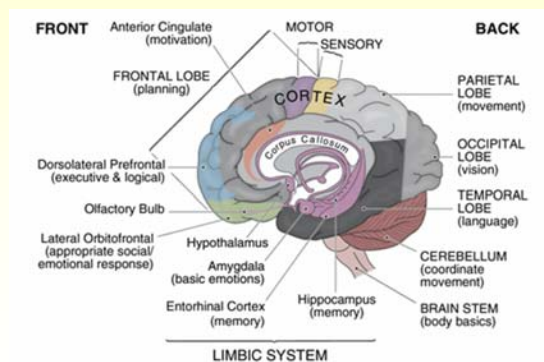
Neuropsychology of E.I. *The link between the brain and Emotional Intelligence.*



Source: Macmillan

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



Source: The Brainwaves Center

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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.

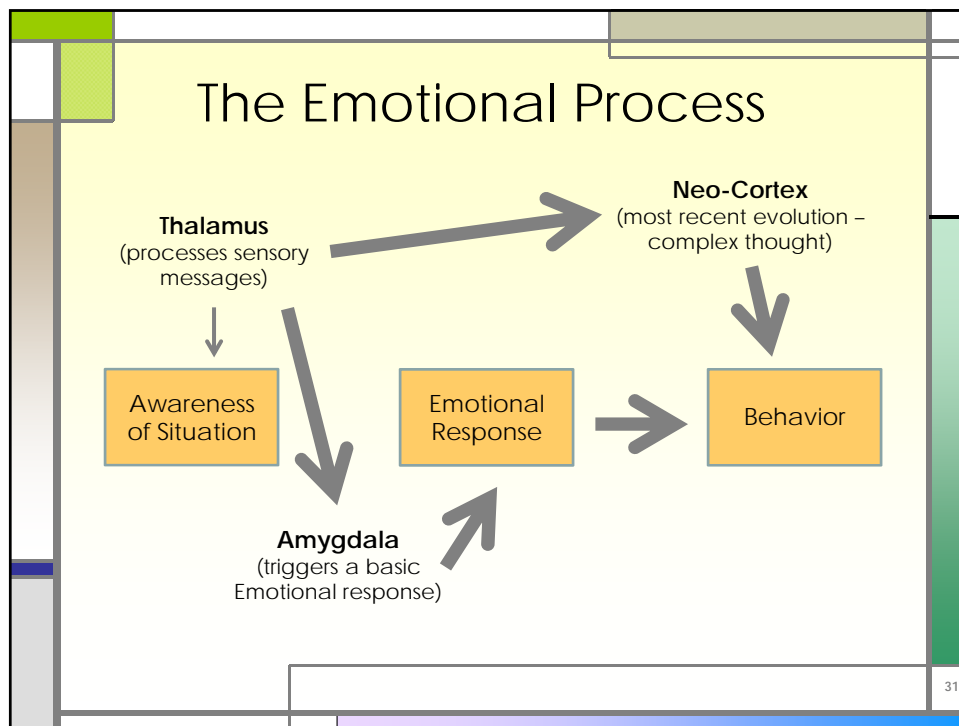
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Neuropsychology of E.I.

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 . . .

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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.

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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.

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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

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The Emotional Process

Methods to help with preventing or avoiding an "Amygdala Hijacking" . . .



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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

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The Emotional Process

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

(Goleman, 1998; Clarke, 1996)

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Work Group Exercise & Discussion



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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.”

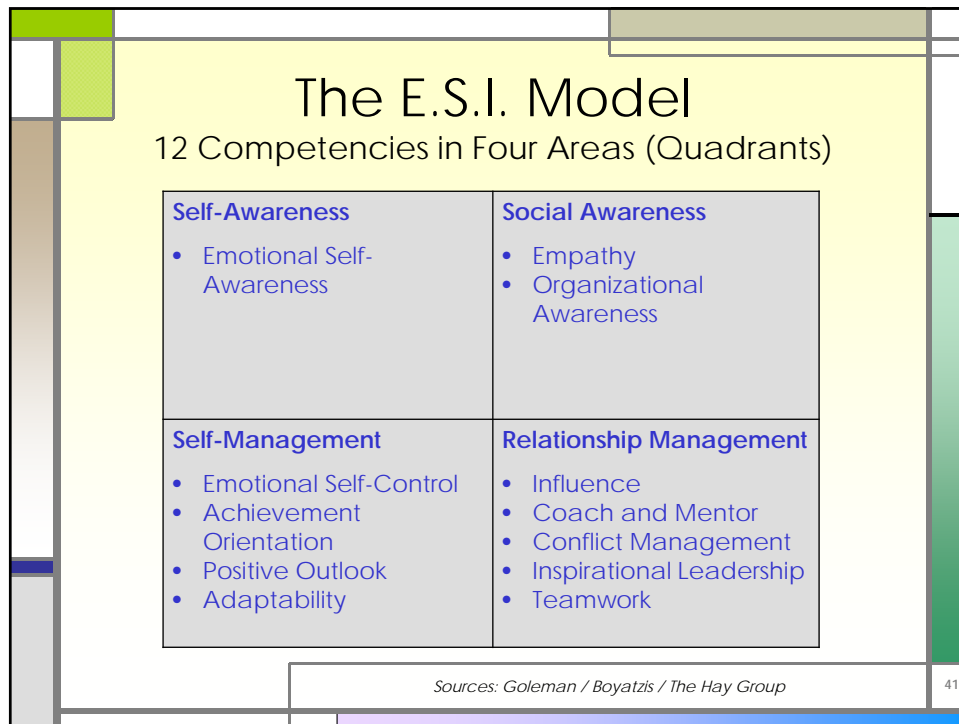
–Dee Hock

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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

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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

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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

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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

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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

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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

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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

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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

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4. Positive Outlook

Developing Emotional Intelligence

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

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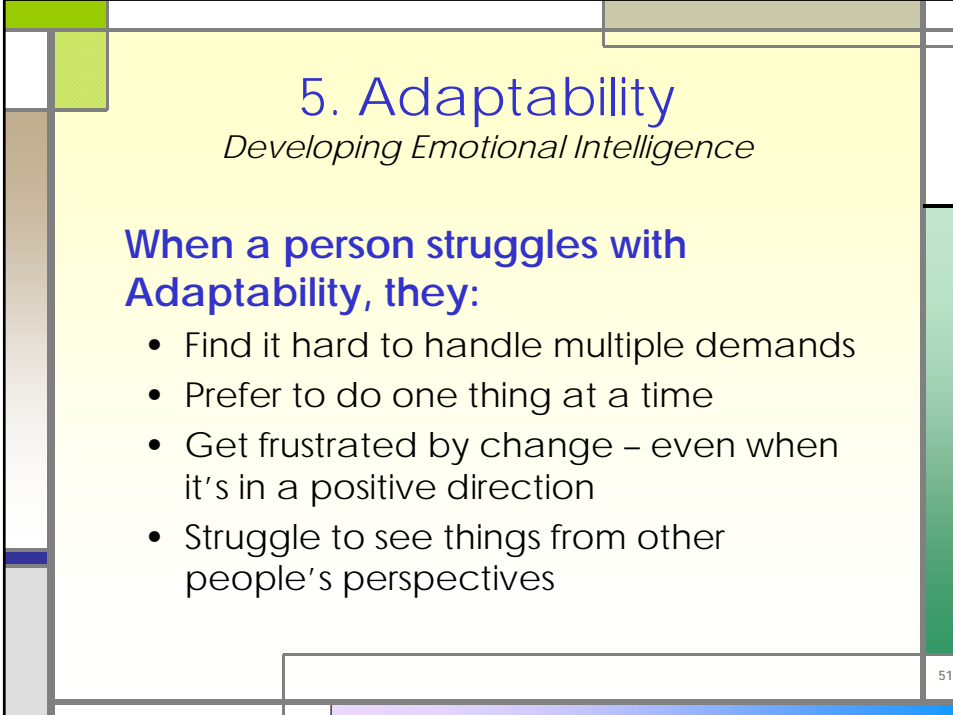
5. Adaptability

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

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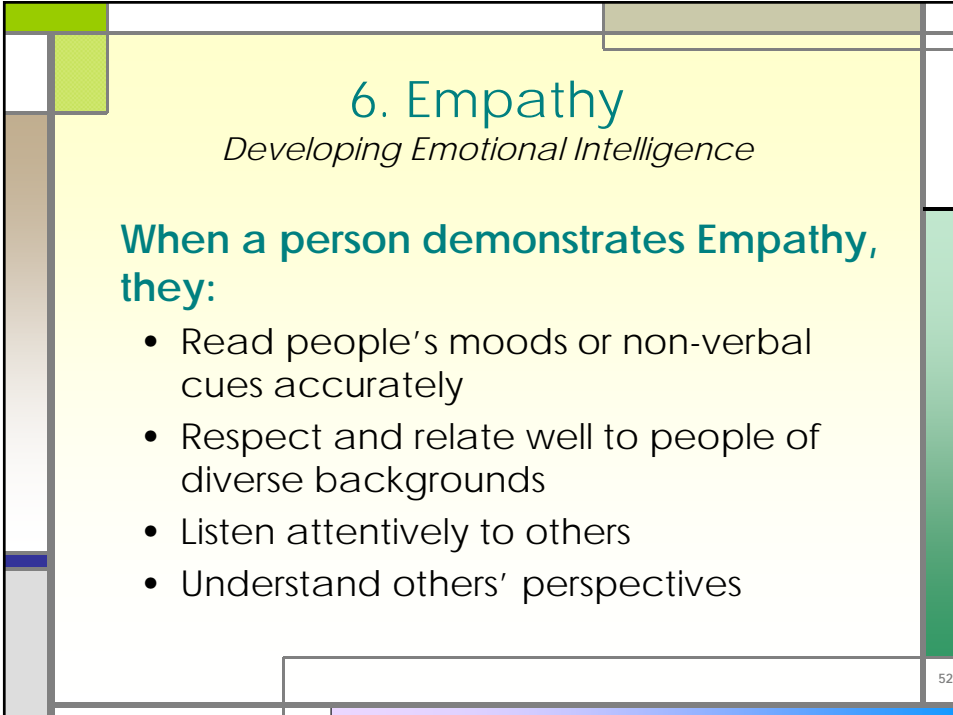
5. Adaptability

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

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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

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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

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Web Article (10/13/13)

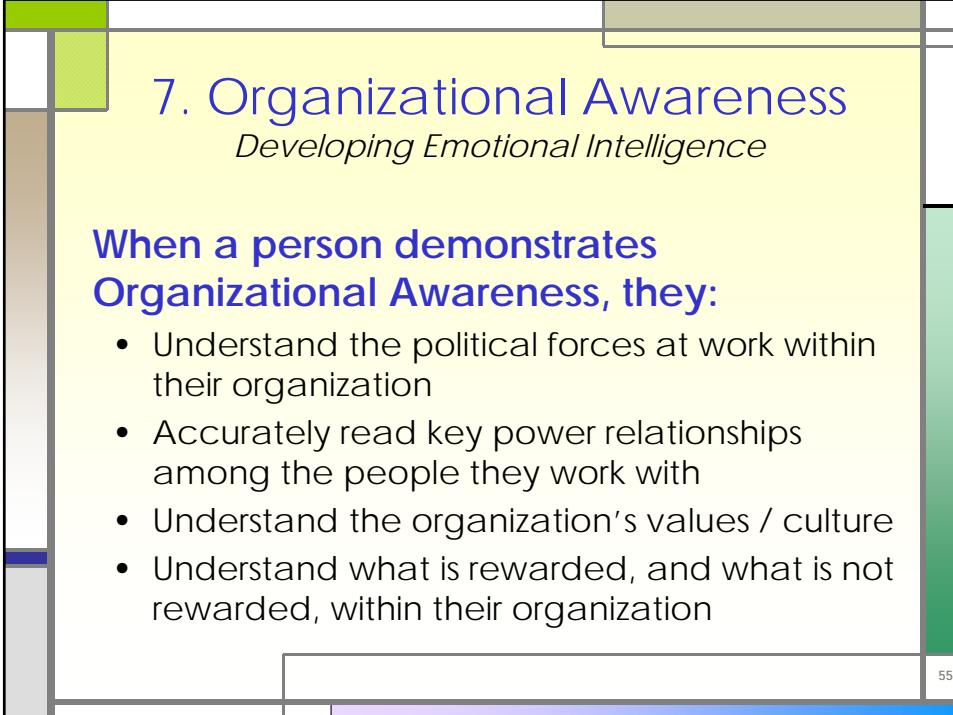
“The #1 Skill Of Extremely Likable (And Successful) People”

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)

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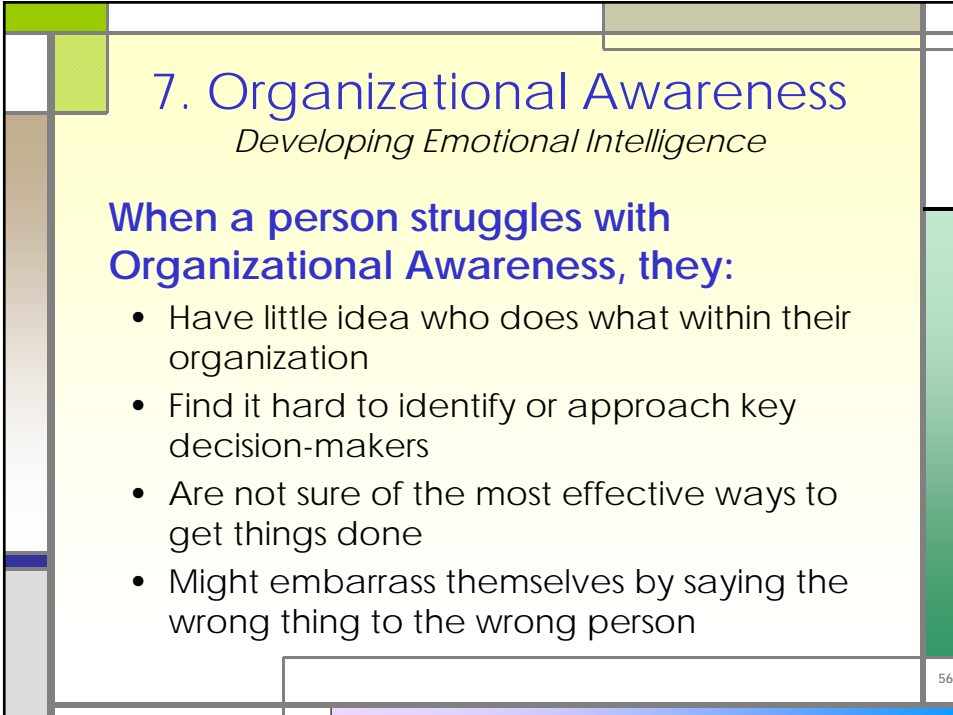
7. Organizational Awareness

Developing Emotional Intelligence

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

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7. Organizational Awareness

Developing Emotional Intelligence

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

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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

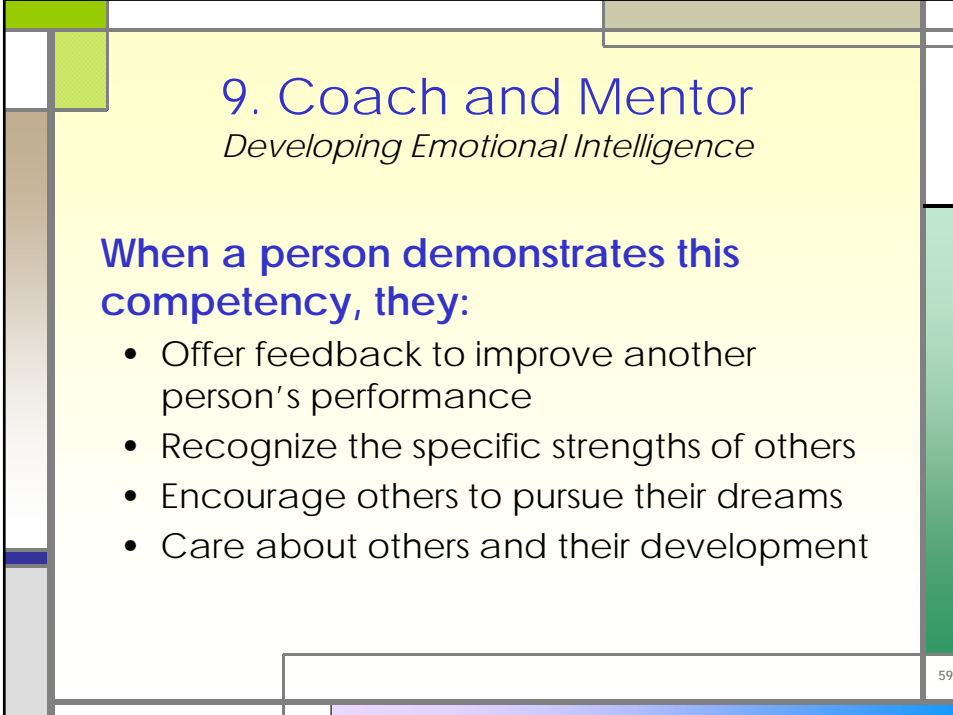
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8. Influence
Developing Emotional Intelligence

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

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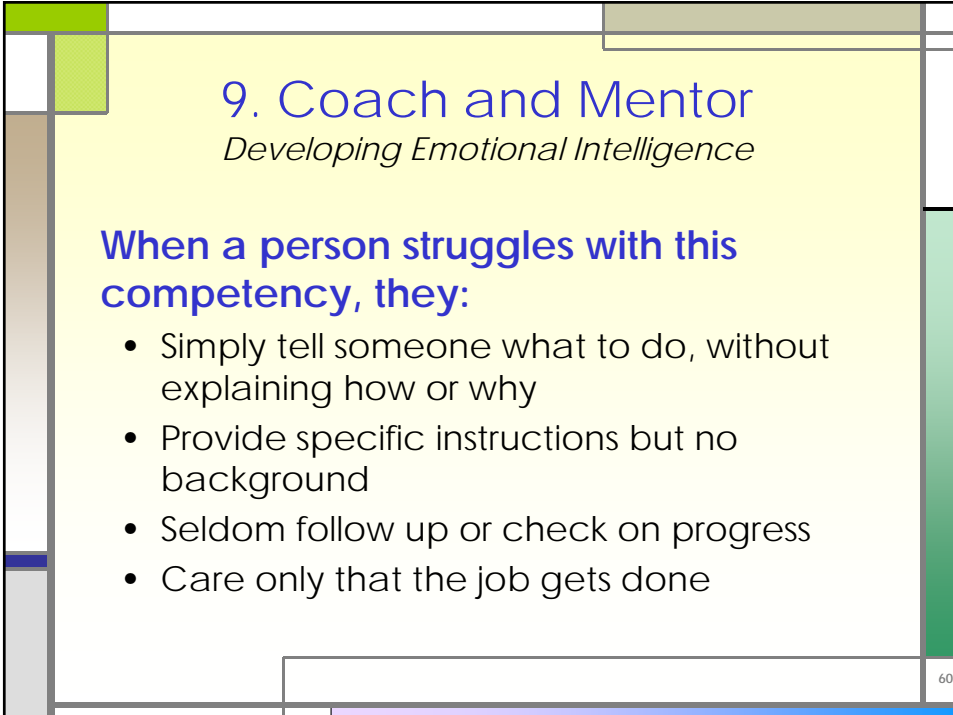
9. Coach and Mentor

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

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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

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10. Conflict Management

Developing Emotional Intelligence

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

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10. Conflict Management

Developing Emotional Intelligence

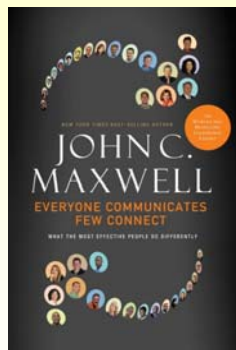
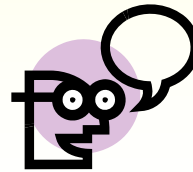
When a person struggles with Conflict Management, they:

- 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

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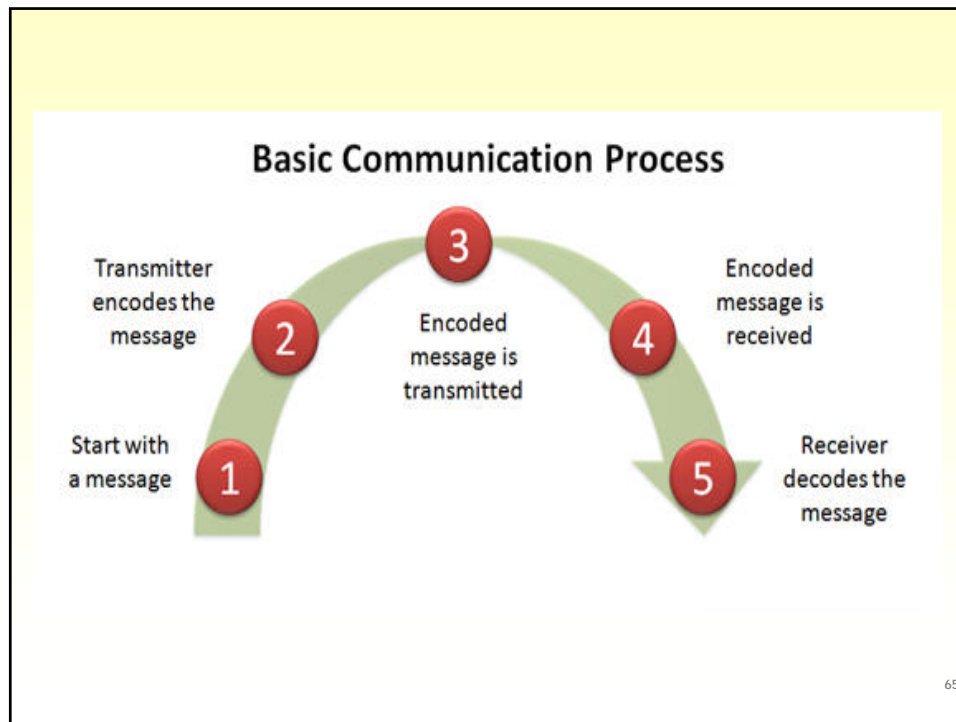
Communication

- 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



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.

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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

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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

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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

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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

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Six Leadership Styles

Leadership Style	Leader's Approach	The Style in a Phrase	Impact on Climate
Commanding	Demands compliance	"Do what I tell you."	Negative
Visionary	Mobilize toward vision	"Come with me."	Most strongly positive
Affiliative	Creates harmony	"People come first."	Positive
Democratic	Consensus & participation	"What do you think?"	Positive
Pacesetting	Sets high standards	"Do as I do, now."	Negative
Coaching	Develop for the future	"Try this."	Positive

Source: Daniel Goleman, *Harvard Business Review* (2000).

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Summary & Resources

Questions ... ?

Thank you!

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